PS3041: Advanced Developmental Psychology

View Online

[1]

E. S. Spelke, ‘Nativism, Empiricism, and the Origins of Knowledge’, Infant Behavior and Development, vol. 21, no. 2, pp. 181–200, 1998, doi: 10.1016/S0163-6383(98)90002-9.

[2]

M. M. Haith, ‘Who Put the Cog in Infant Cognition? Is Rich Interpretation Too Costly?’, Infant Behavior and Development, vol. 21, no. 2, pp. 167–179, 1998, doi: 10.1016/S0163-6383(98)90001-7.

[3]

J. L. Shinskey and Y. Munakata, ‘Detecting Transparent Barriers: Clear Evidence Against the Means-End Deficit Account of Search Failures’, Infancy, vol. 2, no. 3, pp. 395–404, 2001, doi: 10.1207/S15327078IN0203_7.

[4]

J. L. Shinskey and Y. Munakata, ‘Are Infants in the Dark About Hidden Objects?’, Developmental Science, vol. 6, no. 3, pp. 273–282, 2003, doi: 10.1111/1467-7687.00283.

[5]

J. L. Shinskey, ‘The Sound of Darkness: Why Do Auditory Cues Aid Infants’ Search for Objects Hidden by Darkness but Not by Visible Occluders?’, Developmental Psychology, vol. 44, no. 6, pp. 1715–1725, 2008, doi: 10.1037/a0012836.

[6]

J. L. Shinskey and Y. Munakata, ‘Something Old, Something New: A Developmental Transition From Familiarity to Novelty Preferences With Hidden Objects’, Developmental Science, vol. 13, no. 2, pp. 378–384, 2010, doi: 10.1111/j.1467-7687.2009.00899.x.

[7]

J. S. DeLoache, ‘Becoming Symbol-Minded’, Trends in Cognitive Sciences, vol. 8, no. 2, pp. 66–70, 2004, doi: 10.1016/j.tics.2003.12.004.

[8]

J. L. Shinskey and L. J. Jachens, ‘Picturing Objects in Infancy’, Child Development, pp. 1813–1820, 2014, doi: 10.1111/cdev.12243.

[9]

G. A. Strouse, A. Nyhout, and P. A. Ganea, ‘The Role of Book Features in Young Children’s Transfer of Information from Picture Books to Real-World Contexts’, Frontiers in Psychology , vol. 9, 2018, doi: 10.3389/fpsyg.2018.00050.

[10]

E. Adi-Japha, I. Levin, and S. Solomon, ‘Emergence of Representation in Drawing: The Relation Between Kinematic and Referential Aspects’, Cognitive Development, vol. 13, no. 1, pp. 25–51, 1998, doi: 10.1016/S0885-2014(98)90019-3.

[11]

A. M. J. Silk and G. V. Thomas, ‘Development and Differentiation in Children’s Figure Drawings’, British Journal of Psychology, vol. 77, no. 3, pp. 399–410, 1986, doi: 10.1111/j.2044-8295.1986.tb02206.x.

[12]

A. Karmiloff-Smith, ‘Constraints on Representational Change: Evidence From Children’s Drawing’, Cognition, vol. 34, no. 1, pp. 57–83, 1990, doi: 10.1016/0010-0277(90)90031-E.

[13]

A. E. Berti and N. H. Freeman, 'Representational Change in Resources for Pictorial Innovation: A Three-Component Analysis', Cognitive Development, vol. 12, no. 4, pp. 501–522, 1997, doi: 10.1016/S0885-2014(97)90020-4.

[14]

F. Spensley and J. Taylor, 'The Development of Cognitive Flexibility: Evidence From Children's Drawings', Human Development, vol. 42, no. 6, pp. 300–324, 1999, doi: 10.1159/000022639.

[15]

S. Morra, 'Cognitive Aspects of Change in Drawings: A Neo-Piagetian Theoretical Account', British Journal of Developmental Psychology, vol. 23, no. 3, pp. 317–341, 2005, doi: 10.1348/026151005X27182.

[16]

J. F. Werker and T. K. Hensch, 'Critical Periods in Speech Perception: New Directions', Annual Review of Psychology, vol. 66, no. 1, pp. 173–196, 2015, doi: 10.1146/annurev-psych-010814-015104.

[17]

D. K. Danielson, A. G. Bruderer, P. Kandhadai, E. Vatikiotis-Bateson, and J. F. Werker, 'The Organization and Reorganization of Audiovisual Speech Perception in the First Year of Life', Cognitive Development, vol. 42, no. April, pp. 37–48, 2017, doi: 10.1016/j.cogdev.2017.02.004.

[18]

J. R. Saffran and N. Z. Kirkham, 'Infant Statistical Learning', Annual Review of Psychology, vol. 69, no. 1, pp. 181–203, 2018, doi: 10.1146/annurev-psych-122216-011805.

[19]

M. A. Skeide and A. D. Friederici, 'The Ontogeny of the Cortical Language Network', Nature Reviews Neuroscience, vol. 17, no. 5, pp. 323–332, 2016, doi: 10.1038/nrn.2016.23.

[20]

A. Cristia, A. Seidl, L. Singh, and D. Houston, 'Test-Retest Reliability in Infant Speech Perception Tasks', Infancy, vol. 21, no. 5, pp. 648–667, 2016, doi: 10.1111/infa.12127.

[21]

L. May, K. Byers-Heinlein, J. Gervain, and J. F. Werker, 'Language and the Newborn Brain: Does Prenatal Language Experience Shape the Neonate Neural Response to Speech?', Frontiers in Psychology, vol. 2, 2011, doi: 10.3389/fpsyg.2011.00222.

[22]

A. Vouloumanos and J. F. Werker, 'Listening to Language at Birth: Evidence for a Bias for Speech in Neonates', Developmental Science, vol. 10, no. 2, pp. 159–164, 2007, doi: 10.1111/j.1467-7687.2007.00549.x.

[23]

D. K. Danielson, A. G. Bruderer, P. Kandhadai, E. Vatikiotis-Bateson, and J. F. Werker, 'The Organization and Reorganization of Audiovisual Speech Perception in the First Year of Life', Cognitive Development, vol. 42, no. April, pp. 37–48, 2017, doi: 10.1016/j.cogdev.2017.02.004.

[24]

B. de Boysson-Bardies and M. M. Vihman, 'Adaptation to Language: Evidence from Babbling and First Words in Four Languages', Language, vol. 67, no. 2, pp. 297–319, 1991, doi: 10.2307/415108.

[25]

L. A. Petitto and P. F. Marentette, 'Babbling in the Manual Mode: Evidence for the Ontogeny of Language', Science, vol. 251, no. 5000, pp. 1493–1496, 1991, doi: 10.1126/science.2006424.

[26]

J. R. Saffran, R. N. Aslin, and E. L. Newport, ‘Statistical Learning by 8-Month-Old Infants’, Science, vol. 274, no. 5294, pp. 1926–1928, 1996, doi: 10.1126/science.274.5294.1926.

[27]

P. W. Jusczyk, A. D. Friederici, J. M. I. Wessels, V. Y. Svenkerud, and A. M. Jusczyk, ‘Infants Sensitivity to the Sound Patterns of Native Language Words’, Journal of Memory and Language, vol. 32, no. 3, pp. 402–420, 1993, doi: 10.1006/jmla.1993.1022.

[28]

J. F. Werker and R. C. Tees, ‘Influences on Infant Speech Processing: Toward a New Synthesis’, Annual Review of Psychology, vol. 50, no. 1, pp. 509–535, 1999, doi: 10.1146/annurev.psych.50.1.509.

[29]

H. Hayne, ‘Infant Memory Development: Implications for Childhood Amnesia’, Developmental Review, vol. 24, no. 1, pp. 33–73, 2004, doi: 10.1016/j.dr.2003.09.007.

[30]

P. J. Bauer, ‘A Complementary Processes Account of the Development of Childhood Amnesia and a Personal Past’, Psychological Review, vol. 122, no. 2, pp. 204–231, 2015, doi: 10.1037/a0038939.

[31]

K. Tustin and H. Hayne, ‘Defining the Boundary: Age-Related Changes in Childhood Amnesia.’, Developmental Psychology, vol. 46, no. 5, pp. 1049–1061, Sep. 2010, doi: 10.1037/a0020105.

[32]

F. Spensley and J. Taylor, 'The Development of Cognitive Flexibility: Evidence From Children's Drawings', Human Development, vol. 42, no. 6, pp. 300–324, [Online]. Available: https://search-proquest-com.ezproxy01.rhul.ac.uk/docview/224018166?OpenUrlRefId=info:xri/sid:primo&accountid=11455

[33]

F. Jack, 'Maternal Reminiscing Style During Early Childhood Predicts the Age of Adolescents' Earliest Memories.(Report)', Child Development, vol. 80, no. 2, pp. 496–505, 2009, [Online]. Available: https://www.jstor.org/stable/29738629

[34]

Q. Wang, 'Infantile Amnesia Reconsidered: A Cross-Cultural Analysis', Memory, vol. 11, no. 1, pp. 65–80, 2003, doi: 10.1080/741938173.

[35]

V. Izard, C. Sann, E. S. Spelke, and A. Streri, 'Newborn Infants Perceive Abstract Numbers', Proceedings of the National Academy of Sciences, vol. 106, no. 25, pp. 10382–10385, 2009, doi: 10.1073/pnas.0812142106.

[36]

I. M. Lyons, S. Bugden, S. Zheng, S. De Jesus, and D. Ansari, 'Symbolic Number Skills Predict Growth in Nonsymbolic Number Skills in Kindergarteners', Developmental Psychology, vol. 54, no. 3, pp. 440–457, 2018, doi: 10.1037/dev0000445.

[37]

R. S. Siegler, 'Magnitude Knowledge: The Common Core of Numerical Development', Developmental Science, vol. 19, no. 3, pp. 341–361, 2016, doi: 10.1111/desc.12395.

[38]

M. E. Libertus, L. Feigenson, and J. Halberda, 'Preschool Acuity of the Approximate Number System Correlates With School Math Ability', Developmental Science, vol. 14, no. 6, pp. 1292–1300, 2011, doi: 10.1111/j.1467-7687.2011.01080.x.

[39]

C. Goffin and D. Ansari, 'How Are Symbols and Nonsymbolic Numerical Magnitudes Related? Exploring Bidirectional Relationships in Early Numeracy', Mind, Brain, and Education, vol. 13, no. 3, pp. 143–156, 2019, doi: 10.1111/mbe.12206.

[40]

P. Smith, 'Play and the Beginning of Peer Relations', in An Introduction to Developmental Psychology, 3rd Edition., A. Slater and G. Bremner, Eds, John Wiley & Sons, 2017, pp. 477–506.

[41]

K. H. Rubin, K. S. Watson, and T. W. Jambor, 'Free-Play Behaviors in Preschool and Kindergarten Children', Child Development, vol. 49, no. 2, 1978, doi: 10.2307/1128725.

[42]

B. N. Thompson and T. R. Goldstein, 'Disentangling Pretend Play Measurement: Defining the Essential Elements and Developmental Progression of Pretense', Developmental Review, vol. 52, no. June, pp. 24–41, 2019, doi: 10.1016/j.dr.2019.100867.

[43]

W. L. Haight and X.-L. Wang, 'Universal, Developmental, and Variable Aspects of Young Children's Play: A Cross-Cultural Comparison of Pretending at Home', Child Development, vol. 70, no. 6, pp. 1477–88, 1999, [Online]. Available: http://www.jstor.org/stable/1132319

[44]

A. Bourchier and A. Davis, 'Children's Understanding of the Pretence-Reality Distinction: A Review of Current Theory and Evidence', Developmental Science, vol. 5, no. 4, pp. 397–413, 2002, doi: 10.1111/1467-7687.00236_1.

[45]

A. Lillard, ‘Pretend Play as Twin Earth: A Social-Cognitive Analysis’, Developmental Review, vol. 21, no. 4, pp. 495–531, 2001, doi: 10.1006/drev.2001.0532.

[46]

R. A. Dore, E. D. Smith, and A. S. Lillard, ‘How Is Theory of Mind Useful? Perhaps to Enable Social Pretend Play’, Frontiers in Psychology, vol. 6, pp. 1559–1559, 2015, doi: 10.3389/fpsyg.2015.01559.

[47]

S. P. Ahmed, A. Bittencourt-Hewitt, and C. L. Sebastian, ‘Neurocognitive Bases of Emotion Regulation Development in Adolescence’, Developmental Cognitive Neuroscience, vol. 15, pp. 11–25, 2015, doi: 10.1016/j.dcn.2015.07.006.

[48]

S.-J. Blakemore and T. W. Robbins, ‘Decision-Making in the Adolescent Brain’, Nature Neuroscience, vol. 15, no. 9, pp. 1184–1191, 2012, doi: 10.1038/nn.3177.

[49]

S.-J. Blakemore and K. L. Mills, ‘Is Adolescence a Sensitive Period for Sociocultural Processing?’, Annual Review of Psychology, vol. 65, no. 1, pp. 187–207, 2014, doi: 10.1146/annurev-psych-010213-115202.

[50]

M. H. Johnson and R. Griffin, ‘The Emergence of the Social Brain Network: Evidence From Typical and Atypical Development’, Development and Psychopathology, vol. 17, no. 03, 2005, doi: 10.1017/S0954579405050297.

[51]

T. Paus, M. Keshavan, and J. N. Giedd, ‘Why Do Many Psychiatric Disorders Emerge During Adolescence?’, Nature Reviews Neuroscience, 2010, doi: 10.1038/nrn2513.

[52]

J. F. Cantlon, P. Pinel, S. Dehaene, and K. A. Pelphrey, 'Cortical Representations of Symbols, Objects, and Faces Are Pruned Back during Early Childhood', Cerebral Cortex, vol. 21, no. 1, pp. 191–199, 2011, doi: 10.1093/cercor/bhq078.

[53]

J. Chein and D. Albert, 'Peers Increase Adolescent Risk Taking by Enhancing Activity in the Brain's Reward Circuitry', Developmental Science, vol. 14, no. 2, pp. F1–F10, 2011, doi: 10.1111/j.1467-7687.2010.01035.x.

[54]

T. A. Hare and N. Tottenham, 'Biological Substrates of Emotional Reactivity and Regulation in Adolescence During an Emotional Go-Nogo Task', Biological Psychiatry, vol. 63, no. 10, pp. 927–934, 2008, doi: 10.1016/j.biopsych.2008.03.015.

[55]

C. Sebastian, E. Viding, K. D. Williams, and S.-J. Blakemore, 'Social Brain Development and the Affective Consequences of Ostracism in Adolescence', Brain and Cognition, vol. 72, no. 1, pp. 134–145, 2010, doi: 10.1016/j.bandc.2009.06.008.

[56]

P. Shaw and N. J. Kabani, 'Neurodevelopmental Trajectories of the Human Cerebral Cortex', Journal of Neuroscience, vol. 28, no. 14, pp. 3586–3594, 2008, doi: 10.1523/JNEUROSCI.5309-07.2008.

[57]

W. Mischel et al., '"Willpower" Over the Life Span: Decomposing Self-Regulation', Social Cognitive and Affective Neuroscience, vol. 6, no. 2, pp. 252–256, 2011, doi: 10.1093/scan/nsq081.

[58]

P. Anderson, 'Assessment and Development of Executive Function (EF) During Childhood',

Child Neuropsychology, vol. 8, no. 2, pp. 71–82, 2002, doi: 10.1076/chin.8.2.71.8724.

[59]

P. J. Anderson and N. Reidy, 'Assessing Executive Function in Preschoolers', Neuropsychology Review, vol. 22, no. 4, pp. 345–360, 2012, doi: 10.1007/s11065-012-9220-3.

[60]

S. A. Bunge and S. B. Wright, 'Neurodevelopmental Changes in Working Memory and Cognitive Control', Current Opinion in Neurobiology, vol. 17, no. 2, pp. 243–250, 2007, doi: 10.1016/j.conb.2007.02.005.

[61]

A. Diamond and K. Lee, 'Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old', Science, vol. 333, no. 6045, pp. 959–964, 2011, doi: 10.1126/science.1204529.

[62]

M. Melby-Lervåg and C. Hulme, 'Is Working Memory Training Effective? a Meta-Analytic Review', Developmental Psychology, vol. 49, no. 2, pp. 270–291, 2013, doi: 10.1037/a0028228.

[63]

TW. . Watts, G. J. Duncan, and H. Quan, 'Revisiting the Marshmallow Test: A Conceptual Replication Investigating Links Between Early Delay of Gratification and Later Outcomes.', 2018, [Online]. Available: http://journals.sagepub.com/doi/abs/10.1177/0956797618761661

[64]

B. J. Casey and L. H. Somerville, 'Behavioral and Neural Correlates of Delay of Gratification 40 Years Later', Proceedings of the National Academy of Sciences of the United States, vol. 108, no. 36, 2011, [Online]. Available: http://www.jstor.org/stable/27979415?seq=1#page_scan_tab_contents

[65]

V. A. Anderson and P. Anderson, 'Development of Executive Functions Through Late Childhood and Adolescence in an Australian Sample', Developmental Neuropsychology, vol. 20, no. 1, pp. 385–406, 2001, doi: 10.1207/S15326942DN2001_5.

[66]

H. Kwon, A. L. Reiss, and V. Menon, 'Neural Basis of Protracted Developmental Changes in Visuo-Spatial Working Memory', Proceedings of the National Academy of Sciences of the United States, vol. 99, no. 20, 2002, [Online]. Available: http://www.jstor.org/stable/3073397?seq=1#page_scan_tab_contents

[67]

M. Huizinga, C. V. Dolan, and M. W. van der Molen, 'Age-Related Change in Executive Function: Developmental Trends and a Latent Variable Analysis', Neuropsychologia, vol. 44, no. 11, pp. 2017–2036, 2006, doi: 10.1016/j.neuropsychologia.2006.01.010.

[68]

T. E. Moffitt and L. Arseneault, 'A Gradient of Childhood Self-Control Predicts Health, Wealth, and Public Safety', Proceedings of the National Academy of Sciences, vol. 108, no. 7, pp. 2693–2698, 2011, doi: 10.1073/pnas.1010076108.

[69]

C. Kidd, H. Palmeri, and R. N. Aslin, 'Rational Snacking: Young Children's Decision-Making on the Marshmallow Task Is Moderated by Beliefs About Environmental Reliability', Cognition, vol. 126, no. 1, pp. 109–114, 2013, doi: 10.1016/j.cognition.2012.08.004.

[70]

S. M. Carlson et al., 'Cohort Effects in Children's Delay of Gratification', Developmental Psychology, vol. 54, no. 8, pp. 1395–1407, 2018, doi: 10.1037/dev0000533.

[71]

B. Lamm et al., ‘Waiting for the Second Treat: Developing Culture-Specific Modes of Self-Regulation’, Child Development, vol. 89, no. 3, pp. e261–e277, 2018, doi: 10.1111/cdev.12847.