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Child psychology, also called child development, the study of the psychological processes of children and, specifically, how these processes differ from those of adults, how they develop from birth to the end of adolescence, and how and why they differ from one child to the next.

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First Published in 1999. Readers will find in this book no direct analysis of child morality as it is practised in home and school life or in children's societies. It is the moral judgment that we propose to investigate, not moral behaviour or sentiments. With this aim in view, a large number of children from the Geneva and Neuchatel schools were questioned and held conversations with them, similar to those we had had before on their conception of the world and of causality. The present volume contains the results of these conversations.

When first published in 1923, this classic work took the psychological world by storm. Piaget's views expressed in this book, have continued to influence the world of developmental psychology to this day.

A complete and comprehensive guide to why kids behave and think the way they do-and how to bring out the best in them. In the U.S., more than 10% of children are diagnosed with psychiatric disorders, while countless others remain undiagnosed. Defining what is "normal" and what is not is of great concern to anyone who works with, guides, nurtures, teaches, or parents children. With new discoveries in mental disorders that affect children, *Child Psychology & Development For Dummies* provides an informational guide to cognitive development at every stage of a child's life, as well as how to diagnose, treat, and overcome the cognitive barriers that impede learning and development. How to identify and treat mental disorders Covers behavior disorders, autism, attention deficit disorder, reading disabilities, bipolar disorder, and more Guidance on helping a child control impulses, develop self esteem, and have good relationships An essential guide for parents, teachers, and caregivers, *Child Psychology & Development For Dummies* provides a detailed overview of an average child's cognitive development, how to detect abnormalities, and what to do next.

Conflicting Identities and Multiple Masculinities takes as its focus the construction of masculinity in Western Europe from the early Middle Ages until the fifteenth century, crossing from pre-Christian Scandinavia across western Christendom. The essays consult a broad and representative cross section of sources including the work of theological, scholastic, and monastic writers, sagas, hagiography and memoirs, material culture, chronicles, exempla and vernacular literature, sumptuary legislation, and the records of ecclesiastical courts. The studies address questions of what constituted male identity, and male sexuality. How was masculinity constructed in different social groups? How did the secular and ecclesiastical ideals of masculinity reinforce each other or diverge? These essays address the topic of medieval men and, through a variety of theoretical, methodological, and disciplinary approaches, significantly extend our understanding of how, in the Middle Ages, masculinity and identity were conflicted and multifarious.

The Classic Edition of Dolph Kohnstamm's Jean Piaget, Children and the Class-Inclusion Problem, first published in 1967, includes a new introduction by the author, describing for readers the original context for his work, how the field has moved forward and the ongoing relevance of this volume. This enduring text offers a critical study of a cornerstone of Piaget's theory that a child's ability to solve problems of class-inclusion marks the beginning of the period of concrete (logical) operations at about 7 or 8 years of age. Kohnstamm's experiments show, however, that, with a teaching method that provokes children's authentic logical thinking processes, most children of 5 can already learn to solve a variety of class-inclusion problems, up to a level where they can even invent similar but new problems themselves. These results question the basic assumption of Piaget's theory that logical operations can only develop in firmly connected groupings of operations. Kohnstamm argues that experimenters must, therefore, show that children who come to master one kind of operation should also show transference to other operations of the same grouping. This insightful volume questions the real existence in brain functioning of Piaget's families of logical operations. No experimental proof of such families has ever been demonstrated, and thus is solely an assumption in Piaget's theory. This challenge to Piaget's theory is an invaluable resource for students and scholars of cognitive, developmental and educational psychology.

Bonds between brothers and sisters are among the longest lasting and most emotionally significant of human relationships. But while 45 percent of adults struggle with serious sibling strife, few discuss it openly. Even fewer resolve it to their satisfaction. In *Cain's Legacy*, psychotherapist Jeanne Safer, a recognized authority on sibling psychology (and an estranged sister herself) illuminates this pervasive but hidden phenomenon. She explores the roots of inter-sibling woes, from siblicide in the book of Genesis to tensions in Freud's family history. Drawing on sixty in-depth interviews with adult siblings struggling with conflicts over money, family businesses, aging parents, contentious wills, unhealed childhood wounds, and blocked communication, Safer provides compassionate guidance to brothers and sisters whose relationship is broken. She helps siblings overcome their paralysis and pain, revealing how they can come to terms with the one peer relationship they can never sever—even if they never see each other again. A heartfelt look at a too-often avoided topic, *Cain's Legacy* is a sympathetic and clear-eyed guide to navigating the darkness separating us from our brothers and sisters.

Although originally published in France in 1951 this English translation was not published until 1975. The book supplements the authors' previous publications on the development of thought in the child and is the result of two preoccupations: how thought that is in the process of formation acts to assimilate those aspects of experience that cannot be assimilated deductively – for example, the randomly mixed; and the necessity of discovering how the mental processes work in the totality of spontaneous and experimental searchings that make up what is called the problem of 'induction'. Induction is a sifting of our experiences to determine what depends on regularity, what on law, and what on chance. The authors examine the formation of the physical aspects of the notion of chance; they study groups of random subjects and of 'special' subjects; and they analyse the development of combining operations which contributes to determining the relationship between chance, probability, and the operating mechanisms of the mind.