
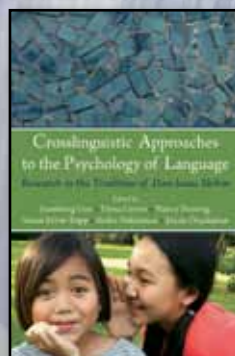
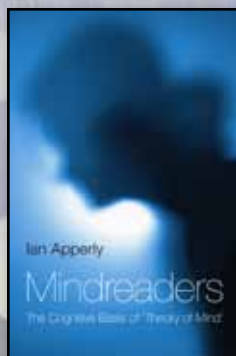
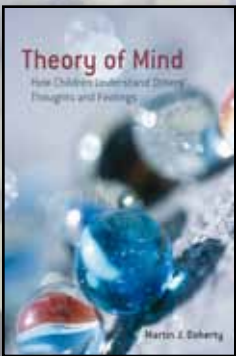
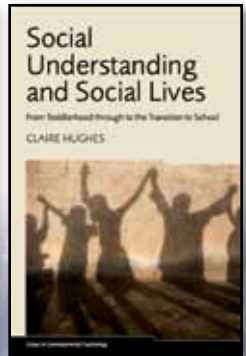
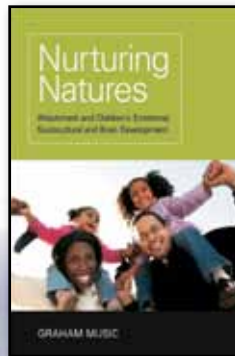
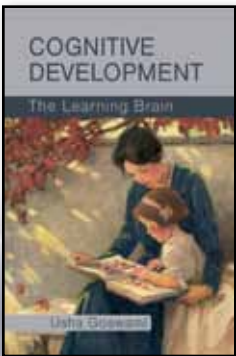
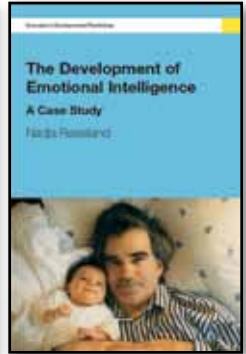
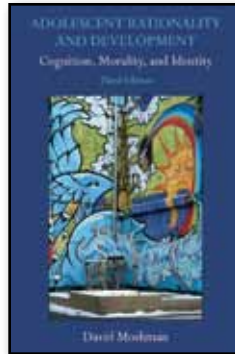
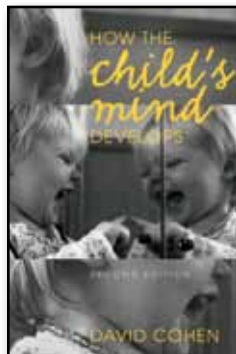


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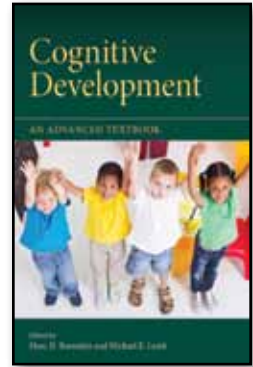
Marc H. Bornstein, Eunice Kennedy Shriver National Institute of Child Health and Human Development, USA

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."

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"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.

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David Cohen, writer, psychologist and filmmaker, UK

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This fully updated second edition presents the key research and controversies that have shaped and informed our knowledge of how the child's mind develops. David Cohen shows how some of the most important questions and issues which have intrigued psychologists over the past one hundred years can be applied to the child growing up in the 21st century.

In this book the author addresses the following questions about cognitive development:

- How do we get from helpless baby to knowing, ironic teenager?
- Is cognition a question of learning and environment or heredity?
- What impact do television and computers have on cognitive development?

The book also covers topics such as learning to read and write, performance in the classroom, measuring intelligence and ability, and child crime and the development of morality. This revised edition also considers how the media and the internet have influenced the way children's thought develops.

How the Child's Mind Develops, 2nd Edition, presents key research in cognitive development in a way that is accessible to those who love, live and work with children: parents, teachers, doctors, nurses, social workers, child carers and students of developmental psychology.

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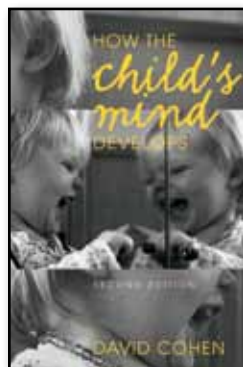
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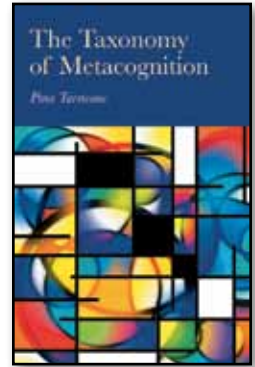
THE TAXONOMY OF METACOGNITION

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.

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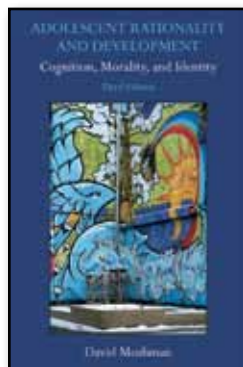
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David Moshman, University of Nebraska - Lincoln, USA

"The biggest achievement of the book is that complex ideas are presented in an accessible and very readable manner. The reader is guided through the information and encouraged to make up their own mind as to the implications of what is being said, excellently modelling the main argument of the book. ... The main readership for the book is likely to be those studying adolescent development academically. It would, however, be excellent reading material for those educators leading educational policy and those who are interested in the legal rights of adolescents." - **Mark Bowers, Consultant Clinical Psychologist, in Young Minds Magazine**



"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**

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.

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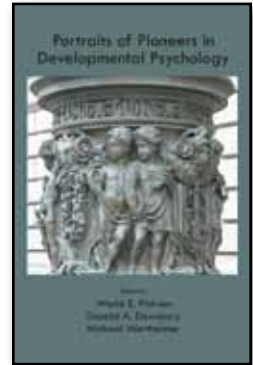
NEW!

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.)

Portraits of Pioneers in Psychology Series

"This is a refreshing examination of the history of developmental psychology. Not only are the usual pioneers such as Vygotsky, Gesell and Piaget represented but some of the less well recognized albeit important contributors are included as well. This volume is a reminder of how much we can learn from our forebears. A valuable resource for undergraduate and graduate courses in developmental psychology, the history of psychology and education, the book will also be a must read for historically-minded scholars." - **Ross D. Parke, Emeritus, University of California, Riverside, USA**



"An irresistible collection of in-depth biographical essays that are both provocative and satisfying. No serious student of development should be without it. A splendid collection – sometimes surprising, always satisfying. The choice to focus on developmental psychology in this volume adds immeasurably to an already remarkable series." - **John D. Hogan, St. John's University, USA**

"The behavioral arc of experience begins in childhood, a perspective championed by the pioneers profiled in this wonderful volume. Pickren, Dewsbury, and Wertheimer's authors crafted scholarly, accessible, and personal portraits of major theorists who shaped developmental psychology. The results are engaging, enlightening reading." - **Dana S. Dunn, Professor of Psychology, Moravian College, 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.

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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.



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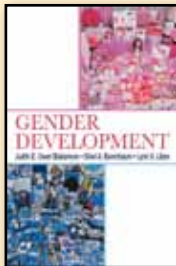
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NURTURING NATURES

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Graham Music, Tavistock Clinic Child and Family Department, London, UK

"It was a pleasure to review this book which is very timely in its publication. The stated aim is "to convey an understanding of recent research that has illuminated how the human child develops in its context". I found that the book achieves this with clarity of language and cogency of reasoning that makes it easy to read and think about." - **Carole Kaplan, Senior Lecturer and Consultant in Child and Adolescent Psychiatry, St Nicholas Hospital, Newcastle upon Tyne, UK, in the British Journal of Psychiatry**

"[Nurturing Natures] serves as a good collection of research related to the field of social and emotional development. It would serve well as a basic text for beginning developmental science students or as an accessible primer for professionals who work with children and are looking for important information. Music doesn't settle the nature-versus-nurture debate in his book, but that is not his intent. Instead, he provides interested readers with an important and accessible text that will educate their own opinions on the matter." - **Brien K. Ashdown, Hobart and William Smith Colleges, USA, and Natalie Homa, Saint Louis University, USA, in PsycCRITIQUES**

This book provides an indispensable account of current understandings of children's emotional development. Integrating the latest research findings from areas such as attachment theory, neuroscience and developmental psychology, it weaves these into a readable and easy-to-digest text.

It provides a tour of the most significant influences on the developing child, always bearing in mind the family and social context. It looks at key developmental stages, from life in the womb to the pre-school years and right up until adolescence, whilst also examining how we develop key capacities such as language, play and memory. Issues of nature and nurture are addressed and the effects of different kinds of early experiences are unpicked, looking at both individual children and larger-scale longitudinal studies. Psychological ideas and research are carefully integrated with those from neurobiology and understandings from other cultures to create a coherent and balanced view of the developing child in context.

Nurturing Natures integrates a wide array of complex academic research from different disciplines to create a book that is not only highly readable but also scientifically trustworthy. Full of fascinating findings, it provides answers to many of the questions people really want to ask about the human journey from conception into adulthood.

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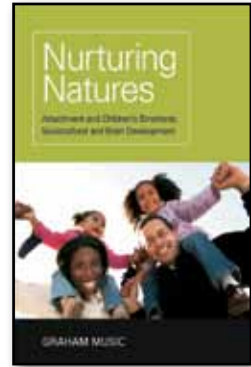
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Nadja Reissland, Durham University, UK

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"Here is a beautifully written book about young children's emotional development, which is informative, interesting and intelligent and, at the same time, profoundly moving. Nadja Reissland's description of the growing and fast-changing relationship between a particular father and his daughter, and of its sudden and tragic ending, is an impressive contribution to the study of children's emotions." - Peter Bryant FRS, Senior Research Fellow, University of Oxford, UK

"This is a charming book that has something to say to a wide range of audiences. The unfolding of emotional intelligence is illustrated movingly with an excellent longitudinal case study through father-daughter conversations from the birth of the daughter to the death of the father six years later. The case illustrates how a deeply empathetic and sensitive father helps his young daughter Toto to become emotionally intelligent, which will in turn guide her through the most difficult times when her father is dying." - Emese Nagy, Senior Lecturer, University of Dundee, UK

How do children learn about the expression and meaning of emotions – both happy and sad? This book answers questions regarding the foundation of emotional intelligence, and examines how children become emotionally literate as they are socialised into their family environment from birth to two years of age. These early stages are vitally important in teaching children to understand themselves and others, as well as how to relate to people, and how to adapt to and cope with their immediate surroundings.

In order to examine the development of emotional intelligence, the author presents an overview of the literature on the subject, and in the second part of the book presents a case study in which the concepts introduced in the first part of the book are revisited. Based on daily tape-recorded 'conversations' between a baby and her father, the data demonstrates how, over a two-year period, a child learns to express and understand emotions within social interactions. This capacity to reason with emotions is examined through four areas: perceiving emotion, integrating emotion, understanding emotion and managing emotion.

The Development of Emotional Intelligence adds a new perspective to the theoretical debate on emotions and how they develop. It will be of great interest to psychologists and any professionals dealing with families. It will also be helpful reading for parents.

Contents

Part 1. 1. Introduction. 2. Emotional Intelligence: Models and Controversies. 3. The Language of Emotional Intelligence. 4. Regulation of Emotional Expression. 5. Emotional Intelligence: The Ability to Act Emotionally through Empathy. 6. Emotional Intelligence, Health and Negative Emotions. **Part 2. Case Study.** 7. The Language of Emotions from the First Months of Life. 8. Acoustic Aspects of Emotion Talk. 9. On the Changing Table: The Use of Rhetoric with an Infant. 10. Teasing and Emotional Development. 11. From "Social Smile" to Laughter: How Positive Emotions Develop. 12. Toto's Experience of Her Father's Death. 13. Conclusion. 14. Emotional Intelligence for Parents.

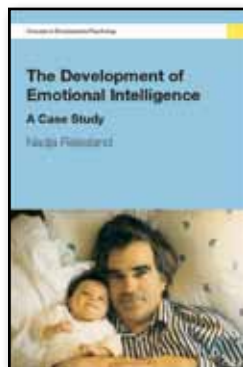
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SOCIAL UNDERSTANDING AND SOCIAL LIVES

From Toddlerhood through to the Transition to School

Claire Hughes, Centre for Family research, University of Cambridge, UK

Essays in Developmental Psychology Series

"This book is a unique tour de force. It skilfully integrates aspects of children's own cognitive abilities with features of their social environment to explain the individual differences found in children's theory of mind and the consequences of these differences for their social lives at home and school. It will be an invaluable resource for researchers and professionals in developmental psychology, child health, and education." - Janet Wilde Astington, Institute of Child Study, University of Toronto, Canada

Over the past thirty years, researchers have documented a remarkable growth in children's social understanding between toddlerhood and the early school years. However, it is still unclear why some children's awareness of others' thoughts and feelings lags so far behind that of their peers. Based on research that spans an extended developmental period, this book examines this question from both social and cognitive perspectives, and investigates the real-life significance of individual differences in theory of mind.

After tracing the key age-related changes in the development of theory of mind, this book examines individual differences in relation to children's cognitive abilities and their social experiences. Why might language or executive function matter for children's social understanding? And how do children's linguistic environments and relationships with parents and siblings contribute to their ability to reflect on people's thoughts and feelings?

The book also reviews the evidence for predictive links between early social understanding and later social behaviour. Using information gathered from classmates, teachers and the children themselves, the author investigates links between individual differences in early social understanding and in the quality of children's interactions with friends, in their ability to resolve conflict, and in diverse aspects of school adjustment.

Drawing on rich observational data gathered in this extended longitudinal study, as well as skills acquired during her early experimental studies of children with autism and a six-year collaboration with Professor Judy Dunn, the author integrates both cognitive and social accounts of theory of mind. The book is ideal reading for researchers actively working in the field, graduate and undergraduate students specializing in developmental psychology, educational and health professionals, and parents interested in learning about children's early social development.

Contents

Part 1. Cognitive Perspectives on Social Understanding. 1. Milestones in Social Understanding, from Infancy to School Age. 2. Executive Function and Children's Understanding of Mind. 3. Language and Theory of Mind: A Cognitive Perspective. **Part 2. Social Influences on Children's Understanding of Mind.** 4. Language and Theory of Mind: A Social Perspective. 5. Parenting and Children's Social Understanding. 6. Siblings and Children's Social Understanding. **Part 3. Social Understanding and Social Outcomes.** 7. Social Understanding and Antisocial Behaviour. 8. Social Understanding and Positive Social Behaviours. 9. Social Understanding and School Life. 10. Emerging Themes.

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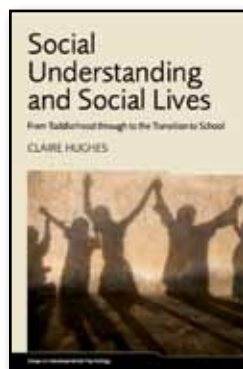
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VYGOTSKY AT WORK AND PLAY

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 the 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, in PsycCRITIQUES**

"Anyone who has an interest in human learning and development should have this original piece of work on their shelves." - **Tania Heap, 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.

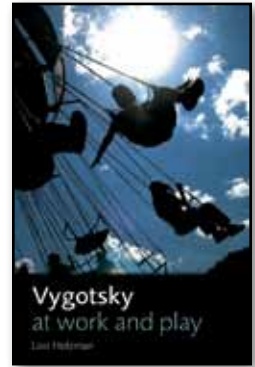
Contents

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2009: 5½x8½: 168pp.

Hb: 978-0-415-42294-9: £32.95

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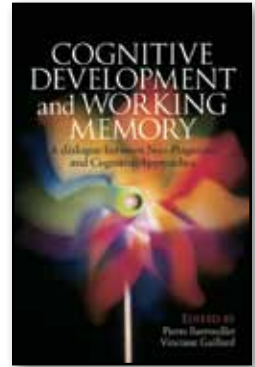
COGNITIVE DEVELOPMENT AND WORKING MEMORY

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.

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.

Contents

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. Leчерf*, 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.

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Morra et al.

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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*

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:

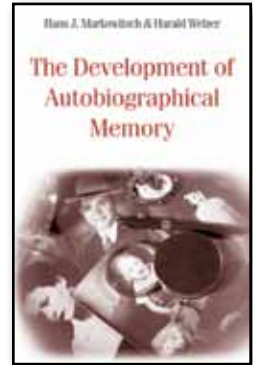
- Why non-human animals lack autobiographical memory
- Development of the speech areas in the brain
- Prenatal and transnatal development of memory
- Autobiographical memory in young children.

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.

Contents

1. An Interdisciplinary View of Memory.
2. Development of Autobiographical Memory and the Brain.
3. Autobiographical Memory: A Lifelong Developmental Task.

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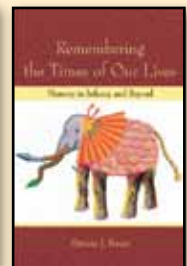
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REMEMBERING THE TIMES OF OUR LIVES

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NEW!

THEORY OF MIND

Beyond the Preschool Years

Scott A. Miller, Professor Emeritus, University of Florida, USA

"The book serves a real purpose, uniting a popular new research tradition with older and parallel traditions. ... The scholarship is very good. ... It would make useful reading for advanced undergraduates upwards. ... It should also have a market among researchers interested in theory of mind. ... The book fills a gap in the literature." - **Martin Doherty, University of Stirling, Scotland**

"An important and timely volume addressing an important neglected area. ... The writing is clear and interesting. ... It will ... be of interest to researchers in the area of cognitive development ... [and] to clinicians, especially those in the field of autism. ... The book could be used as supplementary reading for graduate (and advanced undergraduate) students." - **Janet Wilde Astington, University of Toronto, Canada**

This is the first book to provide a comprehensive review of the burgeoning literature on theory of mind (TOM) after the preschool years and the first to integrate this literature with other approaches to the study of social understanding. By highlighting the relationship between early and later developments, the book provides readers with a greater understanding of what we know and what we still need to know about higher-order TOM. Although the focus is on development in typical populations, development in individuals with autism and in older adults is also explored so as to give readers a deeper understanding of possible problems in development.

Examining the later developments of TOM gives readers a greater understanding of:

- Developments that occur after the age of five
- Individual differences in rate of development and atypical development and the effects of those differences
- The differences in rate of mastery which become more marked, and therefore more informative, with increased age
- What it means to have a 'good theory of mind'
- The differences between first- and second-order theory of mind development in preschoolers, older children, adolescents, and adults
- The range of beliefs available to children at various ages, providing a fuller picture of what is meant by 'understanding of belief'.

This book is ideal as a supplement in graduate or advanced undergraduate courses in theory of mind, cognitive development, or social development taught in departments of psychology and education. Veteran researchers will also appreciate this book's unique synthesis of this critical research.

Contents

1. Theory of Mind. 2. First-order Developments. 3. Second-order False Belief. 4. Other Higher-order Developments: Part 1. 5. Other Higher-order Developments: Part 2. 6. Consequences of Second-order Understanding. 7. Historical Connections: What Did We Know Before Theory of Mind? 8. Conclusions.

April 2012: 6x9: 304pp.

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THEORY OF MIND

How Children Understand Others' Thoughts and Feelings

Martin J. Doherty, University of Stirling, UK

"[Theory of Mind has] substantial merits as an overview of a fascinating subject. It should be read by students and researchers alike to great advantage." - **Daniel Acquah**, University of Nottingham, UK, in the *British Journal of Psychology*

"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*

"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.

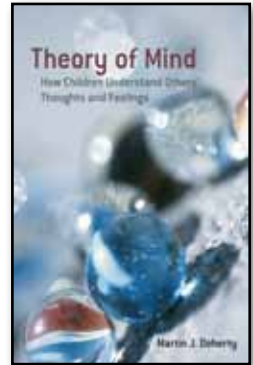
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MINDREADERS

The Cognitive Basis of “Theory of Mind”

Ian Apperly, University of Birmingham, UK

*“This is a novel contribution to the field and required reading for those studying mindreading. In addition, the comprehensive review of the literature provides an excellent introduction for newcomers. ... It is a welcome theoretical account of mindreading that will provide fruitful ground for research.” - Rory T. Devine in *The Psychologist**

*“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**

“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.

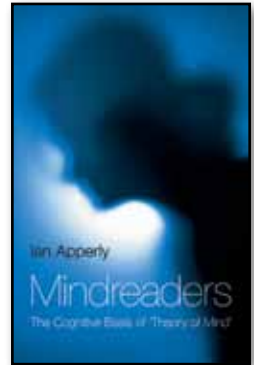
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Introduction. 1. Evidence from Children. 2. Evidence from Infants and Non-human Animals. 3. Evidence from Neuroimaging and Neuropsychology. 4. Evidence from Adults. 5. The Cognitive Basis of Mindreading. 6. Elaborating and Applying the Theory.

2010: 6x9: 232pp.

Hb: 978-1-84169-697-3: £29.95

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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, University of Pittsburgh, USA, 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 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.

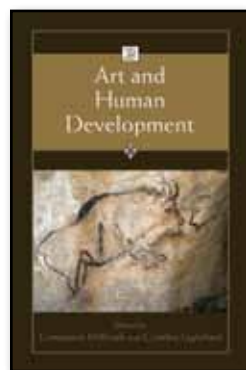
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DEVELOPMENTAL SOCIAL COGNITIVE NEUROSCIENCE

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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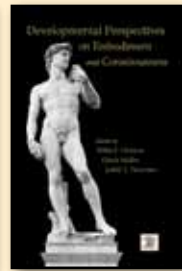
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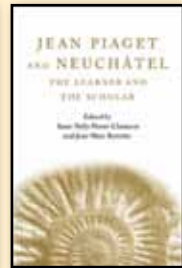
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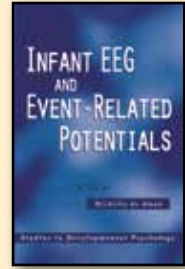
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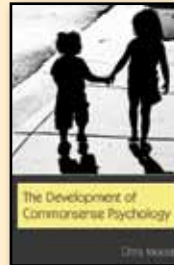
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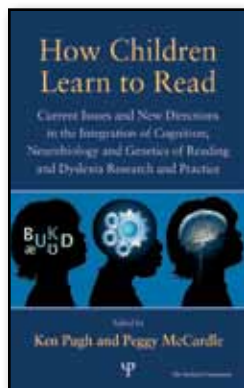
HOW CHILDREN LEARN TO READ

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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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 the *International Journal of Language and Communication Disorders*

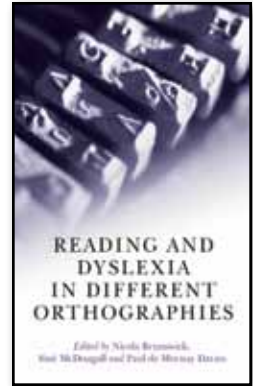
This book provides a unique and accessible account of current research on reading and dyslexia in different orthographies. While most research has been conducted in English, this text presents cross-language comparisons to provide insights into universal aspects of reading development and developmental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

The book brings together contributions from a group of leading literacy researchers from around the world. It 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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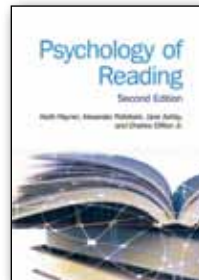
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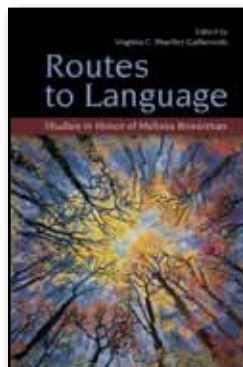
Virginia C. Mueller Gathercole, University of Wales at Bangor, UK
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This volume contains contributions from leaders in the field of child language in honor of one of the preeminent scholars in the field of child language acquisition, Melissa Bowerman. 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 analyses 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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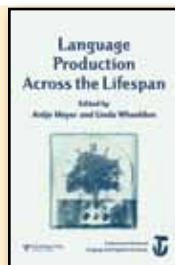
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Inspired by the pioneering work of Dan Slobin, this volume discusses language learning from a crosslinguistic perspective, integrates language specific factors in narrative skill, covers the major theoretical issues, and explores the relationship between 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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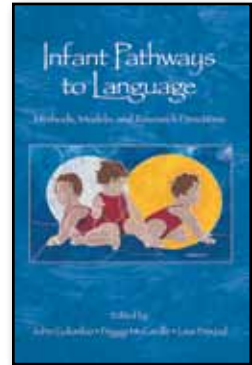
Methods, Models, and Research Directions

John Colombo, University of Kansas, USA; **Peggy McCardle**, **Lisa Freund**, National Institute of Child Health and Human Development, Maryland, USA (Eds.)

The recent progress in cognitive neuroscience, and the importance of genetic factors and gene-environment interactions in shaping behavioral functions in early childhood, have both underscored the primacy of early experience and development on brain development and function.

The contributors to this volume discuss different paradigms and approaches in infant language and cognition, pushing the frontiers of research by innovatively combining methods, introducing new measures, and demonstrating the use of technologies and measurement approaches that can inform the study of word learning and categorization, gaze, attention, gesture, and physiological functions. The volume offers a blend of theories and empirical evidence to support, refute, or modify them. Most chapters examine the link between theory and methodology, and their appearance together in a single volume serves to inform and engage multiple disciplines, to engage everyone to think across disciplines and paradigms, to embrace the integration of creativity and science as the field continues to study in greater depth and with innovative measures and approaches, the infant pathways to language.

The volume is essential reading for a wide range of students, researchers, and professionals with an interest in infant cognitive and language development.



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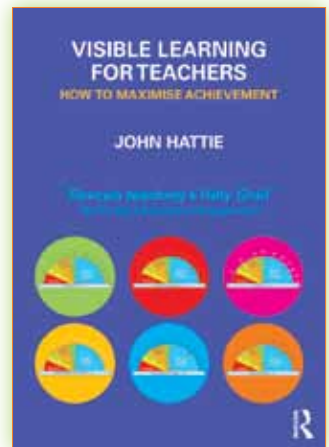
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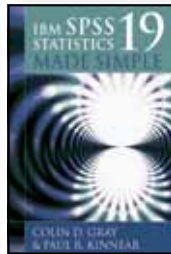
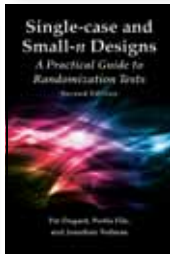
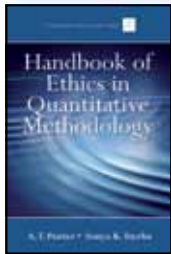
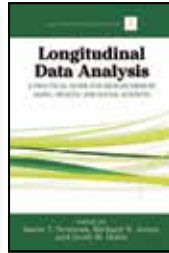
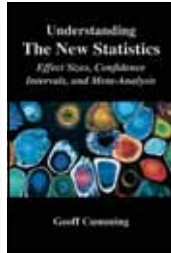
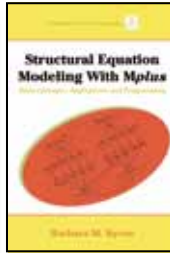
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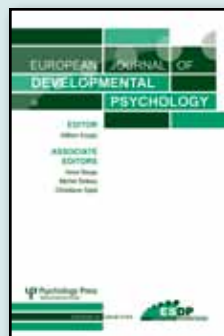
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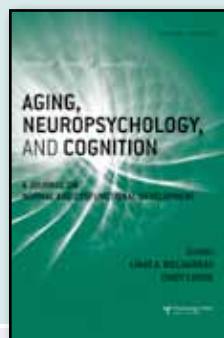
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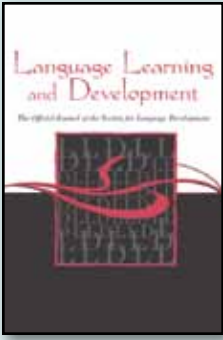


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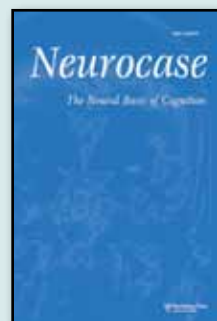
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