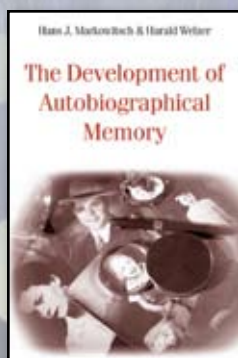
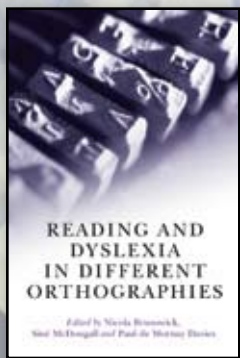
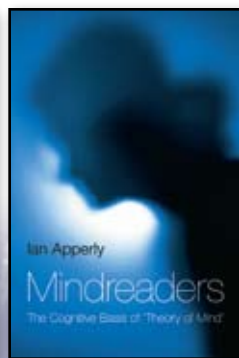
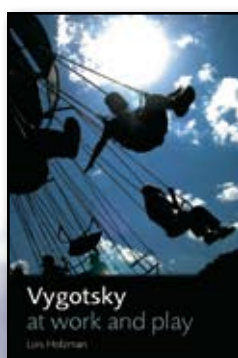
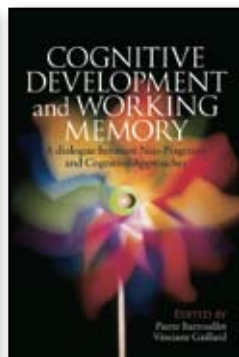
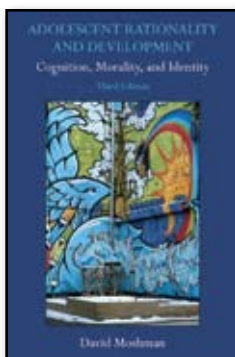
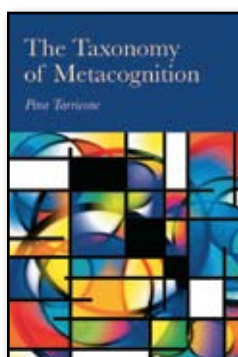
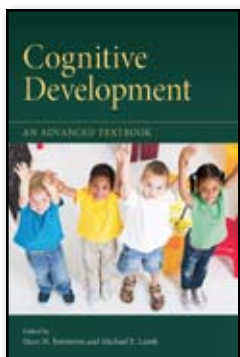


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### INVITATION TO AUTHORS

Are you planning to develop a textbook or monograph in Cognitive Development? Do you feel there is a need for a new journal in this area? If so, we would like to hear from you. We welcome proposals covering any aspect of cognitive development, in its theory and practice.

**Please send proposals to:**

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# COGNITIVE DEVELOPMENT

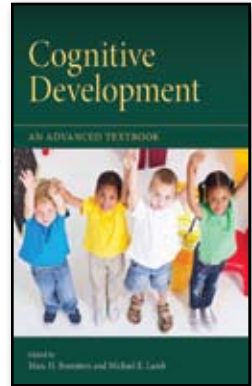
## An Advanced Textbook

NEW!

**Marc H. Bornstein**, *Eunice Kennedy Shriver* National Institute of Child Health and Human Development, USA  
**Michael E. Lamb**, University of Cambridge, UK (Eds.)

*“Thoroughly modern, cutting edge, and with top notch experts in each area, Bornstein and Lamb have given us a splendid advanced text. ... It is like having a tutorial with some of the very best minds in the field, tailored to engage, guide and inform the best minds of the next generation of scholars.”* – **David Henry Feldman**, Tufts University, USA

*“Leading researchers delve deeply into foundational theories, methods, and research findings in a parsimonious collection of cutting-edge chapters on cognitive development.”* – **Catherine S. Tamis-LeMonda**, New York University, USA



This new text consists of parts of Bornstein and Lamb's *Developmental Science, 6th Edition* along with new introductory material that as a whole provides a cutting edge and comprehensive overview of cognitive development. Each of the world-renowned contributors masterfully introduces the history and systems, methodologies, and measurement and analytic techniques used to understand human cognitive development. The relevance of cognition is illustrated through engaging applications. Each chapter reflects the current state of the field in cognitive development and features an introduction, an overview of the field, a chapter summary, and numerous references.

Students and instructors will also appreciate the book's online resources. For each chapter, the website features: chapter outlines; a student reading guide; a glossary of key terms and concepts; and suggested readings with hotlinks to journal articles. Only instructors are granted access to the test bank with multiple-choice, short-answer, and essay questions; PowerPoint slides with all of the text's figures and tables; and suggestions for classroom discussion/assignments.

Intended for advanced undergraduate and/or beginning graduate courses on cognitive development taught in departments of psychology, human development and family studies, and education, researchers in these areas will appreciate this book's cutting-edge coverage.

## Contents

*M.H. Bornstein, M. Lamb*, Neural, Physical, Perceptual, Cognitive, and Language Development: Introduction and Overview. **Part 1. Foundations of Developmental Science.** *R.M. Lerner, S. Lewin-Bizan, A.E. Alberts Warren*, Concepts and Theories of Human Development. *M. Cole, M. Packer*, Culture in Development. *D.P. Hartmann, K.E. Pelzel, C.B. Abbott*, Design, Measurement, and Analysis in Developmental Research. **Part 2. Development in Neuroscience, Motor Skills, Perception, Cognition, and Language.** *M.H. Johnson*, Developmental Neuroscience, Psychophysiology, and Genetics. *K.E. Adolph, S.E. Berger*, Physical and Motor Development. *M.H. Bornstein, M.E. Arterberry, C. Mash*, Perceptual Development. *D.P. Birney, R.J. Sternberg*, The Development of Cognitive Abilities. *B. MacWhinney*, Language Development.

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NEW!

## SOCIAL AND PERSONALITY DEVELOPMENT An Advanced Textbook

**Michael E. Lamb**, University of Cambridge, UK  
**Marc H. Bornstein**, *Eunice Kennedy Shriver* National Institute of Child Health and Human Development, USA (Eds.)

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## DEVELOPMENTAL SCIENCE, 6th Edition An Advanced Textbook

**Marc H. Bornstein**, *Eunice Kennedy Shriver* National Institute of Child Health and Human Development, USA  
**Michael E. Lamb**, University of Cambridge, UK (Eds.)

**September 2010: 7x10: 752pp.**

**Hb: 978-1-84872-871-4: \$85.00**

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## CHILDREN'S COSMOLOGIES

**Stella Vosniadou**, University of Athens, Greece

*Essays in Developmental Psychology Series*

This book analyzes the development of children's cosmological knowledge in the context of general theories of cognitive development. Examining children's understanding of the earth, based on naïve mental models or counter-intuitive scientific facts, offers a unique insight into the development of scientific knowledge as innate or culturally acquired.

After reviewing the revolutionary changes that have occurred over the years in our understanding of the cosmos, this book explores the complex networks of beliefs that provide the background to cognitive development and the learning of science. Based on infant studies of naïve physics, the book examines the ways in which our cognitive system and cultural context interact. It goes on to explore the problems of learning science from a constructivist perspective and the role of mental models in physical reasoning. Finally, the author outlines the nature of the relationship between cognitive development and conceptual change which has implications for education and the learning of science.

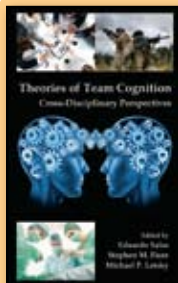
*Children's Cosmologies* offers a new scholarly perspective to those in the fields of developmental psychology and education. It is ideal reading for researchers and upper level students of psychology, philosophy and the history of science.

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**Hb: 978-0-8058-4170-1: \$75.00**

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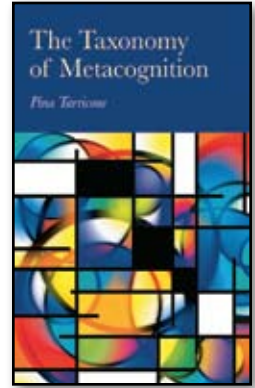
# THE TAXONOMY OF METACOGNITION

**Pina Tarricone**, Tarricone Educational Consultancy, Australia

*“This is a high-level and comprehensive study of the conceptual framework and taxonomy of metacognition. It offers a deep and thoughtful analysis of the extensive literature (including philosophical and historical perspectives), draws on a wide-range of disciplines and clarifies some of the terminological and conceptual confusion in an engaging and logical manner.”* – **Alison Garton, Adjunct Professor of Psychology, Edith Cowan University, Australia**

*“Metacognition means different things to different people. However, there has previously been little overlap between cognitive and educational psychology. This book does an excellent job bridging that gap.”* – **Bennett L. Schwartz, Professor of Psychology, Florida International University, USA**

*“This is the most comprehensive and systematic overview of the literature on metacognition and related concepts that I have ever seen. The coverage is simply awesome. I can’t think of any major theorist or topic that has been overlooked. The treatment of diverse topics and theorists, moreover, is consistently fair and accurate, and often insightful. ... It will stand for years, I expect, as an unrivaled overview of the concept of metacognition, and will remain thereafter the definitive record of how psychologists thought about metacognition in the opening decade of the 21st century.”* – **Professor David Moshman, from the Foreword**



Metacognition is a complex construct which is fundamental to learning. Its complex, fuzzy and multifaceted nature has often led to its colloquial application in research, resulting in studies that fail to identify its theoretical foundation or elements. In response to this, the research community continues to call for a comprehensive understanding of the construct of metacognition. This book is a response to this call for clarity.

Pina Tarricone provides a theoretical study of the construct of metacognition in terms of psychological theory. The first part of the book analyzes the relationship between reflection and metacognition, and the second part goes on to analyze the construct of metamemory as the foundation of metacognition. The third and final part of the book analyzes the construct of metacognition to present the final conceptual framework of metacognition and the taxonomy of metacognition. This framework builds a picture and a nexus of the construct through visual links to the related concepts that contribute to what is known as metacognition.

*The Taxonomy of Metacognition* provides a comprehensive representation and categorization of all of the terms, concepts, categories, supercategories, subcategories and elements of metacognition. It clarifies the construct so that researchers and teachers can develop a better understanding of it. This important and broad ranging contribution can be applied to many related areas, by researchers, psychologists, teachers and any profession interested in psychological learning processes.

## Contents

Introduction. **Part 1. Reflection: The Quintessence of Metacognition.** 1. Reflection and Metacognition: Historical Dialectic. 2. Critical Reflection and Critical Thinking: Facilitators of Metacognition. 3. Reflection and Metacognition: Affirming the Connection. **Part 2. Metamemory: The Foundational Construct.** 4. Memory Monitoring and Metamemory. 5. The Foundation of Metamemory. 6. Metamemory and its Components: The Basis of Metacognition. **Part 3. Metacognition: The Taxonomy.** 7. Models of Metacognition. 8. The Categorization of the Taxonomy of Metacognition. 9. The Taxonomy of Metacognition. 10. Future Directions in Research and Conclusion.

**February 2011: 6x9: 288pp.**

**Hb: 978-1-84169-869-4: \$62.50**

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# ADOLESCENT RATIONALITY AND DEVELOPMENT

## Cognition, Morality, and Identity, 3rd Edition

**David Moshman**, University of Nebraska - Lincoln, USA

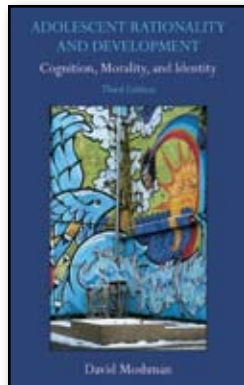
*“David Moshman’s book has become a standard required book for adolescent development. His breadth of knowledge and the empirical details of adolescent judgment and reasoning are engaging and intriguing to read. He answers age-old questions about adolescent development with a fresh new look, drawing on a wide range of research programs and theoretical traditions about development.”*

– **Melanie Killen**, University of Maryland, USA

*“This book provides a concise yet impactful review and synthesis of the literatures on cognitive, identity, and moral development. This is an outstanding portrayal of adolescents from a holistic and integrative perspective.”* – **Seth J. Schwartz**, University of Miami, USA

*“A stupendous achievement. ... [The book brings] ... coherence to cognitive, moral, and identity development during the adolescent years. [The author] stimulates students ... to think about the big picture. ... A brilliantly “simple” writing style. ... It’s amazing how much [he] covers ... in such a short book.”*

– **John C. Gibbs**, The Ohio State University, USA



Frequently cited in scholarly books and journals and praised by students, this book focuses on developmental changes and processes in adolescence rather than on the details and problems of daily life. Major developmental changes associated with adolescence are identified. Noted for its exceptionally strong coverage of cognitive, moral, and social development, this brief, inexpensive book can be used independently or as a supplement to other texts on adolescence.

### Highlights of the new edition include:

- Expanded coverage of thinking and reasoning
- A new chapter on metacognition and epistemic cognition
- Expanded coverage of controversies concerning the foundations of morality
- A new chapter on moral principles and perspective taking
- A new chapter on the relation of personal and social identity
- A new chapter addressing current controversies concerning the rationality, maturity, and brains of adolescents
- More detail on key studies and methodologies and boldfaced key terms and a glossary to highlight and clarify key concepts.

Appropriate for advanced undergraduate and graduate courses on adolescence or adolescent development offered by departments of psychology, educational psychology, or human development, this brief text is also an ideal supplement for courses on social and/or moral development, cognitive development, or lifespan development. The book is also appreciated by scholars interested in connections across standard topics and research programs. Prior knowledge of psychology is not assumed.

### Contents

Introduction. **Part 1. Cognitive Development.** 1. Piaget’s Theory of Formal Operations. 2. Inference, Thinking, and Reasoning. 3. Metacognition and Epistemic Cognition. 4. The Construction of Rationality. **Part 2. Moral Development.** 5. Kohlberg’s Theory of Moral Development. 6. Justice, Care, and Virtue. 7. Principles and Perspective Taking. 8. The Construction of Morality. **Part 3. Identity Formation.** 9. Erikson’s Theory of Identity Formation. 10. Identity as a Theory of Oneself. 11. Personal and Social Identity. 12. The Construction of Identity. **Part 4. Development Beyond Childhood.** 13. Rational Moral Identity. 14. Pluralist Rational Constructivism. 15. Rationality, Liberty, and Education. 16. Adolescents as Young Adults.

**February 2011: 6x9: 302pp.**

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**Pb: 978-1-84872-861-5: \$34.95**

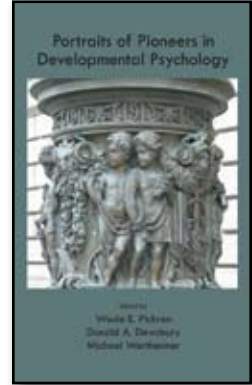
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**NEW!**

# PORTRAITS OF PIONEERS IN DEVELOPMENTAL PSYCHOLOGY

**Wade Pickren**, Ryerson University, Canada; **Donald A. Dewsbury**, University of Florida, USA; **Michael M. Wertheimer**, University of Colorado at Boulder, USA (Eds.)



*"A major and significant contribution to the history of psychology ... the selected developmental psychologists are a worthy bunch. ... The ... book [is] appropriate for ... the first year course taken by our applied developmental psychology students. ... I would use the book in my own course ... and would recommend it to my colleagues."* – **Mark E. Mattson, Fordham University, USA**

*"The volume will make a valuable contribution to the scholarship in the history of psychology. ... [It] could be used [for courses] on the history of ... developmental psychology ... [or] developmental theory. ... The psychologists ... selected ... made significant contributions ... [to] ... developmental psychology."* – **Harry Heft, Denison University, USA**

*"The authors all appear to have been carefully chosen for their expertise. I would read it, and recommend it to my library."* – **Brian D. Cox, Hofstra University, USA**

Utilizing an informal, sometimes humorous style of writing, this book brings to life 16 developmental psychologists who made a significant contribution to their field. Written by noted scholars, each chapter provides a glimpse into the personal and scholarly lives of these innovative "pioneers". Some of the chapters are based on the contributor's personal acquaintance with a pioneer allowing for the introduction of previously unavailable information. *Suggested Readings* allow readers to delve deeper into the material and a tabular list of subjects and authors helps instructors supplement their courses in substantive areas of psychology with ease.

Intended as a supplementary text for undergraduate and/or graduate courses in the history of psychology and/or developmental, child, or lifespan psychology taught in psychology, education, and human development, this engaging book also appeals to those interested in and/or teaching these subject areas. Each of the 7 volumes in the *Portraits of Pioneers in Psychology* series contains different profiles bringing more than 140 psychologists to life.

## Contents

*W. Pickren*, Foundations of Human Experience: An Introduction to Portraits of Pioneers in Developmental Psychology. *E. Johnston*, Lois Barclay Murphy: A Pioneer of Positivity. *S. Oullette*, Robert W. White: A Life in the Study of Lives. *A. Rutherford*, Starting from Strengths: Mamie Phipps Clark, Developmental Psychologist. *A. Johnson*, Florence L. Goodenough: Developmental Pioneer, Innovator and Mentor. *D.A. Dewsbury*, John Paul Scott and the Study of Genetics, Development, and Social Behavior. *W.R. Woodward*, Charlotte Buhler: Scientific Entrepreneur in Developmental, Clinical, and Humanistic Psychology. *A. Yasnitsky*, Lev Vygotsky: Philologist and Defectologist, A Socio-Intellectual Biography. *J. Valsiner*, Heinz Werner: A Differentiation Theory of Development. *B.C. Beins*, Jean Piaget: Theorist of the Child's Mind. *W.E. Pickren*, Joseph McVicker Hunt: Golden Age Psychologist. *R.H. de Freitas Campos*, Helena Antipoff: A Quest for Democracy and Human Rights with the Help of Psychological Science. *J. Snarey*, Lawrence Kohlberg: Moral Biography, Moral Psychology, and Moral Pedagogy. *F. Weizmann*, *B. Harris*, Arnold Gesell: The Maturationist. *M.M. Scott*, Roger Barker: A Different Kind of Developmentalist. *E.K. Morris*, Sidney W. Bijou: Outstanding (and Out Standing) in His Fields. *H.L. Pick*, Eleanor Gibson: Learning to Perceive, Perceiving to Learn. *W. Pickren*, Eyes on the Prize: Psychologists and Human Development.

**October 2011: 6x9: 324pp.**

**Hb: 978-1-84872-895-0: \$100.00**

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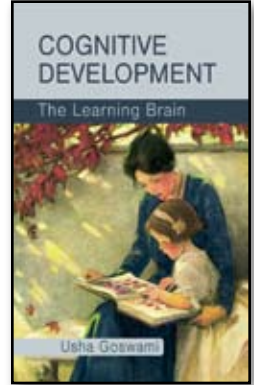
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# COGNITIVE DEVELOPMENT

## The Learning Brain

**Usha Goswami**, University of Cambridge, UK

*"This volume is a tour de force. Goswami effortlessly interweaves contemporary research and theory on cognitive development with cutting edge work in both developmental neuroscience and cognitive psychology. The result is a lucid, accessible and always stimulating treatment of the field of cognitive development, which will be of great use to students and researchers alike. A superb piece of scholarship, this volume is also an excellent choice for advanced undergraduate and graduate level courses in developmental psychology."* – **Jeffrey J. Lockman**, Professor of Psychology, Tulane University, New Orleans, USA



*Cognitive Development: The Learning Brain* is a thoroughly revised and updated edition of the bestselling *Cognition in Children*. This full-color textbook has been re-written from the perspective of brain science and shows how new discoveries in cognitive neuroscience force us to reconsider traditional theories of cognitive development.

This valuable textbook is essential reading for teachers and students of developmental and cognitive psychology, as well as education, language and the learning sciences. It will also be of interest to anyone training to work with infants and children.

*Cognitive Development: The Learning Brain* is supported by an extensive online Cognitive Development Student Learning Program (CogDevSLP) and online Instructor Resources, both of which are free of charge to qualifying adopters and their students.

### Contents

**Part 1. Infancy: The Physical World 1.** Memory. Perception and Attention. The Perceptual Structure of the Visual World. Cognitive Neuroscience and Object Processing in Infancy. Links Between Measures of Early Learning, Memory, Perception, and Attention and Later Intelligence. Summary. **Part 2. Infancy: The Physical World 2.** Perceptual Structure and Conceptual Analyses. Reasoning and Problem Solving About The Physical World. Learning. What Babies Can't Do: Cognitive Neuroscience and Apparent Gaps in Physical Knowledge. Summary. **Part 3. Infancy: The Psychological World.** The Central Role of the Actions of Other Agents. Goal-Directed Action and the Attribution Of Mental States. Actions by Infants. The Understanding of False Belief. Insights from Social Cognitive Neuroscience. Summary. **Part 4. Conceptual Development and the Biological World.** Superordinate, "Basic-Level", and Subordinate Categories. The Role of Language in Conceptual Development. The Biological/ Nonbiological Distinction. The Representation of Categorical Knowledge: A Historical Perspective Categories and Beliefs About the World: "Essences" and Naive Theories. Conceptual Change in Childhood? Summary. **Part 5. Language Acquisition.** Phonological Development. Lexical Development. Grammatical Development. Pragmatic Development. Summary. **Part 6. The Central Role of Causal Reasoning, Reasoning About Causes and Effects.** Reasoning on the Basis of Causal Principles. Causal Bayes Nets. The Understanding of Causal Chains. Scientific Reasoning. Multivariable Causal Inferences. Biases and Misconceptions in Causal Reasoning. Summary. **Part 7. Social Cognition, Mental Representation and Theory of Mind.** The Role of Language and Discourse in Metarepresentational Development. Summary. **Part 8. The Development of Memory.** Early Memory Development. The Development of Recognition Memory. The Development of Episodic Memory. The Development of Eye-Witness Memory. The Development of Working Memory. The Development of Strategies for Remembering. Insights From Cognitive Neuroscience. Summary. **Part 9. Metacognition, Reasoning and Executive Functions.** Metamemory. Metacognition and Executive Function. Metacognition and Reasoning. Summary. **Part 10. Reading and Mathematical Development.** Reading Development. Mathematical Development. Summary. **Part 11. Theories of Cognitive Development: Piaget, Vygotsky, Connectionism And The Future.** Piaget's Theory. Vygotsky's Theory. Cognitive Neuroscience: Towards A New Theoretical Framework. References.

**2008: 7½x10: 480pp.**

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# COGNITIVE DEVELOPMENT

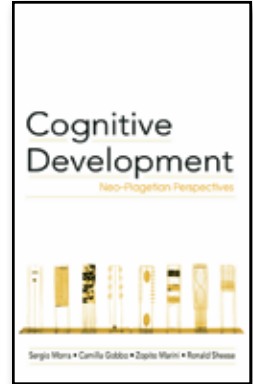
## Neo-Piagetian Perspectives

**Sergio Morra**, University of Genova, Italy; **Camilla Gobbo**, University of Padua, Italy; **Zopito Marini**, Brock University, Ontario, Canada; **Ronald Sheese**, York University, Toronto, Canada

*“The authors ... have done a remarkable job of reviewing and summarizing the research and theory of a number of workers who have attempted to build upon the theory and research of Jean Piaget.” – David Elkind, in PsycCRITIQUES*

Tying together almost four decades of neo-Piagetian research, *Cognitive Development* provides a unique critical analysis and a comparison of concepts across neo-Piagetian theories. Like Piaget, neo-Piagetian theorists take a constructivist approach to cognitive development, are broad in scope, and assume that cognitive development is divided into stages with qualitative differences. Unlike Piaget, however, they define the increasing complexity of the stages in accordance with the child’s information processing system, rather than in terms of logical properties. This volume illustrates these characteristics and evidences the exciting possibilities for neo-Piagetian research to build connections both with other theoretical approaches such as dynamic systems and with other fields such as brain science.

The opening chapter provides a historical orientation, including a critical distinction between the “logical” and the “dialectical” Piaget. In subsequent chapters the major theories and experimental findings are reviewed, including Pascual-Leone’s Theory of Constructive Operators, Halford’s structuralist theory, Fischer’s dynamic systems approach to skills, Case’s theory of Central Conceptual Structures, Siegler’s microgenetic approach, and the proposals of Mounoud and Karmiloff-Smith, as well as the work of others, including Demetriou and de Ribaupierre. The interrelation of emotional and cognitive development is discussed, as is relevant non neo-Piagetian research on information processing. The application of neo-Piagetian research to a variety of topics including children’s problem solving, psychometrics, and education is highlighted. The book concludes with the authors’ views on possibilities for an integrated neo-Piagetian approach to cognitive development.



### Contents

1. From Piaget to the Neo-Piagetians. 2. The Theory of J. Pascual-Leone. 3. Structuralist Approaches to Developmental Stages. 4. Problem Solving in Children. 5. The Cyclical Nature of Skill Development. 6. Structures and Processes in Case’s Theory of Development. 7. Cognitive Development as Change in Representations. 8. Cognitive Development and Emotional Development. 9. Applications. In Conclusion.

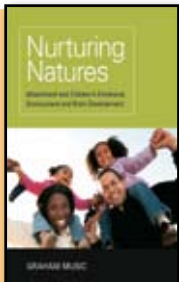
**2007: 6x9: 430pp.**

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# VYGOTSKY AT WORK AND PLAY

**Lois Holzman**, East Side Institute for Group and Short Term Psychotherapy, New York, USA

*“Holzman skillfully interweaves theory and practice throughout the book’s six chapters ... As a concise volume, it manages to avoid becoming a dry engagement with the subject matter, and, in discussing the wider significance of the Vygotskian approach to education and child development, the book should be of interest to academics from a range of interdisciplinary research areas.”* – **Michael Thomas, Professor, Nagoya University of Commerce & Business, Japan, in *British Journal of Educational Technology***

*“I highly recommend this work to students, educators, and practitioners ... I found this to be a fascinating application of Vygotsky’s theory to the work environment and organizational culture.”* – **Stephanie L. Brooke, Ph.D., in *PsycCRITIQUES***

*“Anyone who has an interest in human learning and development should have this original piece of work on their shelves.”* – **Tania Heap, associate lecturer, The Open University, UK**

*“Educationalists and Psychologists and all those interested in learning and development in a humane and caring society need to know about this kind of approach. This is a readable and accessible account of many years of interesting work in this tradition.”* – **Brahm Norwich, University of Exeter, UK**

*Vygotsky at Work and Play* relates the discoveries and insights of Russian psychologist Lev Vygotsky to ordinary people and their communities. The author – working with her intellectual partner Fred Newman – has advanced a unique performance-based methodology of development and learning that draws upon a fresh and in some ways unconventional reading of Vygotsky. In this book, Holzman shows this methodology at work in key learning environments: psychotherapy, classrooms, out-of-school youth programs, and the workplace.

The book vividly describes Vygotskian-inspired programs involving thousands of people from a wide range of cultural backgrounds, ages and occupations. Interwoven in each chapter are discussions of Vygotsky’s understandings of play, speaking, thinking, the zone of proximal development, the individual and the group. Holzman brings practice and theory together to provide a way forward for those who wish to liberate human development and learning from the confines of the social scientific paradigm, the institutional location of educational and psychological research, and the practices that derive from them.

*Vygotsky at Work and Play* presents a challenge to the underlying distinctions and boundaries of psychology, most significantly to the presumption of a cognitive-emotive divide, the notion of fixed identity, the privileging of the individual over the group, and the instrumental nature of play and performance.

The book is essential reading for researchers and professionals in educational and developmental psychology, psychotherapy, cultural historical activity, social science, performance studies and education.

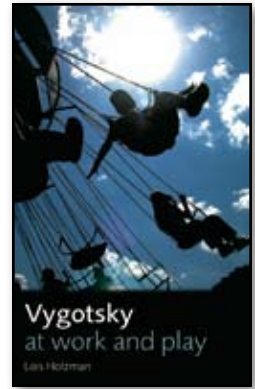
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Acknowledgements. Foreword. Preface. 1. Method(s) and Marx(s). 2. Vygotsky in Therapy: Creating Zones of Emotional Development. 3. In the Classroom: Learning to Perform and Performing to Learn. 4. Outside of School: Creatively Imitating and Incorporating the Other. 5. At the Workplace: Looking at Ourselves. 6. Changing Relationships. Notes. References.

**2008: 5½x8½: 168pp.**

**Hb: 978-0-415-42294-9: \$59.95**

**[www.psypress.com/9780415422949](http://www.psypress.com/9780415422949)**



# COGNITIVE DEVELOPMENT AND WORKING MEMORY

## A Dialogue between Neo-Piagetian Theories and Cognitive Approaches

**Pierre Barrouillet**, Université de Genève, Switzerland

**Vinciane Gaillard**, Cognitive Science Research Unit, Université Libre de Bruxelles, Belgium (Eds.)

*"This book brings together a selected group of leading researchers to discuss a currently hot topic. The authors represent different theoretical approaches and research groups, and each chapter contributes in its unique way, using theoretical modelling and experimental and individual-difference studies, to a debate that has become highly relevant in the scientific community. The book is excellent."* – **Sergio Morra**, Unit of Psychology, University of Genoa, Italy

The intellectual development of human beings from birth to adulthood is a fascinating phenomenon. Understanding the constraints that limit children's intelligence, as well as discovering methods to improve it, has always been a challenging undertaking for developmental psychologists. This book presents a unique attempt to address these issues by establishing a dialogue between neo-Piagetian theorists and researchers specialized in typical and atypical working memory development.

The book integrates recent advances in studies of working memory development with theories proposed by the most prominent neo-Piagetian researchers who have emphasized the role of cognitive resources and working memory capacity in the development of thinking and reasoning. In the opening section, the main proponents of this tradition develop their theories of cognitive development in terms of available mental attention, processing efficiency and speed, inhibition and relational complexity. The second part of the book addresses the mechanisms that underpin the increase in working memory capacity and the respective roles of processing efficiency, storage capacity, and the use of reactivation processes of memory traces such as rehearsal. Finally, the central role played by working memory in atypical development and learning difficulties is examined.

This book provides psychologists, students and researchers who are interested in child development with an integrated and up-to-date series of chapters written by prominent specialists in the areas of working memory, attention, and cognitive development.

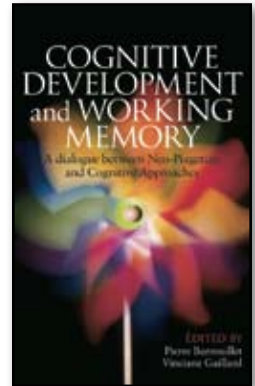
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*P. Barrouillet, V. Gaillard*, Introduction: From Neo-Piagetian Theories to Working Memory Development Studies. **Part 1. Neo Piagetian Theories to Working Memory Development Studies.** *J. Pascual-Leone, J. Johnson*, A Developmental Theory of Mental Attention: Its Application to Measurement and Task Analysis. *G. Andrews, G.S. Halford*, Recent Advances in Relational Complexity Theory and Its Application to Cognitive Development. *A. Demetriou, A. Mouyi*, Processing Efficiency, Representational Capacity, and Reasoning: Modelling Their Dynamic Interactions. *A. De Ribaupierre, D. Fagot, T. Lecerf*, Working Memory Capacity and its Role in Cognitive Development: Are Age Differences Driven by the Same Processes Across the Lifespan? **Part 2. Underlying Processes of Working Memory Development.** *N. Cowan, C.C. Morey, A.M. AuBuchon, C.E. Zwillig, A.L. Gilchrist, J. Scott Saults*, New Insights Into An Old Problem: Distinguishing Storage From Processing in the Development of Working Memory. *V. Camos, P. Barrouillet*, Factors of Working Memory Development: The Time-Based Resource-Sharing Approach. *C. Jarrold, H. Tam*, Rehearsal and the Development of Working Memory. **Part 3. Working Memory in Typical and Atypical Development.** *H.L. Swanson*, The Influence of Working Memory Growth on Reading and Math Performance in Children With Math and/or Reading Disabilities. *T. Packiam Alloway, L. Archibald*, Working Memory in Development: Links with Learning Between Typical and Atypical Populations.

**January 2011: 6x9: 312pp.**

**Hb: 978-1-84872-036-7: \$69.95**

**[www.psypress.com/9781848720367](http://www.psypress.com/9781848720367)**



# THE DEVELOPMENT OF AUTOBIOGRAPHICAL MEMORY

**Hans J. Markowitsch**, University of Bielefeld, Germany

**Harald Welzer**, Center for Interdisciplinary Memory Research, Germany

*“The Development of Autobiographical Memory is at an appropriate level for reading in graduate seminars. The broad and interdisciplinary coverage would lend itself to discussion, and students can evaluate and debate whether the authors’ descriptions are fact or argument. The book is also appropriate for researchers in areas of brain, memory, language, cognition, and social development.”* – **Marie T. Balaban in *PsycCRITIQUES***

*“This brilliant new integrative account of human memory comprehensively traces the emergence of autobiographical memory in ontogeny via brain development and its essential social-cultural milieu of human communication and language. In the authors’ view autobiographical memory is critical to cognition, identity, self, and community. Their formative ontogeny approach provides new findings and unique insights on human memory over the lifespan that will be of interest to experts and newcomers to the area alike.”* – **Katherine Nelson, Distinguished Professor of Psychology Emerita, City University of New York, USA**

*“This fascinating book performs an important purpose: it places classical theories of human autobiographical memory in the wider, and more realistic, context of evolution, development and enculturation, and treats the role of enculturation in more detail than any previous text. It should attract a wide audience of professionals in various disciplines concerned with the distinctively human aspects of memory, from neurobiology to the social sciences and humanities.”* – **Merlin Donald, Queen’s University, Ontario, Canada**

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Autobiographical memory constitutes an essential part of our personality, giving us the ability to distinguish ourselves as an individual with a past, present and future. This book reveals how the development of a conscious self, an integrated personality and an autobiographical memory are all intertwined, highlighting the parallel development of the brain, memory and personality.

Focusing strongly on developmental aspects of memory and integrating evolutionary and anthropological perspectives, areas of discussion include:

- Why non-human animals lack autobiographical memory
- Development of the speech areas in the brain
- Prenatal and transnatal development of memory
- Autobiographical memory in young children.

This book offers a unique approach through combining both neuroscientific and social scientific viewpoints, and as such will be of great interest to all those wanting to broaden their knowledge of the development and acquisition of memory and the conscious self.

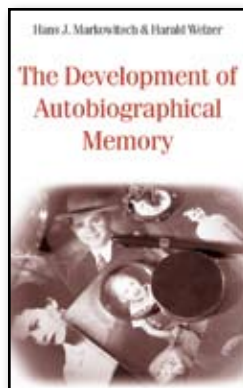
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**Part 1. An Interdisciplinary View of Memory.** 1. A New Approach to Viewing Memory. 2. Zones of Convergence Between Different Sciences. 3. Why Other Animals Lack Autobiographical Memory. **Part 2. Development of Autobiographical Memory and the Brain.** 4. Interdependent Development of Memory and Other Cognitive and Emotional Functions. **Part 3. Autobiographical Memory: A Lifelong Developmental Task.** 5. Development of Learning and Memory: The Prenatal Period and the First Months of Life. 6. The First Quantum Leap in Memory Development: The Nine Months’ Revolution. 7. The Second Quantum Leap in Memory Development: Language. 8. Exploring Autobiographical Memory in Young Children. 9. Autobiographical Memory: A Continuity in Transformation. 10. The Age at Which Memory Occurs: Results of an Interdisciplinary Research Project on Remembering and Memory. 11. A Formative Theory of Memory Development. 12. Memory at Advanced Ages. 13. Autobiographical Memory: A Biocultural Relay Between the Individual and the Environment.

**2009: 6x9: 288pp.**

**Hb: 978-1-84872-020-6: \$75.00**

**www.psypress.com/9781848720206**



# THE DEVELOPMENT OF MEMORY IN INFANCY AND CHILDHOOD

2nd Edition

**Nelson Cowan**, University of Missouri – Columbia, USA  
**Mary Courage**, Memorial University of Newfoundland, Canada (Eds.)

*Studies in Developmental Psychology Series*

*“Describing a wealth of empirical evidence, this volume provides a comprehensive, authoritative and very up to date account of research into children’s memory.”* – **Jackie Andrade**, Professor of Psychology, University of Plymouth, UK

*“This edited volume presents a balanced, up-to-date account of memory development from infancy through childhood. Each chapter focuses on a currently-active area of research, ranging from the crib to the courtroom, from cognitive neuroscience to sociocultural influences. Both researchers and students will find the book clear and readable.”* – **Patricia H. Miller**, Professor and Department Head of Psychology University of Georgia, USA

*“The editors have assembled outstanding chapters from leading researchers on all aspects of the study of memory development. There is added value because all of the chapters address practical concerns as well as theoretical issues. Because of the importance of memory development, these reviews of cutting edge research will benefit all teachers and researchers in child development.”* – **Rachel Keen**, Department of Psychology, University of Virginia, USA

Human memory is not only the repository of our past but the essence of who we are. As such, it is of enduring fascination. We marvel at its resilience in some situations and its fragility in others. The origin of this extraordinary cognitive capacity in infancy and childhood is the focus of vigorous research and debate as we seek to understand the record of our earliest beginnings.

The first edition of this volume, *The Development of Memory in Childhood*, documented the state-of-the-art science of memory development a decade ago. The second edition provides a thorough update and expansion of the previous text and offers reviews of new research on significant themes and ideas that have emerged since then. Topics include basic memory processes in infants and toddlers, the cognitive neuroscience of memory development, the cognitive and social factors that underlie our memory for implicit and explicit events, autobiographical memory and infantile amnesia, working memory, the role of strategies and knowledge in driving memory development, and the impact of stress and emotion on these basic processes. The book also includes applications of basic memory processes to a variety of real world settings from the courtroom to the classroom.

Including contributions from many of the best researchers in the field, this classic yet contemporary volume will appeal to senior undergraduate and graduate students of developmental and cognitive psychology, as well as to developmental psychologists who want a compendium of current reviews on key topics in memory development.

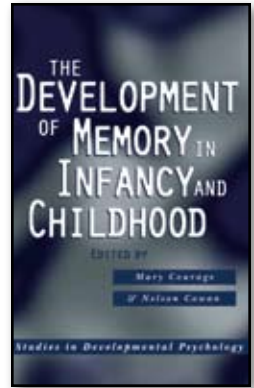
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Introduction: What’s New on the Development of Memory in Infants and Children? 1. The Development of Infant Memory. 2. Memory Development in Toddlers. 3. The Development of Children’s Memory for Recurring Events. 4. Implicit Memory in Childhood: Reassessing Developmental Invariance. 5. The Cognitive Neuroscience of the Development of Memory. 6. The Development of Memory Strategies. 7. The Genesis and Development of Autobiographical Memory. 8. Memory Development: Stress, Emotion, and Memory. 9. Memory Development and the Forensic Context. 10. Sociocultural Perspectives on Autobiographical Memory. 11. The Development of Working Memory in Childhood. 12. Working Memory in Infants and Toddlers. 13. Developments in the Study of the Development of Memory.

**2008: 6x9: 424pp.**

**Hb: 978-1-84169-642-3: \$74.50**

**www.psypress.com/9781841696423**



# REMEMBERING THE TIMES OF OUR LIVES

## Memory in Infancy and Beyond

Patricia J. Bauer, Duke University, USA

### Developing Mind Series

*“What do children remember about their lives? Why do they seem to forget so much and yet also show evidence of being affected by early experiences? In this book, Patricia Bauer draws on a wide range of evidence to tell a compelling scientific detective story concerning what we know (so far) about these questions. The book is beautifully written, well-organized, and analytically probing, and yet at the same time reflective, literate, and absorbing.”* – Nora S. Newcombe, Ph.D., Professor, Temple University

*“This masterly treatment of how memory develops is the most comprehensive and scholarly work on this subject available anywhere. It should be the authoritative reference for years to come as well as a wonderful source of information for anyone interested in what infants can learn, how they learn it, and what they can remember later.”* – Larry R. Squire, Ph.D., UCSD and Veterans Affairs Medical Center

*“Patricia Bauer has written a timely, valuable, and highly readable integration of perspectives on the development and character of autobiographical memory. She masterfully combines evidence from the cognitive psychology of autobiographical memory in adults with that from developmental psychology and cognitive neuroscience into a novel synthesis that elucidates the course of cognitive development. Furthermore, she combines the data from experimental analyzes of memory with its function in the social and cultural context in which it is naturally expressed, making the story entertaining and crossing the boundaries between laboratory science and real life. All these threads are brought together in a fascinating account of the transition from infancy, characterized by forgetting of the experiences of a developing mind, to adulthood as characterized by a growing reliance on remembering our personal past.”* – Howard Eichenbaum, Ph.D., Director, Center for Memory and Brain, Boston University

This book traces the development from infancy through adulthood in the capacity to form, retain, and later retrieve autobiographical or personal memories.

It is appropriate for scholars and researchers in the fields of cognitive psychology, memory, infancy, and human development.

### Contents

**Part 1. Autobiographical Memory and Its Significance.** 1. Remembering the Times of Our Lives. 2. Autobiographical Memory in Adults. 3. Infantile or Childhood Amnesia. **Part 2. Memory in Infancy and Very Early Childhood.** 4. Declarative Memory in the First Years of Life. 5. The Neural Bases of Declarative Memory in Adults. 6. Development of the Neural Substrate for Declarative Memory. **Part 3. Autobiographical Memory in Childhood.** 7. Event and Autobiographical Memory in the Preschool Years. 8. “What Develops” in Preschoolers’ Recall of Specific Past Events? 9. The Context of Autobiographical Memory Development. **Part 4. The “Fates” of Early Memories.** 10. Crossing the Great Divides of Childhood Amnesia. 11. The Shifting Balance of Remembering and Forgetting.

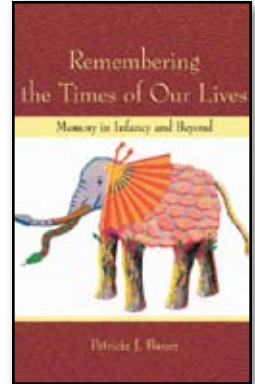
**2006: 6x9: 448pp.**

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# THEORY OF MIND

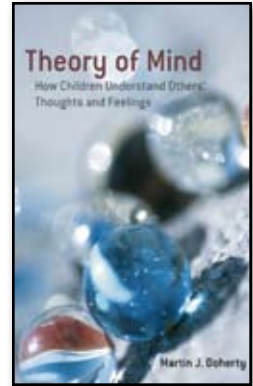
## How Children Understand Others' Thoughts and Feelings

**Martin J. Doherty**, University of Stirling, UK

*“Accessible and thorough ... Theory of Mind is an excellent resource for scholars and lay readers interested in learning about children’s ToM development. The book is timely because it provides a cohesive synthesis of past research and theory on ToM understanding. There is much more for scholars in this field to learn about not only how children develop an understanding of mental states, but also how this understanding is used (or misused) in the general course of cognitive and social development. This book is a good place to start.”* – **Rebekah A. Richert, University of California, Riverside, USA, in *American Journal of Play***

*“The book has a number of strengths and frankly, should be required reading for anybody interested in theory of mind, developmental psychology, or autism. ... Any reader will find this book to be extremely accessible.”* – **Lucas Keefer in *Metapsychology Online Reviews***

*“It provides an excellent overview of the field, written with clarity and thoroughness and presented from a point of view that will give you maximal ability to communicate and interact with current mainstream researchers. As such, it is ideal for people looking to begin ToM work without banging their heads against complex philosophical puzzles.”* – **Eric Charles in *PsycCRITIQUES***



Most of us are continually aware that others have thoughts and feelings – but are children? When? This book is a concise and readable review of the extensive research into children’s understanding of what other people think and feel, a central topic in developmental psychology known as “Theory of Mind”.

The understanding of belief is central to this text, which explains in simple terms what representational theory of mind is all about, and shows how researchers have demonstrated this understanding in 4-year-olds. The book considers what leads to this understanding, including the role of pretend play, understanding of attention and eye direction, and other precursors to representational understanding of mind. The general relevance of theory of mind is demonstrated through coverage of the development of other mental state concepts, and the relationship between understanding mental representation and other representational media. The author also carefully summarizes current research on the relationship between theory of mind and concurrent developments in executive functioning, and the understanding of language. The book closes by considering autism. A major achievement of theory of mind research is the light it has helped throw on this puzzling developmental disorder.

Providing a comprehensive overview of 25 years of research into theory of mind, the book will be of great interest to both students and researchers in psychology, philosophy and the cognitive sciences.

### Contents

Introduction to Theory of Mind. 1. Understanding Belief. 2. Theories of Theory of Mind. 3. Associated Developments 4. Beyond Belief. 5. Associated Developments. 6. Understanding Nonmental Representation. 7. Precursors 1: Pretence. 8. Precursors 2: Understanding Visual Attention. 9. Developmental Interactions 1: Executive Functioning and Theory of Mind. 10. Developmental Interactions 2: Language and Theory of Mind. 11. Autism. Coda.

**2008: 7x10: 264pp.**

**Hb: 978-1-84169-570-9: \$79.95**

**Pb: 978-1-84169-571-6: \$39.95**

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# MINDREADERS

## The Cognitive Basis of “Theory of Mind”

**Ian Apperly**, University of Birmingham, UK

*“Apperly’s approach to sorting through the mind-reading evidence in this volume will undoubtedly interest, and perhaps incite, other experts in this field ... He presents the cognitive argument ... within a framework that makes this book remarkably accessible and relevant for a broader audience. Apperly achieves this feat through clear organization, logical unfolding of evidence and analysis, and a writing style that is professional yet conversational. ... Researchers, graduate students, and advanced undergraduates interested in cognitive, developmental, or comparative psychology are likely to be intrigued by this book and to discover new connections. ... This book has a unique focus when compared with other recent books in this area.”* – **Marie T. Balaban in PsycCRITIQUES**

*“Mindreaders is a terrific blend of rich empirical detail and sophisticated theory-building. I would highly recommend it to anyone who has an interest in the science of human social cognition.”* – **Olle Blomberg in Metapsychology Online Reviews**

*“I know of no other work on mindreading to cover such a breadth of scholarship, from work on non-verbal creatures who may have a theory of mind, to children and adults who definitely do, via adults with brain damage and psychopathology who apparently don’t. His review of the neural basis of mindreading is contemporary and comprehensive. As if this wasn’t enough, Ian Apperly brings all of this together with great style and humour. This book will find a place on the bookshelves of a wide audience and is likely to direct research on how we came to think about other minds, for a long time to come.”* – **Nathan Emery, Senior Lecturer in Cognitive Biology, Queen Mary University of London, UK**

*“This book sets out a striking and advanced theory of the cognitive psychology of theory-of-mind performance in adults and demonstrates how this can inform accounts of the development of theory of mind in childhood. This is a tremendously exciting view for developmental psychologists and provides a new focus on adult cognition.”* – **Janet Wilde Astington, Professor of Human Development, University of Toronto, Canada**

Theory of mind, or “mindreading” as it is termed in this book, is the ability to think about beliefs, desires, knowledge and intentions. It has been studied extensively by developmental and comparative psychologists and more recently by neuroscientists and cognitive psychologists. This book is the first to draw together these diverse findings in an account of the cognitive basis of “theory of mind”, and establishes the systematic study of these abilities in adults as a new field of enquiry.

Apperly focuses on perceptions, knowledge and beliefs as paradigm cases of mindreading, and uses this as a basis from which more general lessons can be drawn. The book argues that an account of the cognitive basis of mindreading is necessary for making sense of findings from neuroscience and developmental and comparative psychology, as well as for understanding how mindreading fits more broadly into the cognitive system. It questions standard philosophical accounts of mindreading, and suggests a move away from the notion that it consists simply of having a “theory of mind”.

This unique study into the cognitive basis of mindreading will be ideal reading for academics and advanced students from the diverse disciplines that have studied theory of mind in particular, and social cognition more generally.

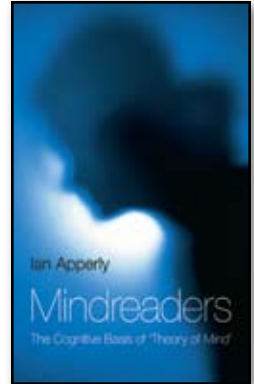
### Contents

Introduction. 1. Evidence from Children. 2. Evidence from Infants and Non-human Animals. 3. Evidence from Neuroimaging and Neuropsychology. 4. Evidence from Adults. 5. The Cognitive Basis of Mindreading. 6. Elaborating and Applying the Theory.

**November 2010: 6x9: 232pp.**

**Hb: 978-1-84169-697-3: \$47.50**

**www.psypress.com/9781841696973**



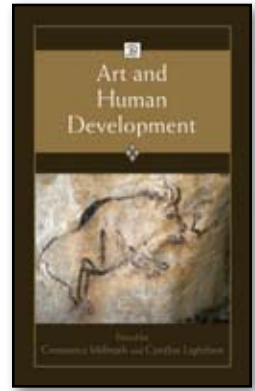
# ART AND HUMAN DEVELOPMENT

**Constance Milbrath**, University of British Columbia, Vancouver, Canada

**Cynthia Lightfoot**, Pennsylvania State University-Delaware County, USA (Eds.)

*Jean Piaget Symposia Series*

*"This text is aimed at researchers and advanced students in the arts and human development. It can also serve as a text for courses in the psychology of art and special topics courses in human development and cognition. ... The contributors ... each make explicit, whether discussing cave art, hip-hop, the art of composing music, literary reasoning, or acting as social cognition, that the act of making meaning of our realities and of ourselves is a creative experience."* – **Robert B. Faux, Ph.D., University of Pittsburgh, in *PsycCRITIQUES***



*"Milbrath and Lightfoot present us with an engrossing and wide-ranging series of ... articles related to the arts. This book will be of great value to school-based educators and cognitive researchers who wish to engage with current issues at the intersection of the arts, cognition and social development."* – **David Pariser, Professor of Art Education, Faculty of Fine Arts, Concordia University, Canada**

*"This book goes beyond describing and explaining how individuals develop normative knowledge about the world as it is. It offers intriguing accounts of how individuals are able to use the visual arts, theatre, literature, and music to represent the world as it could be."* – **Lynn S. Liben, Pennsylvania State University, USA**

*"This book is a jewel in disguise. By bringing the issue of art back ... the editors make it possible ... to return to the study of ... higher-order psychological constructions such as aesthetic experiences ... Art becomes a matter of everyday creativity of human beings in their lives. Psychology needs to start – rather than finish – with phenomena of art in its coverage, and this book may be a small step for its authors but a giant step for psychology."* – **Jaana Valsiner, Clark University, USA**

This interdisciplinary volume explores art, its development, and its role in the construction of knowledge. Presenting theory and research on artistic development as a cultural and creative endeavor, contributors examine the origins of human art during the Paleolithic cultural revolution, as part of a modern cultural transformation, in the growth of a creative artist, and in developing children.

Target chapters expressing the disciplinary perspectives of psychology, archaeology, communications, education, and the performing arts are followed by commentaries from internationally acclaimed scholars of human development. As a whole, contributors explore the developmental, sociocultural, and evolutionary processes that make the creation and experience of art possible.

Intended for researchers and advanced students in both human development and the arts, this book will also serve as a textbook for advanced courses on psychology and the arts and/or special topics courses in cognitive and/or human development.

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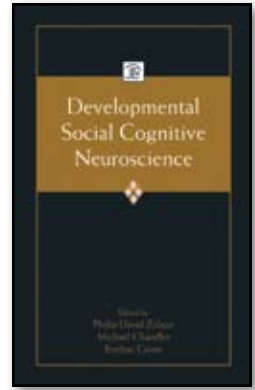
# DEVELOPMENTAL SOCIAL COGNITIVE NEUROSCIENCE

**Philip David Zelazo**, University of Minnesota, USA; **Michael Chandler**, University of British Columbia, Canada; **Eveline Crone**, University of Leiden, The Netherlands (Eds.)

*Jean Piaget Symposia Series*

*“This book provides expert guidance on what is known – and what remains to be learned – about how studies of brain function inform our understanding of developmental transitions in social development from infancy to adulthood. The chapters are thoughtful, masterful, and will be a valuable resource for both the educated novice and seasoned professional.” – Seth D. Pollak, University of Wisconsin – Madison, USA*

*“This is a wonderful book. It provides a timely set of contributions at a key time in the emergence of an exciting new field. This work represents a new wave of advances in cognitive neuroscience – one that emphasizes a synthesis and integration of several different lines of investigation – creating a new frontier in understanding the normal and abnormal development of the most fundamentally human (social) aspects of cognition.” – Ronald Dahl, University of Pittsburgh, USA*



This volume crystallizes the emergence of a new field, “Developmental Social Cognitive Neuroscience,” aimed at elucidating the neural correlates of the development of socio-emotional experience and behavior. No one any longer doubts that infants are born with a biologically based head start in accomplishing their important life tasks – genetic resources, if you will, that are exploited differently in different contexts. Nevertheless, it is also true that socially relevant neural functions develop slowly during childhood and that this development is owed to complex interactions among genes, social and cultural environments, and children’s own behavior. A key challenge lies in finding appropriate ways of describing these complex interactions and the way in which they unfold in real developmental time. This is the challenge that motivates research in developmental social cognitive neuroscience.

Intended for researchers and advanced students in neuroscience and developmental, cognitive, and social psychology, this book is appropriate for graduate seminars and upper-level undergraduate courses on social cognitive neuroscience, developmental neuroscience, social development, and cognitive development.

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# SOCIAL LIFE AND SOCIAL KNOWLEDGE

## Toward a Process Account of Development

**Ulrich Müller**, University of Victoria, Canada; **Nancy Budwig**, Clark University, USA; **Jeremy I.M. Carpendale**, **Bryan Sokol**, Simon Fraser University, Canada (Eds.)

*Jean Piaget Symposia Series*

In this volume, leading researchers provide state-of-the-art perspectives on how social interaction influences the development of knowledge. The book integrates approaches from a variety of disciplines including developmental psychology, psychopathology, philosophy, anthropology, sociology, evolutionary biology, and primatology. It reviews the nature and type of interactions that promote development as well as the conceptual frameworks used to explain the relation between individuals and groups.

*Social Life and Social Knowledge* comprehensively addresses questions central to understanding human life and development:

- Is the human form of social life reducible to biological processes?
- What psychological abilities constitute the specifically human form of social life?
- What are the processes and contexts within which these abilities develop?
- How should we conceptualize the links between social life and the development of thought, and how do individuals and society contribute to these processes?

The book is intended for philosophers, primatologists, anthropologists, biologists, sociologists, and developmental and educational psychologists interested in social development, social cognition, and developmental psychopathology. It also serves as a resource for courses in social development and those that focus on the intersection between cognition, development, and culture.

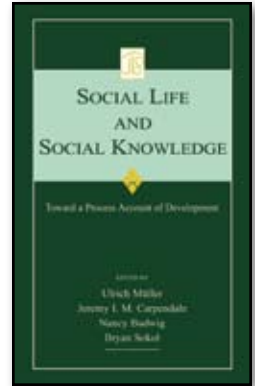
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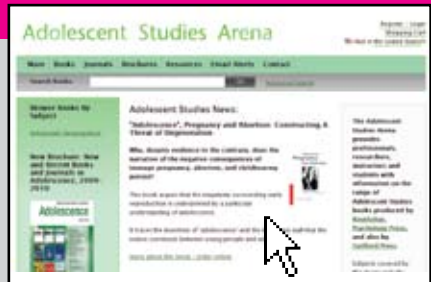


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# DEVELOPMENTAL PERSPECTIVES ON EMBODIMENT AND CONSCIOUSNESS

**Willis Overton**, Temple University, USA; **Ulrich Müller**, University of Victoria, Canada; **Judith Newman**, Pennsylvania State University, USA (Eds.)

*Jean Piaget Symposia Series*

Until recently, the body has been largely ignored in theories and empirical research in psychology. Recently however, several conceptions of the relation between body and mind have been developed. Common among these conceptions is the idea that the body plays an important role in our emotional, social, and cognitive lives.

This volume illustrates different ways in which the concept of embodiment can be used in developmental psychology and related disciplines. It explores the role of the body in the development of meaning, consciousness, and psychological functioning. The overall goal is to demonstrate how the concept of embodiment can deepen our understanding of developmental psychology by suggesting new possibilities of integrating biological, psychological, and socio-cultural approaches.

Embodiment is explored in two ways. First, it is examined as a condition of and influencing the particular shape of psychological experience. This sense of embodiment reflects the effort to put the mind back into the body. Second, embodiment is examined as a reflective experience in the sense that the mind forms particular images about the body. This sense of embodiment reflects the effort to put the body into the mind.

The book opens with a discussion of embodiment from a meta-theoretical perspective. Then the role of embodiment in grounding conceptual meaning is examined. This is followed by discussions of the role of embodiment in strengthening our understanding of emotions, cognitive development, religious experiences, and social development. Then the role of the body in spatial cognition and the role of language in the development of complex forms of consciousness are explored. The final chapters examine the impact of culture on the conceptualization of the embodied self. The book concludes with an overview of the historical context of the mind-body dualism and a discussion of how the idea of embodiment transcends this dualism.

Intended for researchers and advanced students in developmental, cognitive, and social psychology, neuroscience, philosophy, anthropology, biology, and sociology, this book also serves as a reference for advanced courses on cognition and development.

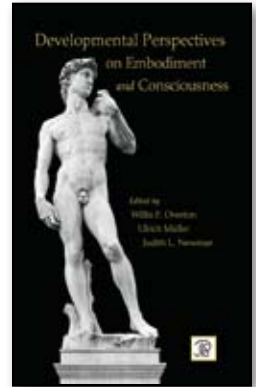
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# PLAY AND DEVELOPMENT

## Evolutionary, Sociocultural, and Functional Perspectives

**Artin Göncü**, University of Illinois at Chicago, USA

**Suzanne Gaskins**, Northeastern Illinois University, USA (Eds.)

*Jean Piaget Symposia Series*

Children's play serves a significant purpose in personal development. Throughout this volume, contributors explore assumptions about play and its status as a unique and universal activity in humans.

*Play and Development* delves into three lines of research concerning this topic: examining these assumptions from an ethological perspective, exploring the view of research that shows play to be socially and culturally constructed, and looking at varied applications of play in the different contexts of childhood.

Topics covered in this volume include:

- Evolutionary foundations and functions of play
- Children's play as cultural interpretation
- The use of imagination in children's play
- The imaginary companions created by children and adults.

This volume will be of interest to scholars and researchers in the fields of developmental psychology and cognitive development, and will be sought out by active researchers and practitioners in the field.

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Preface. **Part 1. Introduction.** *A. Göncü, S. Gaskins*, An Integrative Perspective on Play and Development. **Part 2. Biological/Ethological Perspectives of Play and Development.** *P.K. Smith*, Evolutionary Foundations and Functions of Play: An Overview. *R.W. Mitchell*, Pretense in Animals: The Continuing Relevance of Children's Pretense. *A.D. Pellegrini*, The Development and Function of Rough-and-Tumble Play in Childhood and Adolescence: A Sexual Selection Theory Perspective. **Part 3. Social/Cultural Perspectives of Play and Development.** *M.H. Bornstein*, On the Significance of Social Relationships in the Development of Children's Earliest Symbolic Play: An Ecological Perspective. *A. Lillard*, Guided Participation: How Mothers Structure and Children Understand Pretend Play. *A. Göncü, J. Jain, U. Tuermer*, Children's Play as Cultural Interpretation. *S. Gaskins, W. Haight, D.F. Lancy*, The Cultural Construction of Play. **Part 4. Applied Perspectives of Play and Development.** *P.L. Harris*, Hard Work for the Imagination. *M. Taylor, A.M. Manning*, Of Hobbes and Harvey: The Imaginary Companions Created By Children and Adults. *A. Nicolopoulou*, The Interplay of Play and Narrative in Children's Development: Theoretical Reflections and Concrete Examples. *C.D. Clark*, Therapeutic Advantages of Play.

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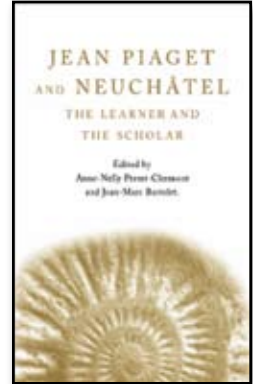
# JEAN PIAGET AND NEUCHÂTEL

## The Learner and the Scholar

**Anne-Nelly Perret-Clermont**, Université de Neuchâtel, Switzerland  
**Jean-Marc Barrelet**, Archivist at the Record Office of Neuchâtel (1988 - 2003), Switzerland (Eds.)

*"This is a unique book that presents some wonderful new material on Piaget. New light is cast on his own developmental history and on the development of genetic epistemology. As a result, it will become essential reading for any serious student of Piaget."* – **Professor Gerry Finn, Department of Educational and Professional Studies, University of Strathclyde, UK**

*"Jean Piaget [1896–1980] was regarded as the 'Giant of Developmental Psychology' in the 20th century and his influence on developmental psychology can be compared to that of Shakespeare on English literature in the 16th century. In the 21st century, although every textbook in the area continues to include coverage of his work, a biography of Piaget has been largely conspicuous in its absence. There is no competitor to Piaget and Neuchâtel which sets out to remedy this stark omission."* – **Leslie Smith, Emeritus Professor Lancaster University and freelance researcher, Lake District, UK**



Jean Piaget is widely acknowledged as one of the most important scholars of the twentieth century. His passionate philosophical search for an understanding of the nature of knowledge led him to make major contributions to the study of child development and epistemology. But how did his early life in Neuchâtel inspire him to embark on this search?

Taking a socio-historical and cultural perspective, this book outlines the development of Piaget's understanding of major issues regarding mind, faith, science, logic, peace, and social rights in a time of anxiety and world wars. The international and multidisciplinary contributors investigate Piaget the adolescent as he begins his quest for autonomy of reason and sets out to create his own explanatory system for cognitive growth. The latter part of the book goes on to consider the early reception of Piaget's work in different cultural contexts and his impact on issues of psychology and educational reform.

Piaget's theoretical system can be seen as an expression of the values he developed during his childhood and adolescence as he searched for the conditions of reciprocal relationships and rational dialogues. *Jean Piaget and Neuchâtel* demonstrates that in today's climate, the questions Piaget addressed remain very relevant and invite enquiries from different standpoints. This book will therefore be of interest to psychologists, educators, and philosophers.

This book is published with the support of Pro Helvetia, Swiss Arts Council.

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# DISPARITIES IN SCHOOL READINESS

## How Families Contribute to Transitions into School

Alan Booth and Ann C. Crouter, Pennsylvania State University, USA (Eds.)

In this volume, leading researchers from a variety of disciplines review data on how families influence their children's transitions into school. The inequalities that exist in school readiness, the roots of the inequalities, and the ways in which families exacerbate or minimize these inequalities, are explored. The book concludes with a review of policies and programs that represent the best practices for how families, schools and communities can address these disparities.

Each of the following topics is explored through a lead essay followed by three critiques:

- Inequalities in school readiness and the community, school, and family characteristics that contribute to these inequalities
- Family processes and contextual conditions that impact the acquisition of literacy, numeracy, language, and cognitive skills
- The role that extracurricular activities play in shaping children's school achievement, including differences based on gender, ethnicity, race, and socioeconomic status
- Family processes underlying the development of behavioral control and its impact on school readiness.

Painting a compelling, interdisciplinary portrait using a variety of data sets including longitudinal data from the National Institute of Child Health and Human Development's Study of Early Childhood and recent analyzes of the Early Childhood Longitudinal Study from the National Center for Education Statistics, this book appeals to researchers in family studies, human development, education, psychology, social work, sociology, economics, and public policy interested in improving children's school transitions.

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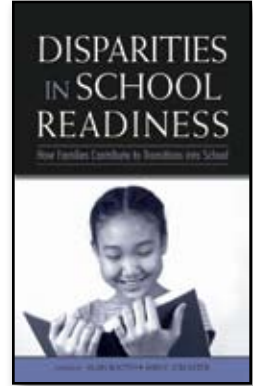
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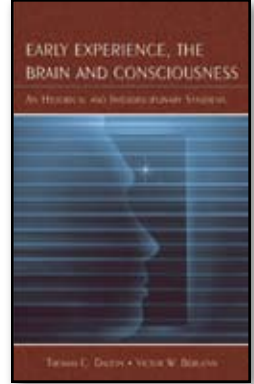


# EARLY EXPERIENCE, THE BRAIN, AND CONSCIOUSNESS

## An Historical and Interdisciplinary Synthesis

**Thomas C. Dalton**, California Polytechnic State University, USA  
**Victor W. Bergenn**, Council for Educational Psychology, New Jersey, USA

This book examines the interrelationship between neuroscience and developmental science to help us understand how children differ in their capacity to benefit from their early motor and cognitive experiences. In so doing, it helps us better understand how experience affects brain growth and a child's capacity to learn. The authors review the most significant research findings and historical events related to early experience, the brain, and consciousness. Authors Dalton and Bergenn propose a theory to help demonstrate the crucial roles of attention and memory in motor and perceptual development. The goal is to help readers better understand the differences between how individuals with normal and dysfunctional brains process information and how this impacts their ability to learn from experience.



The book opens with a critical examination of why motor and perceptual development should be understood as interrelated phenomena. The authors then introduce their theory that argues that neurodevelopment is an emergent process that enables infants to respond to the challenge of integrating complex motor and cognitive functions. Subsequent chapters examine the research that suggests that the sequence of events before and after birth account for divergent neuropsychological outcomes. The authors then demonstrate how the acquisition and early use of language conform to the same principles as those involved in the construction of motor skills. This perspective views perception and cognition as complex forms of communication and memory, rooted in preverbal forms of categorization. The book concludes with a review of strategies to help young children exploit the brain's multiple pathways of retrieval for more efficient learning. The authors' hope is that this theory can be used to understand why children with brain disorders fail to attain the threshold of conscious control to benefit from their learning experiences.

Intended for researchers and advanced students in developmental and educational psychology, neuropsychology and biology, cognitive neuroscience, and pediatrics interested in the effect of experientially-based developmental processes on the emergence of mind and consciousness.

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Preface. 1. Historical and Contemporary Perspectives in Developmental Neuroscience. 2. Toward a General Theory of Neuropsychological Development. 3. Prenatal Patterns of Neural Growth and Behavior. 4. Postnatal Sensorimotor Integration. 5. Experience and the Reorganization of the Brain: Animal and Infant Studies. 6. The Neuropsychological Dynamics of Infant Learning. Language, the Self, and Social Cognition. 7. Changing the Phenotype: Developing the Mind Through the Brain.

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# INFANT EEG AND EVENT-RELATED POTENTIALS

**Michelle de Haan**, University College London, UK (Ed.)

*Studies in Developmental Psychology Series*

“Infant EEG and Event-Related Potentials does an excellent job of covering the varied perspectives and areas of study that make up the field of infant-focused developmental cognitive neuroscience. I anticipate that it will assume the reputation as the principal reference for this growing discipline.” – **Susan W. Parker**, Department of Psychology, Randolph-Macon College

Infancy is a time of rapid growth, when brain plasticity is at a maximum. Event-related potentials (ERPs) are one of the few methods that can easily and safely be used to study this process, and have led to exciting discoveries about human brain functioning and the neural basis of cognition.

Over recent years, there has been a massive rise in the level of interest in ERPs and this book considers the advantages which they offer to researchers and clinicians. In particular, it looks at the benefits of this form of neuroimaging as a non-invasive tool for detecting impairments in brain and cognitive development very early in life. The potential use of ERPs for clinical settings is also explored in detail. The contributions are all from eminent researchers in the field and represent the latest thought on the topic.

*Infant EEG and Event-Related Potentials* explains the basics of event-related potentials for those less familiar with the procedures and terminology, as well as offering a valuable handbook of the latest theories and empirical findings for those working in the field. This will be a valuable source for those interested in developmental psychology and neuropsychology, and for clinicians interested in application of ERPs

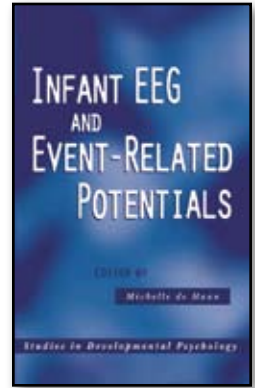
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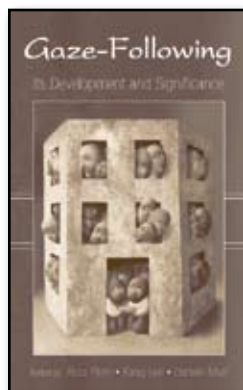
# GAZE-FOLLOWING

## Its Development and Significance

**Ross Flom**, Brigham Young University, USA; **Kang Lee**, University of Toronto, Canada; **Darwin Muir**, Queen's University, Canada (Eds.)

*"The development of gaze following has had a faithful following of a few researchers for more than four decades. This book should bring this significant behavior to the attention of a wide audience, with its comprehensive coverage from leaders in the field."* – **Rachel Keen**, University of Massachusetts – Amherst, USA

*"Flom has assembled a state of the art scientific "smorgasbord." Gaze-following and its development are considered from every perspective, from neuroscience, to conceptual structure, to ontogenetic processes, to social life and beyond. This breadth provides the reader with not only a comprehensive account of current knowledge, but, more critically, with a cross-disciplinary foundation for fresh insights into this long-studied phenomenon. This volume is perfect in its breadth and level of detail to serve as the focus of a doctoral seminar. Seasoned researchers will glean new insights from the trenchant theoretical analyses and innovative empirical work presented in these chapters."* – **Amanda Woodward**, University of Maryland, USA



What does a child's ability to look where another is looking tell us about his or her early cognitive development? What does this ability—or lack thereof—tell us about a child's language development, understanding of other's intentions, and the emergence of autism? This volume assembles research on the processing of gaze information and its relationship to early social-cognitive development in infants spanning many age groups. *Gaze-Following* examines how humans and non-human primates use another individual's direction of gaze to learn about the world around them.

The chapters address development in areas including joint attention, early non-verbal social interactions, language development, and theory of mind understanding. Offering novel insights regarding the significance of gaze-following, the editors present research from a neurological and a behavioral perspective, and compare children with and without pervasive developmental disorders.

Scholars in the areas of cognitive development and developmental science, as well as clinical psychologists will be interested in the intriguing research presented in this volume.

### Contents

*J. Flavell*, Foreword. Preface. *M.H. Johnson, T. Farroni*, The Neurodevelopmental Origins of Eye Gaze Perception. *A.V. Van Hecke, P. Mundy*, Neural Systems and the Development of Gaze Following and Related Joint Attention Skills. *A.C. MacPherson, C. Moore*, Attentional Control by Gaze Cues in Infancy. *B. D'Entremont, A. Yazbeck, A. Morgan, S. MacAulay*, Early Gaze-Following and the Understanding of Others. *R. Flom, A.D. Pick*, Increasing Specificity and the Development of Joint Visual Attention. *E.M. Blass, J. Lumeng, N. Patil*, Influence of Mutual Gaze on Human Infant Affect. *D.L. Mumme, E.W. Bushnell, J.A. DiCorcia, L.A. Lariviere*, Infants' Use of Gaze Cues to Interpret Others' Actions and Emotional Reactions. *M.A. Sabbagh, A.M.E. Henderson, D.A. Baldwin*, What Infants' Understanding of Referential Intentions Tells Us About the Neurocognitive Bases of Early Word Learning. *S.A. Graham, E.S. Nilsen, S.L. Nayer*, Following the Intentional Eye: The Role of Gaze Cues in Early Word Learning. *A.M. Meltzoff, R. Brooks*, Eyes Wide Shut: The Importance of Eyes in Infant Gaze-Following and Understanding Other Minds. *M. Eskritt, K. Lee*, Preschoolers' Use of Eye-Gaze for "Mind Reading". *D. Poulin-Dubois, T.L. Denke, K.M. Olineck*, The Inquisitive Eye: Infants' Implicit Understanding That Looking Leads to Knowing. *B.M. Hood, C.N. Macrae*, Look Into My Eyes: The Effect of Direct Gaze on Face Processing in Children and Adults. *S. Itakura, L. Das, A. Farshid*, Gaze Processing in Nonhuman Primates.

**2006: 6x9: 344pp.**

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# THE CHILD AS THINKER

## The Development and Acquisition of Cognition in Childhood 2nd Edition

**Sara Meadows**, University of Bristol, UK

*“The author’s enthusiasm and drive to understand cognitive development results in a work which seeks to relate and integrate research in the (sometimes) disparate research areas within the field. Her approach offers the student an insight into the relationships between the different issues and themes and, as such, makes a valuable contribution to the academic bookshelf. Throughout the book, new ideas have been seamlessly included alongside material from the original edition.” – Steve Croker, University of Derby, UK*

This second edition of *The Child as Thinker* has been thoroughly revised and updated to provide an informed and accessible overview of the varied and extensive literature on children’s cognition. Both theory and research data are critically examined and educational implications are discussed.

After a brief discussion of the nature and subject of cognition, Sara Meadows reviews children’s thinking in detail. She discusses the ways children remember and organise information in general, the acquisition of skills such as reading, writing and arithmetic, and the development of more complex reasoning as children grow to maturity. As well as studies that typically describe a generalised child, the book also reviews some of the main areas relevant to individual differences in normal cognitive development, and critically examines three major models of cognitive development. In outlining the work of Piaget, information-processing accounts and neo-Vygotskian theories, she also evaluates their different explanations of cognitive development and their implications for education. Finally, the book examines biological and social factors that may be involved in normal and suboptimal cognitive development.

Sara Meadows provides an important review of the crucial issues involved in understanding cognitive development and of the data and models that have emerged in the last few years. This book brings together areas and approaches that have hitherto been independent, and examines their strengths and weaknesses. *The Child as Thinker* is essential reading for all students of cognitive development.

### Contents

Introduction. 1. Descriptive Studies of Children’s Cognitive Skills and Knowledge. 2. Individual Differences in Cognitive Development. 3. Models of Cognition in Childhood: Metaphors, Achievements and Problems. 4. Causes of Change and Variation in Cognitive Development. 5. Teaching Thinking. 6. Questions, Problems – and Possibilities.

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### ALSO AVAILABLE THE CHILD AS SOCIAL PERSON

**Sara Meadows**, University of Bristol, UK

**2009: 6x9: 408pp.**

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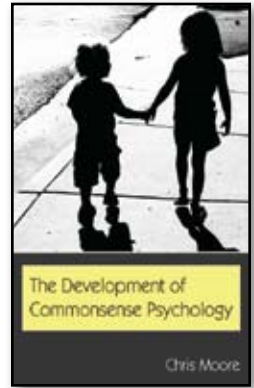
# THE DEVELOPMENT OF COMMONSENSE PSYCHOLOGY

**Chris Moore**, University of Toronto and Dalhousie University, Canada

## *Developing Mind Series*

*"This is a volume that can serve as both a base for a seminar on commonsense psychology and a valuable resource in libraries, where it will attract even casual readers interested in the everyday reasoning of children. Essential. Upper-division undergraduates through faculty; general readers."* – **D.S. Dunn, Moravian College in CHOICE**

How do children develop an understanding of people as psychological entities - as feeling, thinking beings? How do they come to understand human behavior as driven by desires and informed by reason? These questions are at the heart of contemporary research on children's "theories of mind." This book provides a coherent account that traces the development of theory of mind from birth to five years.



It begins by analyzing the nature of commonsense psychology and exploring the developmental processes relevant to its development. It then describes the manner in which the child moves from being a newborn with perceptual sensitivities to people, to an infant who can share psychological experiences with others, to a young child who can recognize people, including both self and others, as individual psychological beings. Finally, the book shows how, throughout this developmental process, the child's social interactive experiences are used by the child to generate ever more sophisticated forms of commonsense psychology.

*The Development of Commonsense Psychology* incorporates material from a wide range of research on early development, including infant social interaction, joint attention, self development, language development, theory of mind, and autobiographical memory.

Suitable as a text for senior undergraduate/honors courses or graduate level courses in early development, the primary audience for this book is developmental psychologists. However, it is also written in a way that will make it accessible and appealing to anyone with an interest in social cognitive development in early childhood, including parents, educators, and policymakers.

## Contents

Preface. Introduction. 1. Commonsense Psychology and the Organization of Social Behavior. 2. The Developmental Approach. 3. The Origins of Social Action in Early Infancy. 4. From Social Interaction to Social Relationships. 5. From Interest in Objects to Sharing Intentions. 6. Social Behavior and Commonsense Psychology in the Second Year of Life: Self-Other Equivalence and Psychology Diversity. 7. Language: Gateway to Childhood. 8. Commonsense Psychology in the Preschool Years. 9. The Self in Time. 10. The Construction of Commonsense Psychology.

**2006: 6x9: 248pp.**

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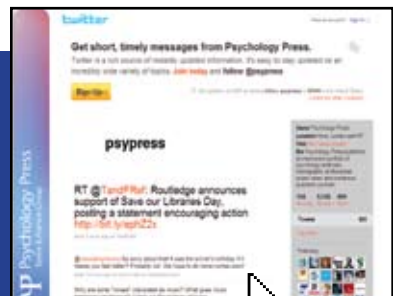
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# A YOUNG MIND IN A GROWING BRAIN

**Jerome Kagan**, Harvard University, USA

**Norbert Herschkowitz**, University of Bern, Switzerland

*“A Young Mind in a Growing Brain ... will be appreciated by neuroscientists who want to know more about developmental psychology and by developmental psychologists who want to know more about the brain.”*

– **PsycCRITIQUES**

*“Kagan and Herschkowitz masterfully meet their stated goal of integrating our current understanding of psychological growth with our current understanding of brain development. Particularly admirable is the degree to which the authors point out limitations of such integration and offer multiple interpretations of the data.”* – **Cerebrum**

*“In this highly readable, thought-provoking book, Kagan and Herschkowitz bravely tackle two questions of fundamental importance to understanding the human condition: how do psychological phenomena emerge from neural activity, and can an understanding of brain development help explain behavioral development? Although not all will agree with the views espoused by these eminent authors, there is no denying the wisdom imparted in this book. To those who wish to understand child development as viewed through the lens of neuroscience, or those who are fearless enough to have their views of child development challenged, I highly recommend this book.”* – **Charles A. Nelson, Ph.D., Professor of Pediatrics, Harvard Medical School, Boston Children’s Hospital, USA**

*“Acquiring a mind in the growing brain is the most important event in an individual’s life history. We have witnessed great advances in developmental neurobiology and developmental psychology, but rarely are these two subjects put so skillfully together. Specialists in these two fields, as well as the more general public, will appreciate this outstanding book.”* – **Pasko Rakic, M.D., Ph.D., Professor and Chairman of Neurobiology, Yale University, USA**

*A Young Mind in a Growing Brain* summarizes some initial conclusions that follow simultaneous examination of the psychological milestones of human development during its first decade and what has been learned about brain growth. This volume proposes that development is the process of experience working on a brain that is undergoing significant biological maturation. Experience counts, but only when the brain has developed to the point of being able to process, encode, and interact with these new environmental experiences.

This book’s aim is to acquaint developmental biologists and neuroscientists with what has been learned about human psychological development and to acquaint developmental psychologists with the biological evidence. The hope is that each group will gain a richer appreciation of both knowledge corpora. The authors hope to appeal to neuroscientists, psychologists, psychiatrists, pediatricians, and their students.

The idea for this book was born when the authors – a leading developmental psychologist and a pediatrician – met and recognized the benefits of a collaboration. The reception of their first two papers motivated this attempt to synthesize the available information over a longer developmental era. The authors hope that their enthusiasm for the subject provokes an equally intense curiosity in readers.

## Contents

Preface. 1. Brain and Behavioral Development. 2. Prenatal Development. 3. Birth to 6 Months. 4. The Second Transition: 7 to 12 Months. 5. The Second Year. 6. Two to 8 Years. 7. Reflections.

**2005: 6x9: 336pp.**

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# HOW CHILDREN LEARN TO READ

## Current Issues and New Directions in the Integration of Cognition, Neurobiology and Genetics of Reading and Dyslexia Research and Practice

**Ken Pugh & Peggy McCardle**, National Institute of Child Health and Human Development (Eds.)

*Extraordinary Brain Series*

*“This volume is a valuable contribution to our growing understanding of the biological and cognitive bases of dyslexia. We believe that researchers in neuroscience, genetics, and cognitive science will find useful summaries of current research in these areas. Reading instructors looking for current research that is relevant to the development of intervention programs will find the volume challenging but rewarding.” – David W. Carroll and Debora P. Carroll in *PsycCRITIQUES**

This book brings together in one volume information about the neurobiological, genetic, and behavioral bases of reading and reading disabilities. In recent years, research on assessment and treatment of reading disability (dyslexia) has become a magnet for the application of new techniques and technologies from neuroscience, cognitive psychology, and cognitive neuroscience. This interdisciplinary fusion has yielded numerous and diverse findings regarding the brain basis of this syndrome, which are discussed in this volume by leading researchers. Intervention approaches based on such research are presented.

The book also calls for research in specific directions, to encourage the field to continue moving into the bold frontier of how the brain reads.

The volume is essential reading for a range of researchers, clinicians, and other professionals interested in reading and reading disability, and also commemorates the tenth anniversary of the Extraordinary Brain Conferences hosted by The Dyslexia Foundation.

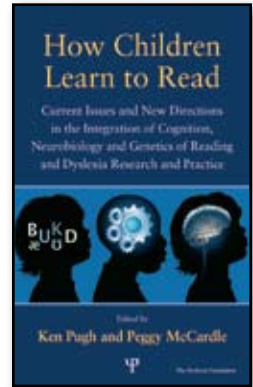
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*W. Baker*, Preface. *P. McCardle, N. Landi, K. Pugh*, Introduction. **Section 1. Major Themes in the Study of the Neurobiology of Dyslexia.** *S. Frost, R. Sandak, W.E. Mencl, N. Landi, J.G. Rueckl, L. Katz, K. Pugh*, Mapping the Word Reading Circuitry in Skilled and Disabled Readers. *G. Rosen, Y. Wang, C.G. Fiondella, J.J. Lo Turco*, The Brain and Developmental Dyslexia: Genes, Anatomy, and Behavior. *G. Sherman, C. Cowen*, From Research Lab to School Front Lines: Talents and Dilemmas in Children with Learning Differences. **Section 2. Methods and Tools.** *D. Francis*, Methodological Advances in Developmental Research. *E. Mencl, S. Frost, K. Pugh*, Tools for Multimodal Imaging. *J. Rueckl, M. Seidenberg*, Computational Modeling and the Neural Bases of Reading and Reading Disorders. *E. Grigorenko, A.J. Naples*, The Devil is in the Details: Decoding the Genetics of Reading. **Section 3. Neurobiological, Genetic, and Cognitive Aspects.** *F. Ramus, G. Szenkovits*, Understanding the Nature of the Phonological Deficit. *P. Cornelissen*, Visual Word Recognition: Insights from MEG and Implications for Developmental Dyslexia. *L.E. Cutting, S.H. Eason, K. Young, A.L. Alberstadt*, Reading Comprehension: Cognition and Neuroimaging. *R. Olson, B. Byrne, S. Samuelsson*, Reconciling Strong Genetic and Strong Environmental Influences on Individual Differences and Deficits in Reading Ability. *R. Frost*, Reading in Hebrew vs. Reading in English: Is there a Qualitative Difference? **Section 4. Intervention.** *B. Foorman, S. Al Otaiba*, Reading Remediation: State of the Art. *L. Siegel*, Remediation of Reading Difficulties in English Language Learning Students. *M. Wolf, S. Gottwald, W. Galante, E. Norton, L. Miller*, How the Origins of Reading Instruct our Knowledge of Reading Development and its Intervention. *P. McCardle, K. Pugh*, Integration of Methodologies in Cognitive Neuroscience: Research Planning and Policy.

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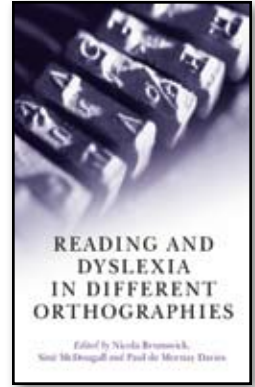
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# READING AND DYSLEXIA IN DIFFERENT ORTHOGRAPHIES

**Nicola Brunswick, Paul de Mornay Davies**, Department of Psychology, Middlesex University, UK; **Sine McDougall**, Department of Psychology, University of Bournemouth, UK (Eds.)

*“This book is aimed at advanced undergraduates and postgraduates, but its structure, the excellent index, the inclusion of a glossary, and the fluid writing by the contributing authors all make it very accessible both for those who know little about dyslexia and for those who have a particular interest in this area and want to find out more. This book will undoubtedly help anyone wishing to further their understanding of dyslexia by considering its manifestation in languages other than English, and I recommend it wholeheartedly to all those who are working with individuals who have dyslexia.”* – **Nichola Stuart** in *International Journal of Language and Communication Disorders*



This book provides a unique and accessible account of current research on reading and dyslexia in different orthographies. While most research has been conducted in English, this text presents cross-language comparisons to provide insights into universal aspects of reading development and developmental dyslexia in alphabetic and non-alphabetic languages.

The book brings together contributions from a group of leading literacy researchers from around the world. It begins by examining the development of language skills in monolingual speakers of alphabetic and non-alphabetic languages; it then explores literacy acquisition in bilingual children learning to read in languages with different spelling-sound rules, including English, French, Greek, Welsh and Japanese. The second section is devoted to developmental dyslexia in monolingual and bilingual speakers of different languages and examines the impact of variations in orthography on the symptoms and aetiology of dyslexia. The final section explores the contribution of brain imaging to the study of impaired and unimpaired reading, giving an up-to-the-minute picture of how the brain deals with different languages and writing systems.

This is ideal reading for advanced undergraduates and postgraduates who have an interest in language acquisition, reading and spelling, as well as speech and language therapists, teachers and special educational needs professionals.

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*U. Frith*, Foreword. **Part 1. The Development of Reading Skills in Different Orthographies.** *S. McDougall, N. Brunswick, P. de Mornay Davies*, Reading and Dyslexia in Different Orthographies: An Introduction and Overview. *U. Goswami*, A Psycholinguistic Grain Size View of Reading Acquisition Across Languages. *L.G. Duncan*, Phonological Development from a Cross-Linguistic Perspective. *M. Ktori, N. Pitchford*, Letter Positioning Encoding Across Deep and Transparent Orthographies. *J.R. Hanley*, Differences in Reading Ability Between Children Attending Welsh and English-Speaking Primary Schools in Wales. *T. Nunes, D. Burman, D. Evans, D. Bell*, Writing a Language you Can't Hear. **Part 2. Developmental Dyslexia in Different Orthographies.** *N. Brunswick*, Unimpaired Reading Development and Dyslexia Across Different Languages. *R. Davies, F. Cuetos*, Reading Acquisition and Dyslexia in Spanish. *D. Paizi, P. Zoccolotti, C. Burani*, Lexical Reading in Italian Developmental Dyslexic Readers. *I. Su, K. Klingebiel, B. Weekes*, Dyslexia in Chinese: Implications for Connectionist Models of Reading. *J. Everrett, D. Ocampo, K. Veii, S. Nenopoulou, I. Smythe, H. al Mannai, G. Elbeheri*, Dyslexia in Biscrptal Readers. **Part 3. Neuroimaging Studies of Reading in Different Orthographies.** *E. Paulesu, N. Brunswick, F. Paganella*, Cross-Cultural Differences in Normal and Dyslexic Reading: Behavioural and Functional Anatomical Observations in Readers of Regular and Irregular Orthographies. *B. Weekes*, Lexical Retrieval in Alphabetic and Non-Alphabetic Scripts: Evidence From Brain Imaging.

**May 2010: 6x9: 336pp.**

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# ROUTES TO LANGUAGE

## Studies in Honor of Melissa Bowerman

**Virginia C. Mueller Gathercole**, University of Wales at Bangor,  
UK (Ed.)

*Psychology Press Festschrift Series*

This volume contains contributions from leaders in the field of child language in honor of one of the preeminent scholars in the field of child language acquisition, Melissa Bowerman. Melissa Bowerman has had a profound, widespread, and enduring influence on research conducted in the field for nearly 40 years.

In addition to being a tribute to Professor Bowerman and her work, the chapters provide the most up-to-date statement of key positions by several leaders in the field of child language development. Fundamental questions in the field are explored in depth, and there are rich analyzes of progress in the field in a number of areas, including learning words; crosslinguistic patterning and acquisition of lexical semantics; crosslinguistic patterning and events, paths, and causes; and influences on development.

The volume is essential reading for researchers in child language and development, linguistics, psychology, education, and speech pathology, as well as researchers and practitioners specializing in the many specific languages discussed in the book.

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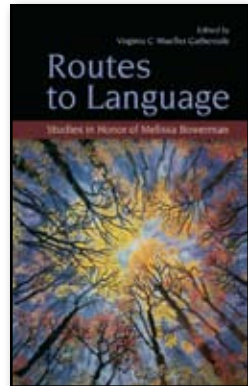
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# CROSSLINGUISTIC APPROACHES TO THE PSYCHOLOGY OF LANGUAGE

## Research in the Tradition of Dan Isaac Slobin

**Jiansheng Guo**, California State University, USA; **Elena Lieven**, Max Planck Institute for Evolutionary Anthropology, Germany; **Nancy Budwig**, Clark University, USA; **Susan Ervin-Tripp**, University of California at Berkeley, USA; **Keiko Nakamura**, Yale University, USA; **Seyda Ozcaliskan**, University of Chicago, USA (Eds.)

*Psychology Press Festschrift Series*

Inspired by the pioneering work of Dan Slobin, this volume discusses language learning from a crosslinguistic perspective, integrates language specific factors in narrative skill, covers the major theoretical issues, and explores the relationship between language and cognition.

*Crosslinguistic Approaches to the Study of Language* is a key resource for those interested in the range of differences between languages and how this impacts on learning, cognition and language change, and a tribute to Dan Slobin's momentous contribution to the field.

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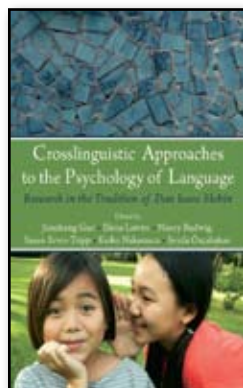
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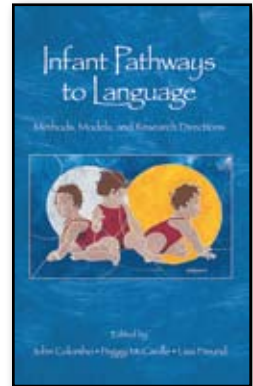
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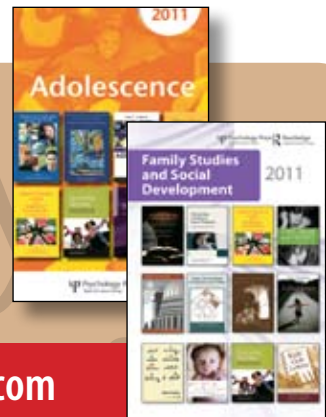
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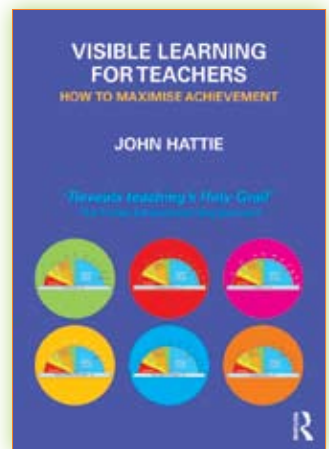
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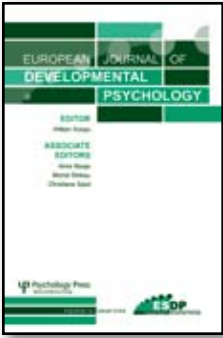
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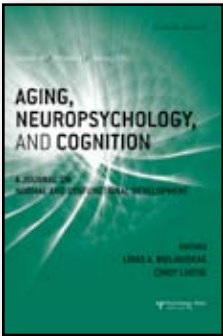
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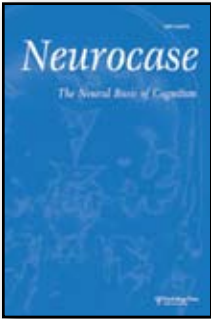
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