

PS2040: Developmental Psychology

View Online



-
1.
Oostenbroek J. Comprehensive Longitudinal Study Challenges the Existence of Neonatal Imitation in Humans. *Current Biology*. 2016;26(10):1334–1338.

 2.
Liszkowski U. Twelve-Month-Olds Point to Share Attention and Interest. *Developmental Science*. 2004;7(3):297–307.

 3.
Tomasello M, Carpenter M. Shared Intentionality. *Developmental Science*. 2007;10(1):121–125.

 4.
Warneken F, Tomasello M. Helping and Cooperation at 14 Months of Age. *Infancy*. 2007;11(3):271–294.

 5.
Hepach R. A New Look at Children's Prosocial Motivation. *Infancy*. 2013;18(1):67–90.

 6.
Carpenter M. Twelve- and 18-Month-Olds Copy Actions in Terms of Goals. *Developmental Science*. 2005;8(1):F13–F20.

7.

Moll H, Tomasello M. 12- and 18-Month-Old Infants Follow Gaze to Spaces Behind Barriers. *Developmental Science*. 2004;7(1):1-9.

8.

Tomasello M. A New Look at Infant Pointing. *Child Development*. 2007;78(3):705-722.

9.

Meltzoff AN. 'Like Me': A Foundation for Social Cognition. *Developmental Science*. 2007;10(1):126-134.

10.

Mitchell P. Acquiring a Theory of Mind. *An Introduction to Developmental Psychology*. 2nd Edition. Chichester: BPS Blackwell; 2011. p. 357-384.

11.

Baron-Cohen S. Does the Autistic Child Have a "Theory of Mind"? *Cognition*. 1985;21(1):37-46.

12.

Wellman HM. Meta-Analysis of Theory-of-Mind Development: The Truth About False Belief. *Child Development* [Internet]. WileySociety for Research in Child DevelopmentSociety for Research in Child Development; 2001;72(3):655-684. Available from: <http://www.jstor.org/stable/1132444>

13.

Yamaguchi M, Kuhlmeier VA, Wynn K, vanMarle K. Continuity in Social Cognition From Infancy to Childhood. *Developmental Science*. 2009;12(5):746-752.

14.

Yazdi AA, German TP, Defeyter MA, Siegal M. Competence and Performance in Belief-Desire Reasoning Across Two Cultures: The Truth, the Whole Truth and Nothing but the Truth About False Belief? *Cognition*. 2006;100(2):343–368.

15.

Banerjee R, Watling D, Caputi M. Peer Relations and the Understanding of Faux Pas: Longitudinal Evidence for Bidirectional Associations. *Child Development*. 2011;82(6):1887–1905.

16.

Callaghan T. Synchrony in the Onset of Mental-State Reasoning: Evidence From Five Cultures. *Psychological Science*. 2005;16(5):378–384.

17.

Ensor R, Hughes C. Content or Connectedness? Mother–Child Talk and Early Social Understanding. *Child Development*. 2008;79(1):201–216.

18.

Peterson CC, Wellman HM, Liu D. Steps in Theory-of-Mind Development for Children With Deafness or Autism. *Child Development*. 2005;76(2):502–517.

19.

Ruffman T. Older (But Not Younger) Siblings Facilitate False Belief Understanding. *Developmental Psychology* [Internet]. 1998;34(1):161–174. Available from: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=1997-42746-013&site=ehost-live>

20.

Thoermer C, Sodian B, Vuori M, Perst H, Kristen S. Continuity From an Implicit to an Explicit Understanding of False Belief From Infancy to Preschool Age. *British Journal of Developmental Psychology*. 2012;30(1):172–187.

21.

Durkin K. Social Cognition I: Understanding the Social World. *Developmental Social Psychology: From Infancy to Old Age*. Cambridge, Mass: Blackwell; 1995. p. 287–301.

22.

Kroger J, Martinussen M, Marcia JE. Identity Status Change During Adolescence and Young Adulthood: A Meta-Analysis. *Journal of Adolescence*. 2010;33(5):683–698.

23.

Ross J, Yilmaz M, Dale R, Cassidy R, Yildirim I, Zeedyk S. Cultural Differences in Self-Recognition: The Early Development of Autonomous and Related Selves? *Developmental Science*. 2017;20(3).

24.

Robins RW, Trzesniewski KH. Self-Esteem Development Across the Lifespan. *Current Directions in Psychological Science*. 2005;14(3):158–162.

25.

Moore C. The Development of Body Self-Awareness. *Infancy*. 2007;11(2):157–174.

26.

Mann M. Self-Esteem in a Broad-Spectrum Approach for Mental Health Promotion. *Health Education Research*. 2004;19(4):357–372.

27.

Phinney JS. Ethnic Identity in Adolescents and Adults: Review of Research. *Psychological Bulletin* [Internet]. 1990;108(3):499–514. Available from: <https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=1991-07036-001&site=ehost-live>

28.

Rothbart MK. Temperament and Personality: Origins and Outcomes. *Journal of Personality and Social Psychology* [Internet]. 2000;78(1):122-135. Available from: <https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=1999-15749-010&site=ehost-live>

29.

Clay D, Vignoles VL, Dittmar H. Body Image and Self-Esteem Among Adolescent Girls: Testing the Influence of Sociocultural Factors. *Journal of Research on Adolescence*. 2005;15(4):451-477.

30.

Keller H. Parenting Styles and the Development of the Categorical Self: A Longitudinal Study on Mirror Self-Recognition in Cameroonian Nso and German Families. *International Journal of Behavioral Development*. 2005;29(6):496-504.

31.

Denham S. Emotional and Social Development in Childhood. In: Smith PK, Hart CH, editors. *The Wiley Blackwell Handbook of Childhood Social Development*. 2nd Edition. Chichester: Wiley-Blackwell; 2014. p. 413-433.

32.

Leman P. Emotional Development and Attachment. *Developmental Psychology*. Maidenhead: McGraw-Hill; 2012. p. 157-195.

33.

Bruce V, Campbell RN, Doherty-Sneddon G, Langton S, McAuley S, Wright R. Testing Face Processing Skills in Children. *British Journal of Developmental Psychology*. 2000;18(3):319-333.

34.

Gao X, Maurer D. A Happy Story: Developmental Changes in Children's Sensitivity to Facial Expressions of Varying Intensities. *Journal of Experimental Child Psychology*.

2010;107(2):67-86.

35.

Herba CM. The Development of Emotion-Processing in Children: Effects of Age, Emotion, and Intensity. *Journal of Child Psychology and Psychiatry*. 2006;47(11):1098-1106.

36.

Herba C, Phillips M. Annotation: Development of Facial Expression Recognition From Childhood to Adolescence: Behavioural and Neurological Perspectives. *Journal of Child Psychology and Psychiatry*. 2004;45(7):1185-1198.

37.

Marsh AA, Ambady N. The Influence of the Fear Facial Expression on Prosocial Responding. *Cognition & Emotion*. 2007;21(2):225-247.

38.

Watling D, Workman L, Bourne VJ. Emotion Lateralisation: Developments Throughout the Lifespan. *Laterality: Asymmetries of Body, Brain and Cognition* [Internet]. Taylor & Francis Group; 2012;17(4):389-411. Available from: <https://www.tandfonline.com/doi/full/10.1080/1357650X.2012.682160?src=recsys>

39.

Workman L, Chilvers L, Yeomans H, Taylor S. Development of Cerebral Lateralisation for Recognition of Emotions in Chimeric Faces in Children Aged 5 to 11. *Laterality: Asymmetries of Body, Brain and Cognition*. 2006;11(6):493-507.

40.

Goswami U, Bryant P. Children's Cognitive Development and Learning [Internet]. 2007. Available from: https://www.cne.psychol.cam.ac.uk/pdfs/publication-pdfs/Primary_Review_2-1a_report_CogDevLearn_Goswami-Bryant_2007.pdf

41.

Liddard A, Pinkham AM, Smith E. Pretend Play and Cognitive Development. The Wiley-Blackwell Handbook of Childhood Cognitive Development. 2nd ed. Malden, MA: Wiley-Blackwell; 2011.

42.

Lillard A, Pinkham AM, Smith E. Pretend Play and Cognitive Development. The Wiley-Blackwell Handbook of Childhood Cognitive Development [Internet]. 2011. Available from: [http://faculty.virginia.edu/ASLillard/PDFs/Lillard%20\(2010\).pdf](http://faculty.virginia.edu/ASLillard/PDFs/Lillard%20(2010).pdf)

43.

Gelman SA, Meyer M. Child Categorization. Wiley Interdisciplinary Reviews: Cognitive Science. 2011;2(1):95–105.

44.

Westermann G, Mareschal D, Johnson MH, Sirois S, Spratling MW, Thomas MSC. Neuroconstructivism. Developmental Science. 2007;10(1):75–83.

45.

Mejía-Arauz R, Rogoff B, Paradise R. Cultural Variation in Children's Observation During a Demonstration. International Journal of Behavioral Development. 2005;29(4):282–291.

46.

Aslin R, Fiser J. Methodological Challenges for Understanding Cognitive Development in Infants. Trends in Cognitive Sciences. 2005;9(3):92–98.

47.

Bergen D. The Role of Pretend Play in Children's Cognitive Development. Early Childhood Research & Practice [Internet]. 2002;4(1). Available from: <https://eric.ed.gov/?id=ED464763>

48.

Ma L, Lillard AS. What Makes an Act a Pretense One? Young Children's Pretend-Real Judgments and Explanations. *Child Development Research*. 2013;2013:1-9.

49.

Althaus N, Westermann G. Labels Constructively Shape Object Categories in 10-Month-Old Infants. *Journal of Experimental Child Psychology*. 2016;151:5-17.

50.

Diesendruck G, Bloom P. How Specific is the Shape Bias? *Child Development*. 2003;74(1):168-178.

51.

Ware EA. Individual and Developmental Differences in Preschoolers' Categorization Biases and Vocabulary Across Tasks. *Journal of Experimental Child Psychology*. 2017;153:35-56.

52.

Waxman SR, Namy LL. Challenging the Notion of a Thematic Preference in Young Children. *Developmental Psychology*. 1997;33(3):555-567.

53.

Quinn PC, Eimas PD. Perceptual Cues That Permit Categorical Differentiation of Animal Species by Infants. *Journal of Experimental Child Psychology*. 1996;63(1):189-211.

54.

Spatial cognition.

55.

Vasilyeva M, Lourenco SF. Development of Spatial Cognition. *Wiley Interdisciplinary Reviews: Cognitive Science*. 2012;3(3):349-362.

56.

Newcombe NS. The Nativist-Empiricist Controversy in the Context of Recent Research on Spatial and Quantitative Development. *Psychological Science*. 2002;13(5):395-401.

57.

Mathematical cognition.

58.

Berteletti I, Lucangeli D, Piazza M, Dehaene S, Zorzi M. Numerical Estimation in Preschoolers. *Developmental Psychology*. 2010;46(2):545-551.

59.

Feigenson L, Carey S, Hauser M. The Representations Underlying Infants' Choice of More: Object Files Versus Analog Magnitudes. *Psychological Science*. 2002;13(2):150-156.

60.

Broadbent HJ, Farran EK, Tolmie A. Egocentric and Allocentric Navigation Strategies in Williams Syndrome and Typical Development. *Developmental Science*. 2014;17(6):920-934.

61.

Bullens J, Iglói K, Berthoz A, Postma A, Rondi-Reig L. Developmental Time Course of the Acquisition of Sequential Egocentric and Allocentric Navigation Strategies. *Journal of Experimental Child Psychology*. 2010;107(3):337-350.

62.

Bushnell EW, McKenzie BE, Lawrence DA, Connell S. The Spatial Coding Strategies of One-Year-Old Infants in a Locomotor Search Task. *Child Development*. 1995;66(4).

63.

Learmonth AE, Newcombe NS, Huttenlocher J. Toddlers' Use of Metric Information and Landmarks to Reorient. *Journal of Experimental Child Psychology*. 2001;80(3):225–244.

64.

Hermer L, Spelke ES. A Geometric Process for Spatial Reorientation in Young Children. *Nature*. 1994;370(6484):57–59.

65.

Learmonth AE, Nadel L, Newcombe NS. Children's Use of Landmarks: Implications for Modularity Theory. *Psychological Science*. 2002;13(4):337–341.

66.

Nardini M, Burgess N, Breckenridge K, Atkinson J. Differential Developmental Trajectories for Egocentric, Environmental and Intrinsic Frames of Reference in Spatial Memory. *Cognition*. 2006;101(1):153–172.

67.

Newcombe NS, Levine SC, Mix KS. Thinking About Quantity: The Intertwined Development of Spatial and Numerical Cognition. *Wiley Interdisciplinary Reviews: Cognitive Science*. 2015;6(6):491–505.

68.

Pruden SM, Levine SC, Huttenlocher J. Children's Spatial Thinking: Does Talk About the Spatial World Matter? *Developmental Science*. 2011;14(6):1417–1430.

69.

Sluzenski J, Newcombe NS, Satlow E. Knowing Where Things Are in the Second Year of Life: Implications for Hippocampal Development. *Journal of Cognitive Neuroscience*. 2004;16(8):1443–1451.

70.

Antell SE, Keating DP. Perception of Numerical Invariance in Neonates. *Child Development*. 1983;54(3).

71.

Barth H, La Mont K, Lipton J, Spelke ES. Abstract Number and Arithmetic in Preschool Children. *Proceedings of the National Academy of Sciences*. 2005;102(39):14116–14121.

72.

Bermejo V, Morales S, deOsuna JG. Supporting Children's Development of Cardinality Understanding. *Learning and Instruction*. 2004;14(4):381–398.

73.

Cantlon JF, Brannon EM, Carter EJ, Pelphrey KA. Functional Imaging of Numerical Processing in Adults and 4-y-Old Children. *PLoS Biology*. 2006;4(5).

74.

Chen C, Stevenson HW. Motivation and Mathematics Achievement: A Comparative Study of Asian-American, Caucasian-American, and East Asian High School Students. *Child Development*. 1995;66(4).

75.

Cohen LB, Marks KS. How Infants Process Addition and Subtraction Events. *Developmental Science*. 2002;5(2):186–201.

76.

Hyde DC, Boas DA, Blair C, Carey S. Near-Infrared Spectroscopy Shows Right Parietal Specialization for Number in Pre-Verbal Infants. *NeuroImage*. 2010;53(2):647–652.

77.

Miller KF, Stigler JW. Counting in Chinese: Cultural Variation in a Basic Cognitive Skill. *Cognitive Development*. 1987;2(3):279–305.

78.

Wynn K. Addition and Subtraction by Human Infants. *Nature*. 1992;358(6389):749–750.

79.

Castles A, Rastle K, Nation K. Ending the Reading Wars: Reading Acquisition From Novice to Expert. *Psychological Science in the Public Interest*. 2018;19(1):5–51.

80.

Cain K. *Reading Development and Difficulties*. Chichester, West Sussex, U.K.: BPS Blackwell/John Wiley; 2010.

81.

Hulme C, Snowling MJ. *Reading Disorders I: Developmental Dyslexia*. *Developmental Disorders of Language Learning and Cognition*. Oxford: Wiley-Blackwell; 2009. p. 37–89.

82.

Hulme C, Snowling MJ. *Reading Disorders II: Reading Comprehension Impairment*. *Developmental Disorders of Language Learning and Cognition*. Oxford: Wiley-Blackwell; 2009.

83.

Clarke PJ. Ameliorating Children's Reading-Comprehension Difficulties: A Randomized Controlled Trial. *Psychological Science*. 2010;21(8):1106–1116.

84.

Duff FJ, Clarke PJ. Practitioner Review: Reading Disorders: What Are the Effective

Interventions and How Should They Be Implemented and Evaluated? *Journal of Child Psychology and Psychiatry*. 2011;52(1):3-12.

85.

Muter V, Hulme C, Snowling MJ, Stevenson J. Phonemes, Rimes, Vocabulary, and Grammatical Skills as Foundations of Early Reading Development: Evidence From a Longitudinal Study. *Developmental Psychology* [Internet]. 2004;40(5):665-681. Available from: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2004-17950-002&site=ehost-live>

86.

Kirby JR, Savage RS. Can the Simple View Deal With the Complexities of Reading? *Literacy*. 2008;42(2):75-82.

87.

Nation K. Working Memory Deficits in Poor Comprehenders Reflect Underlying Language Impairments. *Journal of Experimental Child Psychology*. 1999;73(2):139-158.

88.

Nation K, Hulme C. Learning to Read Changes Children's Phonological Skills: Evidence From a Latent Variable Longitudinal Study of Reading and Nonword Repetition. *Developmental Science*. 2011;14(4):649-659.

89.

Nation K. A Longitudinal Investigation of Early Reading and Language Skills in Children With Poor Reading Comprehension. *Journal of Child Psychology and Psychiatry*. 2010;51(9):1031-1039.

90.

Powell D. Does the PMSP Connectionist Model of Single Word Reading Learn to Read in the Same Way as a Child? *Journal of Research in Reading*. 2006;29(2):229-250.

91.

Ricketts J. Research Review: Reading Comprehension in Developmental Disorders of Language and Communication. *Journal of Child Psychology and Psychiatry*. 2011;52(11):1111-1123.

92.

Stuart M. Literacy as a Complex Activity: Deconstructing the Simple View of Reading. *Literacy*. 2008;42(2):59-66.

93.

Tunmer WE, Chapman JW. The Simple View of Reading Redux: Vocabulary Knowledge and the Independent Components Hypothesis. *Journal of Learning Disabilities*. 2012;45(5):453-466.

94.

Adams MJ. *Beginning to Read: Thinking and Learning About Print*. Cambridge, Mass: MIT Press; 1990.

95.

Cain K. Investigating the Causes of Reading Comprehension Failure: The Comprehension-Age Match Design. *Reading and Writing*. 2000;12(1/2):31-40.

96.

Marshall C. Rapid Auditory Processing and Phonological Ability in Normal Readers and Readers With Dyslexia. *Journal of Speech, Language & Hearing Research [Internet]*. 2001;44(4):925-940. Available from: <http://search.ebscohost.com/login.aspx?direct=true&db=cms&AN=5813581&site=ehost-live>

97.

McHale SM. The Family Contexts of Gender Development in Childhood and Adolescence. *Social Development*. 2003;12(1):125-148.

98.

Joel D. Sex Beyond the Genitalia: The Human Brain Mosaic. *Proceedings of the National Academy of Sciences*. 2015;112(50):15468–15473.

99.

Ruble DN. Gender Constancy and the Effects of Sex-Typed Televised Toy Commercials. *Child Development*. 1981;52(2):667–673.

100.

Martin CL, Ruble D. Children's Search for Gender Cues. *Current Directions in Psychological Science*. 2004;13(2):67–70.

101.

Shutts K. Social Categories Guide Young Children's Preferences for Novel Objects. *Developmental Science*. 2009;13(4):599–610.

102.

Hyde JS. Gender Similarities and Differences. *Annual Review of Psychology*. 2014;65(1):373–398.

103.

Ingalhalikar M. Sex Differences in the Structural Connectome of the Human Brain. *Proceedings of the National Academy of Sciences*. 2014;111(2):823–828.

104.

Joel D, Tarrasch R. On the Mis-Presentation and Misinterpretation of Gender-Related Data: The Case of Ingalhalikar's Human Connectome Study. *Proceedings of the National Academy of Sciences*. 2014;111(6):E637–E637.

105.

Maccoby EE. Perspectives on Gender Development. *International Journal of Behavioral Development*. 2000;24(4):398-406.

106.

Muzzatti B. Gender and Mathematics: Attitudes and Stereotype Threat Susceptibility in Italian Children. *Developmental Psychology* [Internet]. 2007;43(3):747-759. Available from:
<http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2007-06280-017&site=ehost-live>

107.

Blakemore SJ, Mills KL. Is Adolescence a Sensitive Period for Sociocultural Processing? *Annual Review of Psychology*. 2014;65(1):187-207.

108.

Steinberg L. Cognitive and Affective Development in Adolescence. *Trends in Cognitive Sciences*. 2005;9(2):69-74.

109.

Steinberg L. A Social Neuroscience Perspective on Adolescent Risk-Taking. *Developmental Review*. 2008;28(1):78-106.

110.

Gardner M. Peer Influence on Risk Taking, Risk Preference, and Risky Decision Making in Adolescence and Adulthood: An Experimental Study. *Developmental Psychology* [Internet]. 2005;41(4):625-635. Available from:
<http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2005-08221-004&site=ehost-live>

111.

Choudhury S. Social Cognitive Development During Adolescence. *Social Cognitive and Affective Neuroscience*. 2006;1(3):165-174.

112.

Luna B. Maturation of Cognitive Processes From Late Childhood to Adulthood. *Child Development*. 2004;75(5):1357–1372.

113.

Mendle J. Detrimental Psychological Outcomes Associated With Early Pubertal Timing in Adolescent Girls. *Developmental Review*. 2007;27(2):151–171.

114.

Somerville LH. The Teenage Brain: Sensitivity to Social Evaluation. *Current Directions in Psychological Science*. 2013;22(2):121–127.

115.

Hooper CJ. Adolescents' Performance on the Iowa Gambling Task: Implications for the Development of Decision Making and Ventromedial Prefrontal Cortex. *Developmental Psychology* [Internet]. 2004;40(6):1148–1158. Available from: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2004-20098-018&site=ehost-live>

116.

Hare B, Tomasello M. Chimpanzees Are More Skilful in Competitive Than in Cooperative Cognitive Tasks. *Animal Behaviour*. 2004;68(3):571–581.

117.

Hopper LM, Lambeth SP, Schapiro SJ, Whiten A. Observational Learning in Chimpanzees and Children Studied Through 'Ghost' Conditions. *Proceedings of the Royal Society B: Biological Sciences*. 2008;275(1636):835–840.

118.

Kersken V, Gómez JC, Liskowski U, Soldati A, Hobaiter C. A Gestural Repertoire of 1- to 2-Year-Old Human Children: In Search of the Ape Gestures. *Animal Cognition*.

2018;22:577–595.

119.

Krupenye C, Kano F, Hirata S, Call J, Tomasello M. Great Apes Anticipate That Other Individuals Will Act According to False Beliefs. *Science*. 2016;354(6308):110–114.

120.

Plotnik JM, de Waal FBM, Reiss D. Self-Recognition in an Asian Elephant. *Proceedings of the National Academy of Sciences*. 2006;103(45):17053–17057.

121.

Tomasello M, Carpenter M. Shared Intentionality. *Developmental Science*. 2007;10(1):121–125.

122.

Call J, Agnetta B, Tomasello M. Cues That Chimpanzees Do and Do Not Use to Find Hidden Objects. *Animal Cognition*. 2000;3(1):23–34.

123.

Call J, Tomasello M. A Nonverbal False Belief Task: The Performance of Children and Great Apes. *Child Development*. 1999;70(2):381–395.

124.

Call J, Tomasello M. Does the Chimpanzee Have a Theory of Mind? 30 Years Later. *Trends in Cognitive Sciences*. 2008;12(5):187–192.

125.

Prior H, Schwarz A, Güntürkün O. Mirror-Induced Behavior in the Magpie (*Pica pica*): Evidence of Self-Recognition. *PLoS Biology*. 2008;6(8).

126.

Range F, Viranyi Z, Huber L. Selective Imitation in Domestic Dogs. *Current Biology*. 2007;17(10):868–872.