

PS3041: Advanced Developmental Psychology

View Online



[1]

Adi-Japha, E. et al. 1998. Emergence of Representation in Drawing: The Relation Between Kinematic and Referential Aspects. *Cognitive Development*. 13, 1 (1998), 25-51.
DOI:[https://doi.org/10.1016/S0885-2014\(98\)90019-3](https://doi.org/10.1016/S0885-2014(98)90019-3).

[2]

Ahmed, S.P. et al. 2015. Neurocognitive Bases of Emotion Regulation Development in Adolescence. *Developmental Cognitive Neuroscience*. 15, (2015), 11-25.
DOI:<https://doi.org/10.1016/j.dcn.2015.07.006>.

[3]

Anderson, P. 2002. Assessment and Development of Executive Function (EF) During Childhood. *Child Neuropsychology*. 8, 2 (2002), 71-82.
DOI:<https://doi.org/10.1076/chin.8.2.71.8724>.

[4]

Anderson, P.J. and Reidy, N. 2012. Assessing Executive Function in Preschoolers. *Neuropsychology Review*. 22, 4 (2012), 345-360.
DOI:<https://doi.org/10.1007/s11065-012-9220-3>.

[5]

Anderson, V.A. and Anderson, P. 2001. Development of Executive Functions Through Late Childhood and Adolescence in an Australian Sample. *Developmental Neuropsychology*. 20, 1 (2001), 385-406. DOI:https://doi.org/10.1207/S15326942DN2001_5.

[6]

Bauer, P.J. 2015. A Complementary Processes Account of the Development of Childhood Amnesia and a Personal Past. *Psychological Review*. 122, 2 (2015), 204-231. DOI:<https://doi.org/10.1037/a0038939>.

[7]

Berti, A.E. and Freeman, N.H. 1997. Representational Change in Resources for Pictorial Innovation: A Three-Component Analysis. *Cognitive Development*. 12, 4 (1997), 501-522. DOI:[https://doi.org/10.1016/S0885-2014\(97\)90020-4](https://doi.org/10.1016/S0885-2014(97)90020-4).

[8]

Blakemore, S.-J. and Mills, K.L. 2014. Is Adolescence a Sensitive Period for Sociocultural Processing? *Annual Review of Psychology*. 65, 1 (2014), 187-207. DOI:<https://doi.org/10.1146/annurev-psych-010213-115202>.

[9]

Blakemore, S.-J. and Robbins, T.W. 2012. Decision-Making in the Adolescent Brain. *Nature Neuroscience*. 15, 9 (2012), 1184-1191. DOI:<https://doi.org/10.1038/nn.3177>.

[10]

Bourchier, A. and Davis, A. 2002. Children's Understanding of the Pretence-Reality Distinction: A Review of Current Theory and Evidence. *Developmental Science*. 5, 4 (2002), 397-413. DOI:https://doi.org/10.1111/1467-7687.00236_1.

[11]

de Boysson-Bardies, B. and Vihman, M.M. 1991. Adaptation to Language: Evidence from Babbling and First Words in Four Languages. *Language*. 67, 2 (1991). DOI:<https://doi.org/10.2307/415108>.

[12]

Bunge, S.A. and Wright, S.B. 2007. Neurodevelopmental Changes in Working Memory and Cognitive Control. *Current Opinion in Neurobiology*. 17, 2 (2007), 243–250.
DOI:<https://doi.org/10.1016/j.conb.2007.02.005>.

[13]

Cantlon, J.F. et al. 2011. Cortical Representations of Symbols, Objects, and Faces Are Pruned Back during Early Childhood. *Cerebral Cortex*. 21, 1 (2011), 191–199.
DOI:<https://doi.org/10.1093/cercor/bhq078>.

[14]

Carlson, S.M. et al. 2018. Cohort Effects in Children's Delay of Gratification. *Developmental Psychology*. 54, 8 (2018), 1395–1407. DOI:<https://doi.org/10.1037/dev0000533>.

[15]

Casey, B.J. and Somerville, L.H. 2011. Behavioral and Neural Correlates of Delay of Gratification 40 Years Later. *Proceedings of the National Academy of Sciences of the United States*. 108, 36 (2011).

[16]

Chein, J. and Albert, D. 2011. Peers Increase Adolescent Risk Taking by Enhancing Activity in the Brain's Reward Circuitry. *Developmental Science*. 14, 2 (2011), F1–F10.
DOI:<https://doi.org/10.1111/j.1467-7687.2010.01035.x>.

[17]

Cristia, A. et al. 2016. Test-Retest Reliability in Infant Speech Perception Tasks. *Infancy*. 21, 5 (2016), 648–667. DOI:<https://doi.org/10.1111/infa.12127>.

[18]

Danielson, D.K. et al. 2017. The Organization and Reorganization of Audiovisual Speech Perception in the First Year of Life. *Cognitive Development*. 42, (2017), 37–48.
DOI:<https://doi.org/10.1016/j.cogdev.2017.02.004>.

[19]

Danielson, D.K. et al. 2017. The Organization and Reorganization of Audiovisual Speech Perception in the First Year of Life. *Cognitive Development*. 42, (2017), 37–48.
DOI:<https://doi.org/10.1016/j.cogdev.2017.02.004>.

[20]

DeLoache, J.S. 2004. Becoming Symbol-Minded. *Trends in Cognitive Sciences*. 8, 2 (2004), 66–70. DOI:<https://doi.org/10.1016/j.tics.2003.12.004>.

[21]

Diamond, A. and Lee, K. 2011. Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old. *Science*. 333, 6045 (2011), 959–964.
DOI:<https://doi.org/10.1126/science.1204529>.

[22]

Dore, R.A. et al. 2015. How Is Theory of Mind Useful? Perhaps to Enable Social Pretend Play. *Frontiers in Psychology*. 6, (2015). DOI:<https://doi.org/10.3389/fpsyg.2015.01559>.

[23]

Goffin, C. and Ansari, D. 2019. How Are Symbols and Nonsymbolic Numerical Magnitudes Related? Exploring Bidirectional Relationships in Early Numeracy. *Mind, Brain, and Education*. 13, 3 (2019), 143–156. DOI:<https://doi.org/10.1111/mbe.12206>.

[24]

Haight, W.L. and Wang, X.-L. 1999. Universal, Developmental, and Variable Aspects of Young Children's Play: A Cross-Cultural Comparison of Pretending at Home. *Child Development*. 70, 6 (1999), 1477–88.

[25]

Haith, M.M. 1998. Who Put the Cog in Infant Cognition? Is Rich Interpretation Too Costly? *Infant Behavior and Development*. 21, 2 (1998), 167–179.
DOI:[https://doi.org/10.1016/S0163-6383\(98\)90001-7](https://doi.org/10.1016/S0163-6383(98)90001-7).

[26]

Hare, T.A. and Tottenham, N. 2008. Biological Substrates of Emotional Reactivity and Regulation in Adolescence During an Emotional Go-NoGo Task. *Biological Psychiatry*. 63, 10 (2008), 927–934. DOI:<https://doi.org/10.1016/j.biopsych.2008.03.015>.

[27]

Hayne, H. 2004. Infant Memory Development: Implications for Childhood Amnesia. *Developmental Review*. 24, 1 (2004), 33–73. DOI:<https://doi.org/10.1016/j.dr.2003.09.007>.

[28]

Huizinga, M. et al. 2006. Age-Related Change in Executive Function: Developmental Trends and a Latent Variable Analysis. *Neuropsychologia*. 44, 11 (2006), 2017–2036. DOI:<https://doi.org/10.1016/j.neuropsychologia.2006.01.010>.

[29]

Izard, V. et al. 2009. Newborn Infants Perceive Abstract Numbers. *Proceedings of the National Academy of Sciences*. 106, 25 (2009), 10382–10385. DOI:<https://doi.org/10.1073/pnas.0812142106>.

[30]

Jack, F. 2009. Maternal Reminiscing Style During Early Childhood Predicts the Age of Adolescents' Earliest Memories.(Report). *Child Development*. 80, 2 (2009), 496–505.

[31]

Johnson, M.H. and Griffin, R. 2005. The Emergence of the Social Brain Network: Evidence From Typical and Atypical Development. *Development and Psychopathology*. 17, 03 (2005). DOI:<https://doi.org/10.1017/S0954579405050297>.

[32]

Jusczyk, P.W. et al. 1993. Infants' Sensitivity to the Sound Patterns of Native Language Words. *Journal of Memory and Language*. 32, 3 (1993), 402–420.
DOI:<https://doi.org/10.1006/jmla.1993.1022>.

[33]

Karmiloff-Smith, A. 1990. Constraints on Representational Change: Evidence From Children's Drawing. *Cognition*. 34, 1 (1990), 57–83.
DOI:[https://doi.org/10.1016/0010-0277\(90\)90031-E](https://doi.org/10.1016/0010-0277(90)90031-E).

[34]

Kidd, C. et al. 2013. Rational Snacking: Young Children's Decision-Making on the Marshmallow Task Is Moderated by Beliefs About Environmental Reliability. *Cognition*. 126, 1 (2013), 109–114. DOI:<https://doi.org/10.1016/j.cognition.2012.08.004>.

[35]

Kwon, H. et al. 2002. Neural Basis of Protracted Developmental Changes in Visuo-Spatial Working Memory. *Proceedings of the National Academy of Sciences of the United States*. 99, 20 (2002).

[36]

Lamm, B. et al. 2018. Waiting for the Second Treat: Developing Culture-Specific Modes of Self-Regulation. *Child Development*. 89, 3 (2018), e261–e277.
DOI:<https://doi.org/10.1111/cdev.12847>.

[37]

Libertus, M.E. et al. 2011. Preschool Acuity of the Approximate Number System Correlates With School Math Ability. *Developmental Science*. 14, 6 (2011), 1292–1300.
DOI:<https://doi.org/10.1111/j.1467-7687.2011.01080.x>.

[38]

Lillard, A. 2001. Pretend Play as Twin Earth: A Social-Cognitive Analysis. *Developmental Review*. 21, 4 (2001), 495–531. DOI:<https://doi.org/10.1006/drev.2001.0532>.

[39]

Lyons, I.M. et al. 2018. Symbolic Number Skills Predict Growth in Nonsymbolic Number Skills in Kindergarteners. *Developmental Psychology*. 54, 3 (2018), 440–457.
DOI:<https://doi.org/10.1037/dev0000445>.

[40]

May, L. et al. 2011. Language and the Newborn Brain: Does Prenatal Language Experience Shape the Neonate Neural Response to Speech? *Frontiers in Psychology*. 2, (2011).
DOI:<https://doi.org/10.3389/fpsyg.2011.00222>.

[41]

Melby-Lervåg, M. and Hulme, C. 2013. Is Working Memory Training Effective? a Meta-Analytic Review. *Developmental Psychology*. 49, 2 (2013), 270–291.
DOI:<https://doi.org/10.1037/a0028228>.

[42]

Mischel, W. et al. 2011. 'Willpower' Over the Life Span: Decomposing Self-Regulation. *Social Cognitive and Affective Neuroscience*. 6, 2 (2011), 252–256.
DOI:<https://doi.org/10.1093/scan/nsq081>.

[43]

Moffitt, T.E. and Arseneault, L. 2011. A Gradient of Childhood Self-Control Predicts Health, Wealth, and Public Safety. *Proceedings of the National Academy of Sciences*. 108, 7 (2011), 2693–2698. DOI:<https://doi.org/10.1073/pnas.1010076108>.

[44]

Morra, S. 2005. Cognitive Aspects of Change in Drawings: A Neo-Piagetian Theoretical Account. *British Journal of Developmental Psychology*. 23, 3 (2005), 317–341.
DOI:<https://doi.org/10.1348/026151005X27182>.

[45]

Paus, T. et al. 2010. Why Do Many Psychiatric Disorders Emerge During Adolescence? *Nature Reviews Neuroscience*. (2010). DOI:<https://doi.org/10.1038/nrn2513>.

[46]

Petitto, L. and Marentette, P. 1991. Babbling in the Manual Mode: Evidence for the Ontogeny of Language. *Science*. 251, 5000 (1991), 1493–1496.
DOI:<https://doi.org/10.1126/science.2006424>.

[47]

Rubin, K.H. et al. 1978. Free-Play Behaviors in Preschool and Kindergarten Children. *Child Development*. 49, 2 (1978). DOI:<https://doi.org/10.2307/1128725>.

[48]

Saffran, J.R. et al. 1996. Statistical Learning by 8-Month-Old Infants. *Science*. 274, 5294 (1996), 1926–1928. DOI:<https://doi.org/10.1126/science.274.5294.1926>.

[49]

Saffran, J.R. and Kirkham, N.Z. 2018. Infant Statistical Learning. *Annual Review of Psychology*. 69, 1 (2018), 181–203.
DOI:<https://doi.org/10.1146/annurev-psych-122216-011805>.

[50]

Sebastian, C. et al. 2010. Social Brain Development and the Affective Consequences of Ostracism in Adolescence. *Brain and Cognition*. 72, 1 (2010), 134–145.
DOI:<https://doi.org/10.1016/j.bandc.2009.06.008>.

[51]

Shaw, P. and Kabani, N.J. 2008. Neurodevelopmental Trajectories of the Human Cerebral Cortex. *Journal of Neuroscience*. 28, 14 (2008), 3586–3594.
DOI:<https://doi.org/10.1523/JNEUROSCI.5309-07.2008>.

[52]

Shinskey, J. and Munakata, Y. 2003. Are Infants in the Dark About Hidden Objects? *Developmental Science*. 6, 3 (2003), 273–282.

[53]

Shinskey, J.L. 2008. The Sound of Darkness: Why Do Auditory Cues Aid Infants' Search for Objects Hidden by Darkness but Not by Visible Occluders? *Developmental Psychology*. 44, 6 (2008), 1715–1725.

[54]

Shinskey, J.L. and Jachens, L.J. 2014. Picturing Objects in Infancy. *Child Development*. (2014), 1813–1820. DOI:<https://doi.org/10.1111/cdev.12243>.

[55]

Shinskey, J.L. and Munakata, Y. 2001. Detecting Transparent Barriers: Clear Evidence Against the Means-End Deficit Account of Search Failures. *Infancy*. 2, 3 (2001), 395–404. DOI:https://doi.org/10.1207/S15327078IN0203_7.

[56]

Shinskey, J.L. and Munakata, Y. 2010. Something Old, Something New: A Developmental Transition From Familiarity to Novelty Preferences With Hidden Objects. *Developmental Science*. 13, 2 (2010). DOI:<https://doi.org/10.1111/j.1467-7687.2009.00899.x>.

[57]

Siegler, R.S. 2016. Magnitude Knowledge: The Common Core of Numerical Development. *Developmental Science*. 19, 3 (2016), 341–361. DOI:<https://doi.org/10.1111/desc.12395>.

[58]

Silk, A.M.J. and Thomas, G.V. 1986. Development and Differentiation in Children's Figure Drawings. *British Journal of Psychology*. 77, 3 (1986), 399–410. DOI:<https://doi.org/10.1111/j.2044-8295.1986.tb02206.x>.

[59]

Skeide, M.A. and Friederici, A.D. 2016. The Ontogeny of the Cortical Language Network. *Nature Reviews Neuroscience*. 17, 5 (2016), 323–332.
DOI:<https://doi.org/10.1038/nrn.2016.23>.

[60]

Smith, P. 2017. Play and the Beginning of Peer Relations. An Introduction to *Developmental Psychology*. A. Slater and G. Bremner, eds. John Wiley & Sons. 477–506.

[61]

Spelke, E.S. 1998. Nativism, Empiricism, and the Origins of Knowledge. *Infant Behavior and Development*. 21, 2 (1998), 181–200. DOI:[https://doi.org/10.1016/S0163-6383\(98\)90002-9](https://doi.org/10.1016/S0163-6383(98)90002-9).

[62]

Spensley, F. and Taylor, J. 1999. The Development of Cognitive Flexibility: Evidence From Children's Drawings. *Human Development*. 42, 6 (1999), 300–324.
DOI:<https://doi.org/10.1159/000022639>.

[63]

Spensley, F. and Taylor, J. The Development of Cognitive Flexibility: Evidence From Children's Drawings. *Human Development*. 42, 6, 300–324.

[64]

Strouse, G.A. et al. 2018. The Role of Book Features in Young Children's Transfer of Information from Picture Books to Real-World Contexts. *Frontiers in Psychology*. 9, (2018).
DOI:<https://doi.org/10.3389/fpsyg.2018.00050>.

[65]

Thompson, B.N. and Goldstein, T.R. 2019. Disentangling Pretend Play Measurement: Defining the Essential Elements and Developmental Progression of Pretense. *Developmental Review*. 52, (2019), 24–41. DOI:<https://doi.org/10.1016/j.dr.2019.100867>.

[66]

Tustin, K. and Hayne, H. 2010. Defining the Boundary: Age-Related Changes in Childhood Amnesia. *Developmental Psychology*. 46, 5 (Sep. 2010), 1049–1061. DOI:<https://doi.org/10.1037/a0020105>.

[67]

Vouloumanos, A. and Werker, J.F. 2007. Listening to Language at Birth: Evidence for a Bias for Speech in Neonates. *Developmental Science*. 10, 2 (2007), 159–164. DOI:<https://doi.org/10.1111/j.1467-7687.2007.00549.x>.

[68]

Wang, Q. 2003. Infantile Amnesia Reconsidered: A Cross-Cultural Analysis. *Memory*. 11, 1 (2003), 65–80. DOI:<https://doi.org/10.1080/741938173>.

[69]

Watts, T.W.. et al. 2018. Revisiting the Marshmallow Test: A Conceptual Replication Investigating Links Between Early Delay of Gratification and Later Outcomes. (2018).

[70]

Werker, J.F. and Hensch, T.K. 2015. Critical Periods in Speech Perception: New Directions. *Annual Review of Psychology*. 66, 1 (2015), 173–196. DOI:<https://doi.org/10.1146/annurev-psych-010814-015104>.

[71]

Werker, J.F. and Tees, R.C. 1999. Influences on Infant Speech Processing: Toward a New Synthesis. *Annual Review of Psychology*. 50, 1 (1999), 509–535. DOI:<https://doi.org/10.1146/annurev.psych.50.1.509>.