

# PS2040: Developmental Psychology

[View Online](#)

- 
1.  
Oostenbroek, J. Comprehensive Longitudinal Study Challenges the Existence of Neonatal Imitation in Humans. *Current Biology* **26**, 1334–1338 (2016).
  2.  
Liszkowski, U. Twelve-Month-Olds Point to Share Attention and Interest. *Developmental Science* **7**, 297–307 (2004).
  3.  
Tomasello, M. & Carpenter, M. Shared Intentionality. *Developmental Science* **10**, 121–125 (2007).
  4.  
Warneken, F. & Tomasello, M. Helping and Cooperation at 14 Months of Age. *Infancy* **11**, 271–294 (2007).
  5.  
Hepach, R. A New Look at Children's Prosocial Motivation. *Infancy* **18**, 67–90 (2013).
  6.  
Carpenter, M. Twelve- and 18-Month-Olds Copy Actions in Terms of Goals. *Developmental Science* **8**, F13–F20 (2005).

7.

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

8.

Tomasello, M. A New Look at Infant Pointing. *Child Development* **78**, 705–722 (2007).

9.

Meltzoff, A. N. 'Like Me': A Foundation for Social Cognition. *Developmental Science* **10**, 126–134 (2007).

10.

Mitchell, P. Acquiring a Theory of Mind. in *An Introduction to Developmental Psychology* 357–384 (BPS Blackwell, 2011).

11.

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

12.

Wellman, H. M. Meta-Analysis of Theory-of-Mind Development: The Truth About False Belief. *Child Development* **72**, 655–684 (2001).

13.

Yamaguchi, M., Kuhlmeier, V. A., Wynn, K. & vanMarle, K. Continuity in Social Cognition From Infancy to Childhood. *Developmental Science* **12**, 746–752 (2009).

14.

Yazdi, A. A., German, T. P., Defeyter, M. A. & 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* **100**, 343–368 (2006).

15.

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

16.

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

17.

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

18.

Peterson, C. C., Wellman, H. M. & Liu, D. Steps in Theory-of-Mind Development for Children With Deafness or Autism. *Child Development* **76**, 502–517 (2005).

19.

Ruffman, T. Older (But Not Younger) Siblings Facilitate False Belief Understanding. *Developmental Psychology* **34**, 161–174 (1998).

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* **30**, 172–187 (2012).

21.

Durkin, K. Social Cognition I: Understanding the Social World. in *Developmental Social Psychology: From Infancy to Old Age* 287–301 (Blackwell, 1995).

22.

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

23.

Ross, J. et al. Cultural Differences in Self-Recognition: The Early Development of Autonomous and Related Selves? *Developmental Science* **20**, (2017).

24.

Robins, R. W. & Trzesniewski, K. H. Self-Esteem Development Across the Lifespan. *Current Directions in Psychological Science* **14**, 158–162 (2005).

25.

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

26.

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

27.

Phinney, J. S. Ethnic Identity in Adolescents and Adults: Review of Research. *Psychological Bulletin* **108**, 499–514 (1990).

28.

Rothbart, M. K. Temperament and Personality: Origins and Outcomes. *Journal of Personality and Social Psychology* **78**, 122–135 (2000).

29.

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

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* **29**, 496–504 (2005).

31.

Denham, S. Emotional and Social Development in Childhood. in *The Wiley Blackwell Handbook of Childhood Social Development* (eds. Smith, P. K. & Hart, C. H.) vol. *Handbooks of Developmental Psychology* 413–433 (Wiley-Blackwell, 2014).

32.

Leman, P. Emotional Development and Attachment. in *Developmental Psychology* 157–195 (McGraw-Hill, 2012).

33.

Bruce, V. et al. Testing Face Processing Skills in Children. *British Journal of Developmental Psychology* **18**, 319–333 (2000).

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* **107**, 67–86 (2010).

35.

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

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* **45**, 1185–1198 (2004).

37.

Marsh, A. A. & Ambady, N. The Influence of the Fear Facial Expression on Prosocial Responding. *Cognition & Emotion* **21**, 225–247 (2007).

38.

Watling, D., Workman, L. & Bourne, V. J. Emotion Lateralisation: Developments Throughout the Lifespan. *Laterality: Asymmetries of Body, Brain and Cognition* **17**, 389–411 (2012).

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* **11**, 493–507 (2006).

40.

Goswami, U. & Bryant, P. *Children's Cognitive Development and Learning*. (2007).

41.

Liddard, A., Pinkham, A. M. & Smith, E. Pretend Play and Cognitive Development. in *The Wiley-Blackwell Handbook of Childhood Cognitive Development* (Wiley-Blackwell, 2011).

42.

Lillard, A., Pinkham, A. M. & Smith, E. Pretend Play and Cognitive Development. in *The Wiley-Blackwell Handbook of Childhood Cognitive Development* (2011).

43.

Gelman, S. A. & Meyer, M. Child Categorization. Wiley Interdisciplinary Reviews: Cognitive Science **2**, 95–105 (2011).

44.

Westermann, G. et al. Neuroconstructivism. Developmental Science **10**, 75–83 (2007).

45.

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

46.

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

47.

Bergen, D. The Role of Pretend Play in Children's Cognitive Development. Early Childhood Research & Practice **4**, (2002).

48.

Ma, L. & Lillard, A. S. What Makes an Act a Pretense One? Young Children's Pretend-Real Judgments and Explanations. Child Development Research **2013**, 1–9 (2013).

49.

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

50.

Diesendruck, G. & Bloom, P. How Specific is the Shape Bias? Child Development **74**, 168–178 (2003).

51.

Ware, E. A. Individual and Developmental Differences in Preschoolers' Categorization Biases and Vocabulary Across Tasks. *Journal of Experimental Child Psychology* **153**, 35–56 (2017).

52.

Waxman, S. R. & Namy, L. L. Challenging the Notion of a Thematic Preference in Young Children. *Developmental Psychology* **33**, 555–567 (1997).

53.

Quinn, P. C. & Eimas, P. D. Perceptual Cues That Permit Categorical Differentiation of Animal Species by Infants. *Journal of Experimental Child Psychology* **63**, 189–211 (1996).

54.

Spatial cognition.

55.

Vasilyeva, M. & Lourenco, S. F. Development of Spatial Cognition. *Wiley Interdisciplinary Reviews: Cognitive Science* **3**, 349–362 (2012).

56.

Newcombe, N. S. The Nativist-Empiricist Controversy in the Context of Recent Research on Spatial and Quantitative Development. *Psychological Science* **13**, 395–401 (2002).

57.

Mathematical cognition.

58.



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

59.

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

60.

Broadbent, H. J., Farran, E. K. & Tolmie, A. Egocentric and Allocentric Navigation Strategies in Williams Syndrome and Typical Development. *Developmental Science* **17**, 920–934 (2014).

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* **107**, 337–350 (2010).

62.

Bushnell, E. W., McKenzie, B. E., Lawrence, D. A. & Connell, S. The Spatial Coding Strategies of One-Year-Old Infants in a Locomotor Search Task. *Child Development* **66**, (1995).

63.

Learmonth, A. E., Newcombe, N. S. & Huttenlocher, J. Toddlers' Use of Metric Information and Landmarks to Reorient. *Journal of Experimental Child Psychology* **80**, 225–244 (2001).

64.

Hermer, L. & Spelke, E. S. A Geometric Process for Spatial Reorientation in Young Children. *Nature* **370**, 57–59 (1994).

65.

Learmonth, A. E., Nadel, L. & Newcombe, N. S. Children's Use of Landmarks: Implications for Modularity Theory. *Psychological Science* **13**, 337–341 (2002).

66.

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

67.

Newcombe, N. S., Levine, S. C. & Mix, K. S. Thinking About Quantity: The Intertwined Development of Spatial and Numerical Cognition. *Wiley Interdisciplinary Reviews: Cognitive Science* **6**, 491–505 (2015).

68.

Pruden, S. M., Levine, S. C. & Huttenlocher, J. Children's Spatial Thinking: Does Talk About the Spatial World Matter? *Developmental Science* **14**, 1417–1430 (2011).

69.

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

70.

Antell, S. E. & Keating, D. P. Perception of Numerical Invariance in Neonates. *Child Development* **54**, (1983).

71.

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

72.

Bermejo, V., Morales, S. & deOsuna, J. G. Supporting Children's Development of Cardinality Understanding. *Learning and Instruction* **14**, 381–398 (2004).

73.

Cantlon, J. F., Brannon, E. M., Carter, E. J. & Pelphrey, K. A. Functional Imaging of Numerical Processing in Adults and 4-y-Old Children. *PLoS Biology* **4**, (2006).

74.

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

75.

Cohen, L. B. & Marks, K. S. How Infants Process Addition and Subtraction Events. *Developmental Science* **5**, 186–201 (2002).

76.

Hyde, D. C., Boas, D. A., Blair, C. & Carey, S. Near-Infrared Spectroscopy Shows Right Parietal Specialization for Number in Pre-Verbal Infants. *NeuroImage* **53**, 647–652 (2010).

77.

Miller, K. F. & Stigler, J. W. Counting in Chinese: Cultural Variation in a Basic Cognitive Skill. *Cognitive Development* **2**, 279–305 (1987).

78.

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

79.

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

80.

Cain, K. *Reading Development and Difficulties*. vol. BPS Textbooks in Psychology (BPS Blackwell/John Wiley, 2010).

81.

Hulme, C. & Snowling, M. J. *Reading Disorders I: Developmental Dyslexia*. in *Developmental Disorders of Language Learning and Cognition* 37–89 (Wiley-Blackwell, 2009).

82.

Hulme, C. & Snowling, M. J. *Reading Disorders II: Reading Comprehension Impairment*. in *Developmental Disorders of Language Learning and Cognition* (Wiley-Blackwell, 2009).

83.

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

84.

Duff, F. J. & Clarke, P. J. Practitioner Review: Reading Disorders: What Are the Effective Interventions and How Should They Be Implemented and Evaluated? *Journal of Child Psychology and Psychiatry* **52**, 3–12 (2011).

85.

Muter, V., Hulme, C., Snowling, M. J. & Stevenson, J. Phonemes, Rimes, Vocabulary, and Grammatical Skills as Foundations of Early Reading Development: Evidence From a Longitudinal Study. *Developmental Psychology* **40**, 665–681 (2004).

86.

Kirby, J. R. & Savage, R. S. Can the Simple View Deal With the Complexities of Reading? *Literacy* **42**, 75–82 (2008).

87.

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

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* **14**, 649–659 (2011).

89.

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

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* **29**, 229–250 (2006).

91.

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

92.

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

93.

Tunmer, W. E. & Chapman, J. W. The Simple View of Reading Redux: Vocabulary Knowledge and the Independent Components Hypothesis. *Journal of Learning Disabilities* **45**, 453–466 (2012).

94.

Adams, M. J. *Beginning to Read: Thinking and Learning About Print*. (MIT Press, 1990).

95.

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

96.

Marshall, C. Rapid Auditory Processing and Phonological Ability in Normal Readers and Readers With Dyslexia. *Journal of Speech, Language & Hearing Research* **44**, 925–940 (2001).

97.

McHale, S. M. The Family Contexts of Gender Development in Childhood and Adolescence. *Social Development* **12**, 125–148 (2003).

98.

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

99.

Ruble, D. N. Gender Constancy and the Effects of Sex-Typed Televised Toy Commercials. *Child Development* **52**, 667–673 (1981).

100.

Martin, C. L. & Ruble, D. Children's Search for Gender Cues. *Current Directions in Psychological Science* **13**, 67–70 (2004).

101.

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

102.

Hyde, J. S. Gender Similarities and Differences. *Annual Review of Psychology* **65**, 373–398 (2014).

103.

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

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* **111**, E637–E637 (2014).

105.

Maccoby, E. E. Perspectives on Gender Development. *International Journal of Behavioral Development* **24**, 398–406 (2000).

106.

Muzzatti, B. Gender and Mathematics: Attitudes and Stereotype Threat Susceptibility in Italian Children. *Developmental Psychology* **43**, 747–759 (2007).

107.

Blakemore, S.-J. & Mills, K. L. Is Adolescence a Sensitive Period for Sociocultural Processing? *Annual Review of Psychology* **65**, 187–207 (2014).

108.

Steinberg, L. Cognitive and Affective Development in Adolescence. *Trends in Cognitive Sciences* **9**, 69–74 (2005).

109.

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

110.

Gardner, M. Peer Influence on Risk Taking, Risk Preference, and Risky Decision Making in Adolescence and Adulthood: An Experimental Study. *Developmental Psychology* **41**, 625–635 (2005).

111.

Choudhury, S. Social Cognitive Development During Adolescence. *Social Cognitive and Affective Neuroscience* **1**, 165–174 (2006).

112.

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

113.

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

114.

Somerville, L. H. The Teenage Brain: Sensitivity to Social Evaluation. *Current Directions in Psychological Science* **22**, 121–127 (2013).

115.



Hooper, C. J. Adolescents' Performance on the Iowa Gambling Task: Implications for the Development of Decision Making and Ventromedial Prefrontal Cortex. *Developmental Psychology* **40**, 1148–1158 (2004).

116.

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

117.

Hopper, L. M., Lambeth, S. P., Schapiro, S. J. & Whiten, A. Observational Learning in Chimpanzees and Children Studied Through 'Ghost' Conditions. *Proceedings of the Royal Society B: Biological Sciences* **275**, 835–840 (2008).

118.

Kersken, V., Gómez, J.-C., Liszkowski, U., Soldati, A. & Hobaiter, C. A Gestural Repertoire of 1- to 2-Year-Old Human Children: In Search of the Ape Gestures. *Animal Cognition* **22**, 577–595 (2018).

119.

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

120.

Plotnik, J. M., de Waal, F. B. M. & Reiss, D. Self-Recognition in an Asian Elephant. *Proceedings of the National Academy of Sciences* **103**, 17053–17057 (2006).

121.

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

122.

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

123.

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

124.

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

125.

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

126.

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