

SUMMARIES IN ENGLISH

Simo K ppe: The self itself.

Starting from a description of concepts of self and assumptions regarding relations between theory, methodology and empirical studies five different empirical based theories about the early constitution of self / mind are submitted – Meltzoff, Trevarthen, Stern and Beebe, Gergely, Rochat. The relation between theory and empirical methods are discussed continuously.

Katrine Zeuthen, Signe Holm Pedersen & Judy Gammelgaard: Attachment and the drive behind development – A critical discussion of empirical infant research.

The empirical research on infant development has expanded our knowledge of the infant's psychological functions enormously. However, from a psychoanalytical point of view it must be questioned whether this type of research has increased our knowledge of internal psychical life and helped us answer the question of what it is that initiates and drives development forward. In the first part of the article it is argued that psychoanalysis must have a critical stance towards a scientific ideal that is based on a positivistic empirical tradition. The object of psychoanalysis is unconscious processes that cannot be objected to direct observation. In a following part of the article the attachment theoretical project of Peter Fonagy and his team is in focus, a project trying to combine psychoanalysis and the empirical and experimental investigations of small children, and it is demonstrated how such a project is limited in its exploration of the child's psychic reality. More specifically the article discusses the difference between the classical theory of the drive and the attachment theories. The classical theory defines the drive as a productive creator of not only fantasies but of meaning in intersubjective relations. The attachment theories have replaced the concept of the drive with a concept of intentionality. The argumentation is elaborated in a demonstration of how the theory of the drive can be framed in order to contain an object relational perspective, as it has been done by Jean Laplanche's reinterpretation of the theory of seduction without losing the psychoanalytic theory of the unconscious and the theory of the drive.

Vanessa Ragans: The use of an intention based theory of movement within infant psychology.

The article emphasizes the problem that movement to date has been utilized as an unarticulated background for descriptions of the psyche. Interpretations of movement are seldom based on consistent theoretical considerations concerning the nature of observed movement *as a whole*. The historical reasons for these issues are identified through a presentation of the scientific status of movement, in physiology as well as infant psychology. In continuation hereof the theory of Maurice Merleau-Ponty is presented as a fertile ground for the development of an intention based theory of movement, as it emphasizes that subjectivity originally is founded in a *motor intentionality*. This idea is used to theorise that the moving body is investigated as the original subject of perception. It is claimed that Merleau-Ponty's theory is productive as it produces new vistas on the concept of intentionality in infancy research, as it explicitly addresses intentionality from the point of view of movement. This line of thinking has been used in a PhD. project to develop a conceptual framework called the *Movement Intention Complex*. The framework is proposed as a theoretically based developmental model of motor intention in the first year of ontogeny and is contrasted against the view of intentionality advocated by Philippe Rochat, who defines intentionality as an emerging by-product of reciprocal exchange, between infant and caregiver. The relevance of an intention based theory of movement is debated. Finally, it is concluded that the discipline of infant psychology

occupies a privileged position in the articulation of the concept intentionality within a general psychological context, as it studies intentionality in its origin.

Christian Gerlach: The development of the brain in early childhood.

The development of imaging techniques has made it possible to study the healthy brain *in vivo* and in children. This has led to an increased understanding of brain development in general but also to an increased understanding of how brain development is related to the development of cognitive functions such as working memory and language. This paper will describe the major findings that have emerged in recent years concerning brain development with special emphasis on children aged 0 to 3 years. Not surprisingly, these findings in general suggest that the brain is plastic and that brain development is experience dependant. More surprisingly, perhaps, this insight could lead to a rejection of the notion of 'critical periods'- in which a certain type of development *must* occur in order to succeed – and instead adoption of the less deterministic notion of 'sensitive periods'. Hence, some evidence suggests that the brain's plasticity decreases because of environmental influences and not because special periods exist in which development is optimal biologically.

Krøjgaard, P., & Kingo, O.S.: Methodological considerations regarding research on infant cognition: Using computer displays and eye trackers.

Developmental Psychology has gone through a remarkable development since the 1960ies. One of the most important reasons accounting for this success has been the development and refinement of research methodologies. In the present paper we will take a closer look at two specific issues that has become increasingly prominent in recent years. One issue concerns the use of computer displays when presenting test events. Another issue is the use of so-called eye tracking equipment in order to keep track of the infants' visual attention. It is concluded that both methodologies posses undisputed advantages, while at the same time containing potential drawbacks. Specific studies aimed at clarifying potential constraints when using these methodologies are proposed.

Hanne Cecilie Braarud & Kjell Morten Stormark: Social skills in infants.

The Double Video paradigm has a set-up which enables the mother and the infant to interact through a closed circuit TV set-up where one can regulate whether the infant and the mother see and hear each other live or witness a replay from the first live sequence. The Double Video manipulation is a subtle distortion of social contingency and allow both for testing the infant's prospective interest in what the mother's do, and examine if the mother's behaviour is dependent of social contribution from the infant during the interaction. The Double Video laboratory consisted of five sequences, Live 1-Replay 1-Live 2-Replay 2-Live 3. The results from our studies give empirical evidence for early sensitivity to social contingency in two month olds. Also, the results show that the mother's vocalisations change in accordance with the quality of contingency of the infant responses. In sum, the results underline that mother-infant proto-dialogue is a two-way process which is dependent on contingent responses from both the mother and the infant.

Dorthe Bleses, Werner Vach & Sonja Wehberg: Individual differences in the early language acquisition of Danish children.

Based on a parental report study of 6.112 Danish children in the age of 8-36 months, this paper presents analyses of the acquisition of some fundamental linguistic milestones. The analyses show that slow and fast acquiring children reach the milestones in the same order, but huge variation in time among children was detected. Subsequently, analyses of the relation between the background factors gender, number of siblings, daycare, parents education and occupation and reading aloud and children's acquisition of the receptive and productive vocabulary were presented in order to establish to which degree such

background variables can explain the individual variation among children. It was only possible to determine minor effects of gender, reading/singing and number of hours in daycare and these background factors only explain between 3.2-8.7% of the variation among children depending on the age level. The paper begins and ends with an introduction and discussion of international research on the topic.

Ocke-Schwen Bohn: Universal and language-specific characteristics of infant speech perception.

Children are born with a range of perceptual abilities which enable them to acquire the language(s) spoken in their environment. Very young infants can discriminate nearly all consonant contrasts that are used in the languages of the world to signal differences in meaning, irrespective of whether these contrasts are functional in the language(s) to which the child is exposed. The universal perceptual abilities of infants become attuned to the ambient language(s) during the second half of the first year of life, but this change does not mean that the original abilities have become lost. Even adults can re-learn these abilities if they acquire additional languages later in life. This article focuses on infant vowel perception, which has not received as much attention as the perception of consonants. Our studies of Canadian, Danish, and German babies revealed universal perceptual asymmetries which may play an important role in vowel development. Interestingly, we observed the same perceptual patterns in adults' nonnative vowel perception.

Tove Gerholm: To create a language in a context.

In order to extract patterns that can be interpreted in the constant flow of verbal and non-verbal information facing the child, the verbal infrastructure needs to be of a relatively stable nature. This article will show the presence of this kind of pattern in the speech and actions of parents. The main focus, however, is to highlight the less investigated aspects of the child's own steps and moves in the construction of the verbal frames and norms that make up social interaction. These activities include gaze patterns and direct questions, both used in order to attract the parents scaffolding, but also the children's practicing of phrases and acts learned from interaction with the parents and practiced with peers. The article will further introduce concepts to describe two qualitatively distinct forms of behavior – unrestricted and norm-sensitive acts – as observed in the behavior of children between the ages of 1 through 5. Against the background of the constant interchange between parental reactions and responses on the one hand, and the child's own interpretations of these on the other, this article will argue that the child is steered towards choosing the norm-sensitive behavior rather than the unrestricted.

Kristine Jensen de López: Gestures enroute to words: Intereaction between gestures and words in Danish and Zapotec toddlers' communicative development.

This study investigates 8 Danish and Zapotec infants' communicative use of gestures and words at the age 16 and 20 months. We analysed the children's spontaneous production of gestures and words during the transition period to the two-word and caregivers' use of gestures to communicate with their infants. We found that all the children used the gestural modality to communicate and that there were individual differences. The analyses of the children's use of two-element utterances showed this utterance type to be a relative robust stage across both cultures. There was an incline in the children's production of amodal utterances with age. The caregivers' use of gesture used to communicate with their children mediated the gesture production of their respective children. The relationship is discussed in relationship to the role of input in children's development. The results are discussed with respect to acknowledging gestures as a robust *en route* vehicle children and their parents rely on during children's transition to the two-word stage and with respect to their implications for intervention with children showing atypical and/or delayed language development.

Mette Skovgaard Væver: Infant mental health – a developmentalpsychopathological approach.

This paper presents in short form the historical background and selected aspects within the field of infant mental health. The field is here extended to include the toddler period. A synthesized model of both development and pathology is presented. In this the development of the individual is seen as the result of an active and complicated chain of interactions between biological dispositions of the individual and the environment. Focus is not just the development of the child, but the development of the whole dynamical infant-caregiver system, where the process of development is bi-directional. The field of infant mental health is seen in the broader perspective of developmental psychopathology to underline the importance of viewing etiology and development of pathology as lifelong processes. Prospective longitudinal studies are stressed as giving the opportunity of an empirical investigation of correlations between early and later psychopathology – including the study of biological, psychosocial risk and protective factors and mechanisms. Research in the disorders in the early years, in the developmental mechanisms involved in these and the empirical investigation of these disorders in a longitudinal perspective – is of great importance for the initiating of societal health promoting projects and early intervention programs for succeeding better in the prevention of development of psychopathology.

Susanne Landorph & Anne Mette Skovgaard: Mental health problems in infants and toddlers – epidemiological aspects.

In the clinical field of infant and toddler psychiatry, the last decades have shown increasing evidence of the existence of mental health disturbances in even very young children. Systematic research in this area is, however, sparse and knowledge regarding core epidemiological issues is limited.

Recent research data from Infant and Toddler Psychiatric Unit Glostrup, University Hospital of Copenhagen, focus at *developmental epidemiology* in order to increase the scientific base of prevention and treatment in early childhood.

This paper summarizes results from actual studies of mental health problems in infants and toddlers with a focus on assessment methods and diagnostic measures and the epidemiological aspects of incidence, prevalence and risk factors.

The study results show that valid diagnostic instruments are available, allowing comparisons between results from clinical and epidemiological research. Studies of clinical populations show that a growing number of 0-3 year olds are referred owing to their own mental health problems with significant differences in psychopathology according to age and gender, and that co-morbid relationship disturbances are common. Regarding general population children, results from the Copenhagen Child Cohort CCC 2000 show that figures of prevalence, diagnostic distribution of mental health problems and associated risk factors in children at 1½ years of age are comparable to findings from studies of older children.

The perspectives of the actual research concern the pointing out of the early manifestations of biological and psycho-social risks, and the identification of potential areas of focused intervention and prevention of mental health disturbances early in childhood.

Marie Gammeltoft & Susanne Landorph: Tests for infants and toddlers – relevance and applicability.

In this article essential general and specific issues concerning psychological assessment and testing of infants and toddlers are presented. Three tests of developmental abilities of infants and toddlers are presented: The Griffith's Developmental Scale, The Bayley Scales of Infant Development II (BSID-II) and The Bayley Scales of Infant and Toddler Development III (Bayley-III). Furthermore, The Psycho-Educational Profile-Revised

(PEP-R) and Ages and Stages Questionnaire (ASQ) will be mentioned. These tests have been/are still used nationally and internationally in clinical work and in research. The actuality and applicability of the tests is discussed. Moreover, we underline that it is important for psychologists working with infants, toddlers and their families to have knowledge of and experience in using structured and standardized tests in assessing the development of the small child. This will facilitate early identification of children with a need of early intervention as well as planning and evaluating interventions.

Svend Aage Madsen: The infant in the father's world.

Now that fathers are increasingly participating in the care of and contact with infants from the moment they are born, professionals are also discovering the psychological dynamics of fatherhood. Many of the same conditions observed in the dynamics of motherhood obtain here as well. We also find parental depression as a possible disturbance of men's parenting process. The states and reaction patterns of men's depressions might differ in some ways from those of women, and such differences also appear in the post-natal depressions of the mothers and fathers of infants. These and other gender-specific characteristics of many men's parental process and psychological reaction patterns point to a need for psychotherapeutic methods for fathers suffering from post-natal depression that take gender-specific approaches. These methods must focus among other things on the acting-out types of reactions more frequently observed in men's depression, and men's ambivalence concerning attachment and autonomy. Therapy must utilize a dual focus that shifts between the relationship to the infant and the client's personal experiences of attachment.

Barbara Hoff Esbjörn: To become parents of an extremely prematurely born child.

This article is a review of international literature on parental experiences of becoming parent to a child extremely preterm and a description of how Danish parents perceive of a similar situation. Qualitative data were collected in interviews during a follow-up study of extremely prematurely born children at 5 years of age. Two vignettes were created based on the data, one from the time at the NICU and one from the time after discharge. The results were similar to those found in international studies. Themes from the NICU were: 1) focus on the child. 2) Psychic ups and downs. 3) Dependency and 4) gradual claiming ownership of the child. A specific finding regarding the parents of children born extremely prematurely were that they besides the experiences of strain also became attached to and dependent upon the relation to the staff and other parents. Themes from the time after discharge were: 1) Hope for a normal situation was disappointed. 2) Loss of neonatal social relationships. 3) Insecurity regarding parental competency and 4) Parental reactions are seen. The conclusion is that parents of extremely prematurely born children experience an increased degree of stress, psychiatric symptoms and changed parental roles. In the period after discharge and especially from the 4th to 5th year of life the degree of worrying diminishes especially among parents, whose children develop age appropriately.

Anegen Trillingsgaard: Early autism i the first year of life.

Early intervention is critical for the developmental outcome for autism spectrum disorder, the evidence shows that early intervention means better outcome for the child. Early intervention depends on early identification and associated knowledge of early signs of autism and assessment methods. This article reviews studies on early development and behavioural manifestations of autism in the first year of life. The knowledge of social, communicative, and symbolic core deficits in autism also informs the understanding of normal development.

Jesper Dammeyer: Infants, congenital deafblindness, and psychology.

Knowledge of social interaction and communication development in infants is very much of interest for congenitally deafblind children. The article describes how issues as contact, turn-taking and joint attention, among others, is investigated and used in the pedagogical teaching of congenitally deafblind children. Lot of examples is given. Research about children with autism spectrum disorders is presented as well. The article concludes that psychological knowledge about social interaction and communication development is valuable among a lot of children with severe developmental delays. Research among congenitally deafblind children raise important issues of interest related to hearing/seeing infants, e.g. the use of tactile strategies.

Hanne Munck, Anne Blom Corlin & Inger Poulsen Dutton: Early intervention in infant families: Preventive counseling and therapy in three decades.

Based on the clinical practice and research conducted throughout the past decades in the Centre for Infants (CFS), this article reflects on central issues related to early intervention in families with new-borns. From a larger study carried out by CFS, this article emphasizes that early intervention in families with new-borns should not only be offered to at-risk families, but also to a larger spectrum of families. When working clinically with families with new-borns, this article furthermore stresses the importance of understanding difficulties in families with infants from a normal psychological perspective. From this perspective, it is proposed that a radical psychological transformation process is a fundamental and universal element in the development of parenthood within both sexes. Consequently, it is important that the clinical intervention is tailored around the mother-father-infant-triad. This is also empirically supported by research on fatherhood, which emphasizes that both sexes around the time of the delivery of an infant are in a sensitive and vulnerable period in which even minor difficulties can produce serious problems and stress. Finally, it is important that clinicians involve the infant in the intervention. The infant gives the trained observer information about the wellbeing of the infant, and additionally provides information regarding the resources and interplay of the parents. The clinical work at CFS indicates that the involvement of the infant in the therapeutic setting has a facilitating and motivating impact on the family's development as well as on the outcome of the intervention.