

Henry Ricciuti, Ph.D.



Henry Ricciuti, Ph.D. is Professor Emeritus of Human Development at Cornell University in the College of Human Ecology, where he has been on the faculty since 1958. Dr. Ricciuti received his Ph.D. in Psychology from Fordham University in 1949, having served in the United States Army from 1943 to 1946.

Dr. Ricciuti has recently served on the Advisory Board of the NICHD Study of Early Child Care and Youth Development. He also served as Chair of the Steering Committee which planned this ongoing longitudinal study, beginning in the early '90's. He has recently served as consultant/participant in the UNICEF Indicators Project: developing Family Psychosocial Care Measure suitable for use in developing countries. In 2001 he received the SRCD Award for Distinguished Contributions to Child Development Research and Social Policy; awarded by Society for Research in Child Development. He has served on numerous advisory committees, written countless articles, reviewed journal publications, and participated in many professional organizations.

Dr. Ricciuti's research activities have focused on two broad areas: a) the assessment of developmental competencies in infancy, and b) maternal and environmental predictors of development in early childhood (including malnutrition, parent-child relationships, child care). Particular interest is centered on the roles of risk and counter-risk or "protective" factors, as well as research-policy linkages. His most recent research has shown that a single "risk" factor such as growing up in a single-parent family need not have inevitable negative schooling consequences for children growing up in single-parent families from age 6 to 12 years. Results suggested that the potential negative consequences of single-parenthood for children may be significantly offset by the presence of positive maternal attitudes or family resources that support and enhance positive parenting and child care. Another recently published study suggested that spontaneous object labeling or "naming" by 16-23 month old toddlers during free-sorting tasks may represent an important facilitator of object categorization in young children.