PS34320 - Developmental Psychology

Developmental Psychology



[1]

Ann Wakeley, Susan Rivera and Jonas Langer 2000. Can Young Infants Add and Subtract? Child Development. 71, 6 (2000), 1525–1534.

[2]

Baillargeon, R. et al. 1985. Object permanence in five-month-old infants. Cognition. 20, 3 (1985), 191–208.

[3]

Baillargeon, R. 1987. Young infants' reasoning about the physical and spatial properties of a hidden object. Cognitive Development. 2, 3 (1987), 179–200.

[4]

Baillargeon, R. and DeVos, J. 1991. Object Permanence in Young Infants: Further Evidence. Child Development. 62, 6 (1991), 1227–1246. DOI:https://doi.org/10.1111/j.1467-8624.1991.tb01602.x.

[5]

Baron-Cohen, S. et al. 1985. Does the autistic child have a "theory of mind"? Cognition. 21, 1 (1985), 37–46.

[6]

Baron-Cohen, S. et al. 1986. Mechanical, behavioural and Intentional understanding of

picture stories in autistic children. British Journal of Developmental Psychology. 4, 2 (1986), 113–125.

[7]

Baroody, A.J. 1984. More precisely defining and measuring the order-irrelevance principle. Journal of Experimental Child Psychology. 38, 1 (1984), 33–41.

[8]

Bjork, E.L. and Cummings, E.M. 1984. Infant search errors: Stage of concept development or stage of memory development. Memory & Cognition. 12, 1 (1984), 1–19.

[9]

Bloom, P. and German, T.P. 2000. Two reasons to abandon the false belief task as a test of theory of mind. Cognition. 77, 1 (2000), B25-B31. DOI:https://doi.org/10.1016/S0010-0277(00)00096-2.

[10]

Brannon, E.M. 2002. The development of ordinal numerical knowledge in infancy. Cognition. 83, 3 (Apr. 2002), 223–240. DOI:https://doi.org/10.1016/S0010-0277(02)00005-7.

[11]

Brebner, J 2000. The personality theories of H. J. Eysenck and J. A. Gray: a comparative review (vol 26, pg 583, 1999). Personality And Individual DifferencesPersonality And Individual Differences. 28, 6 (2000), 1191–1192.

[12]

Buttelmann, D. et al. 2014. Eighteen-month-olds understand false beliefs in an unexpected-contents task. Journal of Experimental Child Psychology. 119, (Mar. 2014), 120–126. DOI:https://doi.org/10.1016/j.jecp.2013.10.002.

[13]

Carver, Charles S.; Connor-Smith, Jennifer 2010. Personality and Coping. Annual Review of PsychologyAnnual Review of Psychology. 61, (2010), 679–704.

[14]

Carver, Charles S.; Connor-Smith, Jennifer 2010. Personality and Coping. Annual Review of PsychologyAnnual Review of Psychology. 61, (2010), 679–704.

[15]

Clark, Lee Anna 2007. Assessment and Diagnosis of Personality Disorder: Perennial Issues and an Emerging Reconceptualization. Assessment and Diagnosis of Personality Disorder: Perennial Issues and an Emerging Reconceptualization. 58, (2007), 227–257.

[16]

Coleman, P.G. and O'Hanlon, A. 2004. Ageing and development: theories and research. Arnold.

[17]

Conte, Jm 2005. A review and critique of emotional intelligence measures. Journal Of Organizational Behavior Journal Of Organizational Behavior 26, 4 (2005), 433–440.

[18]

Dawes, Robyn M.; Faust, David; Meehl, Paul E. 1989. Clinical versus actuarial judgment. ScienceScience. 243, 4899 (1989).

[19]

DeCasper, A.J. and Fifer, W.P. 1999. Of human bonding: newborns prefer their mothers' voices. The Blackwell Reader in Developmental Psychology. A. Slater and D. Muir, eds. Blackwell Pub. 99–105.

[20]

Diamond, A. 1998. Understanding the A-not-B Error: Working memory vs. reinforced

response, or active trace vs. latent trace. Developmental Science. 1, 2 (1998), 185–189. DOI:https://doi.org/10.1111/1467-7687.00022.

[21]

Draaisma, D. 2013. The Nostalgia factory: memory, time and ageing. Yale University Press.

[22]

Gelman, R. et al. 1986. Young children's numerical competence. Cognitive Development. 1, 1 (1986), 1–29.

[23]

Gelman, R. and Gallistel, C.R. 1978. The child's understanding of number. Harvard University Press.

[24]

Gelman, R. and Meck, E. 1983. Preschoolers' counting: Principles before skill. Cognition. 13, 3 (1983), 343–359.

[25]

Gibbs, J.C. 2003. Moral development and reality: beyond the theories of Kohlberg and Hoffman. SAGE.

[26]

Gibbs, J.C. 2019. Moral development and reality: beyond the theories of Kohlberg, Hoffman, and Haidt. Oxford University Press.

[27]

Gleitman, L.R. and Newport, E.L. 1995. The Invention of Language by Children: Environmental and Biological Influences on the Acquisition of Language. An invitation to cognitive science: Volume 1: Language. L.R. Gleitman and M. Liberman, eds. The MIT

Press. 1-24.

[28]

Gottfredson, Linda S; Deary, Ian J 2004. Intelligence Predicts Health and Longevity, but Why? Current Directions In Psychological ScienceCurrent Directions in Psychological Science. 13, 1 (2004), 1–4.

[29]

Haith, M.M. 1998. Who put the cog in infant cognition? Is rich interpretation too costly? Infant Behavior and Development. 21, 2 (Jan. 1998), 167–179. DOI:https://doi.org/10.1016/S0163-6383(98)90001-7.

[30]

Happé, F.G.E. 1994. An advanced test of theory of mind: Understanding of story characters' thoughts and feelings by able autistic, mentally handicapped, and normal children and adults. Journal of Autism and Developmental Disorders. 24, 2 (Apr. 1994), 129–154.

[31]

Happé, F.G.E. 1994. Annotation: Current Psychological Theories of Autism: The 'Theory of Mind' Account and Rival Theories. Journal of Child Psychology and Psychiatry. 35, 2 (1994), 215–229. DOI:https://doi.org/10.1111/j.1469-7610.1994.tb01159.x.

[32]

Happe, F.G.E. 1995. The Role of Age and Verbal Ability in the Theory of Mind Task Performance of Subjects with Autism. Child Development. 66, 3 (1995).

[33]

Harris, M. 2008. Exploring developmental psychology: understanding theory and methods. SAGE Publications.

[34]

Haslam, N. et al. 2017. Introduction to Personality, Individual Differences and Intelligence. SAGE Publications Ltd.

[35]

Haslam, N. et al. 2017. Introduction to Personality, Individual Differences and Intelligence. SAGE Publications Ltd.

[36]

Hendry, L.B. and Kloep, M. 2012. Adolescence and adulthood: transitions and transformations. Palgrave Macmillan.

[37]

Henry M. Wellman and David Liu 2004. Scaling of Theory-of-Mind Tasks. Child Development. 75, 2 (2004), 523–541.

[38]

Jambon, M. et al. 2020. Peer victimization and sympathy development in childhood: The moderating role of emotion regulation. Social Development. (Sep. 2020). DOI:https://doi.org/10.1111/sode.12482.

[39]

Jarrold, Christopher, Butler, David W., Cottington, Emily M., Jimenez, Flora 2000. Linking theory of mind and central coherence bias in autism and in the general population. Developmental Psychology. 36, (2000), 126–138.

[40]

Johnson, S. et al. 1998. Whose gaze will infants follow? The elicitation of gaze-following in 12-month-olds. Developmental Science. 1, 2 (1998), 233–238. DOI:https://doi.org/10.1111/1467-7687.00036.

[41]

Johnstone, L. 2018. Psychological Formulation as an Alternative to Psychiatric Diagnosis. Journal of Humanistic Psychology. 58, 1 (Jan. 2018), 30–46. DOI:https://doi.org/10.1177/0022167817722230.

[42]

Karen Wynn 2000. Findings of Addition and Subtraction in Infants Are Robust and Consistent: Reply to Wakeley, Rivera, and Langer. Child Development. 71, 6 (2000), 1535–1536.

[43]

Kotovsky, L. and Baillargeon, R. 2000. Reasoning about collisions involving inert objects in 7.5-month-old infants. Developmental Science. 3, 3 (2000), 344–359. DOI:https://doi.org/10.1111/1467-7687.00129.

[44]

Kuncel, Nathan R.; Ones, Deniz S.; Sackett, Paul R. 2010. Individual differences as predictors of work, educational, and broad life outcomes. Personality and Individual Differences Personality and Individual Differences. 49, 4 (2010), 331–336.

[45]

Kuncel, Nathan R.; Ones, Deniz S.; Sackett, Paul R. 2010. Individual differences as predictors of work, educational, and broad life outcomes. Personality and Individual Differences Personality and Individual Differences. 49, 4 (2010), 331–336.

[46]

Lapsley, D.K. and Narva

ez, D. 2004. Moral development, self, and identity. Lawrence Erlbaum Associates.

[47]

Lee, K. and Homer, B. eds. 1999. Children as folk psychologists: The developing understanding of the mind. The Blackwell reader in developmental psychology. Blackwell Pub. 228–252.

[48]

Leekam, S.R. and Perner, J. 1991. Does the autistic child have a metarepresentational deficit? Cognition. 40, 3 (Sep. 1991), 203–218.

[49]

Leman, P. et al. 2019. 14: Morality, Altruism, and Aggression. Developmental psychology. McGraw-Hill. 417–451.

[50]

Leman, P. et al. 2019. Developmental psychology. McGraw-Hill.

[51]

Leman, P. et al. 2019. Developmental psychology. McGraw-Hill.

[52]

Leman, P. et al. 2019. Developmental psychology. McGraw-Hill.

[53]

Lerner, R.M. et al. 2013. Developmental psychology. John Wiley & Sons, Inc.

[54]

Lerner, R.M. et al. 2013. Developmental psychology. John Wiley & Sons, Inc.

[55]

Lerner, R.M. ed. 2020. Developmental psychology: historical and philosophical perspectives. Routledge, Taylor and Francis.

[56]

Leslie, A.M. 1994. Pretending and believing: issues in the theory of ToMM. Cognition. 50, 1–3 (1994), 211–238.

[57]

Leslie, A.M. and Keeble, S. 1987. Do six-month-old infants perceive causality? Cognition. 25, 3 (Apr. 1987), 265–288.

[58]

Lodico, M.G. and Voegtle, K.H. 2005. Child & adolescent life stories: perspectives from youth, parents, and teachers. Sage Publications, Inc.

[59]

Lodico, M.G. and Voegtle, K.H. 2005. Emily's World: Nurturing a Child with Autism. Child & adolescent life stories: perspectives from youth, parents, and teachers. Sage Publications, Inc. 33–42.

[60]

Luborsky, Lester; Barrett, Marna S. 2006. The History and Empirical Status of Key Psychoanalytic Concepts. The History and Empirical Status of Key Psychoanalytic Concepts . 2, (2006), 1–19.

[61]

Luborsky, Lester; Barrett, Marna S. 2006. The History and Empirical Status of Key Psychoanalytic Concepts. The History and Empirical Status of Key Psychoanalytic Concepts . 2, (2006), 1–19.

[62]

Luo, Y. et al. 2009. Young infants' reasoning about physical events involving inert and self-propelled objects. Cognitive Psychology. 58, 4 (Jun. 2009), 441–486. DOI:https://doi.org/10.1016/j.cogpsych.2008.11.001.

[63]

Mayer, John D.; Roberts, Richard D.; Barsade, Sigal G. 2008. Human abilities: emotional intelligence. Annual Review of PsychologyAnnual Review of Psychology. 59, (2008).

[64]

McCrink, Koleen & Wynn, Karen 2004. Large-Number Addition and Subtraction by 9-Month-Old Infants. Psychological Science (0956-7976). 15, Issue 11, p776-781. 6p. 1 Black and White Photograph (2004), 776-781. DOI:https://doi.org/10.1111/j.0956-7976.2004.00755.x.

[65]

Meltzoff, A.N. 1995. Understanding the intentions of others: Re-enactment of intended acts by 18-month-old children. Developmental Psychology. 31, 5 (1995), 838–850.

[66]

Meltzoff, A.N. and Moore, M.K. 1994. Imitation, memory, and the representation of persons. Infant Behavior and Development. 17, 1 (1994), 83–99.

[67]

Meltzoff, A.N. and Moore, M.K. 1983. Newborn Infants Imitate Adult Facial Gestures. Child Development. 54, 3 (1983). DOI:https://doi.org/10.2307/1130058.

[68]

Messer, D.J. ed. 1999. Autism. Exploring developmental psychology: from infancy to adolescence. Arnold. 243–260.

[69]

Messer, D.J. ed. 1999. Knowledge of the physical world in infancy. Exploring developmental psychology: from infancy to adolescence. Arnold. 41–61.

[70]

Messer, D.J. ed. 1999. The development of communication and language. Exploring developmental psychology: from infancy to adolescence. Arnold. 62–81.

[71]

Miller, K.F. and Stigler, J.W. 1987. Counting in Chinese: Cultural variation in a basic cognitive skill. Cognitive Development. 2, 3 (1987), 279–305. DOI:https://doi.org/10.1016/S0885-2014(87)90091-8.

[72]

Muentener, P. and Carey, S. 2010. Infants' causal representations of state change events. Cognitive Psychology. 61, 2 (Sep. 2010), 63–86. DOI:https://doi.org/10.1016/j.cogpsych.2010.02.001.

[73]

Neisser, Ulric; And Others 1996. Intelligence: Knowns and Unknowns. American PsychologistAmerican Psychologist. 51, 2 (1996), 77–101.

[74]

Neldner, K. et al. 2018. The developmental origins of moral concern: An examination of moral boundary decision making throughout childhood. PLOS ONE. 13, 5 (May 2018). DOI:https://doi.org/10.1371/journal.pone.0197819.

[75]

Nisbett, Re; Aronson, J; Blair, C; Dickens, W; Flynn, J; Halpern, Df; Turkheimer, E 2012. Intelligence: New Findings and Theoretical Developments (vol 67, pg 130, 2012). American PsychologistAmerican Psychologist. 67, 2 (2012), 129–129.

[76]

Oakes, Lisa M. 1994. Development of infants' use of continuity cues in their perception of causality. Developmental Psychology. 30, (1994), 869–879.

[77]

Onishi, K.H. and Baillargeon, R. 2005. Do 15-Month-Old Infants Understand False Beliefs? Science. 308, 5719 (2005), 255–258.

[78]

Oostenbroek, J. et al. 2016. Comprehensive Longitudinal Study Challenges the Existence of Neonatal Imitation in Humans. Current Biology. 26, 10 (2016), 1334–1338. DOI:https://doi.org/10.1016/j.cub.2016.03.047.

[79]

Penke, L; Denissen, Jja; Miller, Gf 2007. The evolutionary genetics of personality. European Journal Of PersonalityEuropean Journal Of Personality. 21, 6 (2007), 549–587.

[80]

Penke, L; Denissen, Jja; Miller, Gf 2007. The evolutionary genetics of personality. European Journal Of PersonalityEuropean Journal Of Personality. 21, 6 (2007), 549–587.

[81]

Perner, J. et al. 1989. Exploration of the Autistic Child's Theory of Mind: Knowledge, Belief, and Communication. Child Development. 60, 3 (1989). DOI:https://doi.org/10.2307/1130734.

[82]

Perner, J. et al. 1987. Three-year-olds' difficulty with false belief: The case for a conceptual deficit. British Journal of Developmental Psychology. 5, 2 (1987), 125–137.

[83]

Perner, J. and Ruffman, T. 2005. Infants' Insight into the Mind: How Deep? Science. 308, 5719 (2005), 214–216.

[84]

Piaget, J. The moral judgement of the child. Free Press.

[85]

Pinker, S. 2000. An instinct to acquire an art. The language instinct: how the mind creates language. Perennial Classics. 1–11.

[86]

Pinker, S. 2000. Chatterboxes. The language instinct: how the mind creates language. Perennial Classics. 12–43.

[87]

Pinker, S. 2000. Words, Words, Words. The language instinct: how the mind creates language. Perennial Classics. 119–152.

[88]

Prentice, Deborah A. Sherman, Steven J. (editor) 1990. Familiarity and Differences in Selfand Other-Representations. Journal of Personality and Social PsychologyJournal of Personality and Social Psychology. 59, 3 (1990), 369–383.

[89]

Rajendran, G. and Mitchell, P. 2007. Cognitive theories of autism. Developmental Review. 27, 2 (Jun. 2007), 224–260. DOI:https://doi.org/10.1016/j.dr.2007.02.001.

[90]

Rogé, B. and Mullet, E. 2011. Blame and forgiveness judgements among children, adolescents and adults with autism. Autism. 15, 6 (Nov. 2011), 702–712. DOI:https://doi.org/10.1177/1362361310394219.

[91]

Sampson, G. and Sampson, G. 2005. Culture or Biology? The 'language instinct' debate. Continuum. 1–25.

[92]

Sampson, G. and Sampson, G. 2005. The Original Arguments for a Language Instinct. The 'language instinct' debate. Continuum. 27–69.

[93]

Saxe, R. and Carey, S. 2006. The perception of causality in infancy. Acta Psychologica. 123, 1–2 (2006), 144–165. DOI:https://doi.org/10.1016/j.actpsy.2006.05.005.

[94]

Schroeder, T. Moral Responsibility and Tourette Syndrome. 71, 1, 106–123.

[95]

Shoda, Yuichi; Mischel, Walter; Peake, Philip K. Parke, Ross D. (editor) 1990. Predicting Adolescent Cognitive and Self-Regulatory Competencies From Preschool Delay of Gratification: Identifying Diagnostic Conditions. Developmental Psychology. 26, 6 (1990), 978–986.

[96]

Siegal, M. and Beattie, K. 1991. Where to look first for children's knowledge of false beliefs. Cognition. 38, 1 (1991), 1–12.

[97]

Simion, F. et al. 2008. A predisposition for biological motion in the newborn baby. Proceedings of the National Academy of Sciences. 2 (2008), 809–813.

[98]

Slater, A. and Muir, D. eds. 1999. Rules of language. The Blackwell reader in developmental psychology. Blackwell Pub. 309–321.

[99]

Slater, A. and Muir, D. eds. 1999. The development of children's knowledge about the appearance-reality distinction. The Blackwell reader in developmental psychology.

Blackwell Pub. 212-227.

[100]

Sodian, B. et al. 2007. Now I see it but you don't: 14-month-olds can represent another person's visual perspective. Developmental Science. 10, 2 (2007), 199–204. DOI:https://doi.org/10.1111/j.1467-7687.2007.00580.x.

[101]

Spelke, Elizabeth S.Breinlinger, Karen Macomber, Janet Jacobson, Kristen Origins of knowledge. Psychological Review. 99, 605–632.

[102]

Spelke, E.S. et al. 1994. Early knowledge of object motion: continuity and inertia. Cognition . 51, 2 (1994), 131–176.

[103]

Spelke, E.S. 1990. Principles of Object Perception. Cognitive Science. 14, 1 (1990), 29–56. DOI:https://doi.org/10.1207/s15516709cog1401_3.

[104]

Srivastava, Sanjay; John, Oliver P.; Gosling, Samuel D.; Potter, Jeff Diener, Ed (editor) 2003. Development of Personality in Early and Middle Adulthood: Set Like Plaster or Persistent Change? Journal of Personality and Social PsychologyJournal of Personality and Social Psychology. 84, 5 (2003), 1041–1053.

[105]

Steffens, Melanie C.; Schulze König, Stefanie 2006. Predicting Spontaneous Big Five Behavior with Implicit Association Tests. European Journal of Psychological AssessmentEuropean Journal of Psychological Assessment. 22, 1 (2006), 13–20.

[106]

Surian, L. and Leslie, A.M. 1999. Competence and performance in false belief understanding: A comparison of autistic and normal 3-year-old children. British Journal of Developmental Psychology. 17, 1 (1999), 141–155. DOI:https://doi.org/10.1348/026151099165203.

[107]

Uller, C. et al. 1999. What representations might underlie infant numerical knowledge? Cognitive Development. 14, 1 (Jan. 1999), 1–36. DOI:https://doi.org/10.1016/S0885-2014(99)80016-1.

[108]

Wellman, H.M. and Bartsch, K. 1988. Young children's reasoning about beliefs. Cognition. 30, 3 (1988), 239–277.

[109]

Whitbourne, S.K. and Whitbourne, S.B. 2020. Adult development and aging: biopsychosocial perspectives. Wiley.

[110]

Whitbourne, S.K. and Whitbourne, S.B. 2020. Adult development and aging: biopsychosocial perspectives. Wiley.

[111]

Wimmer, H. and Perner, J. 1983. Beliefs about beliefs: Representation and constraining function of wrong beliefs in young children's understanding of deception. Cognition. 13, 1 (Jan. 1983), 103–128.

[112]

Winnicott, D.W. 2017. Playing and reality. Routledge.

[113]

Wynn, K. 1992. Addition and subtraction by human infants. Nature. 358, 6389 (1992), 749–750.

[114]

Wynn, K. 1992. Children's acquisition of the number words and the counting system. Cognitive Psychology. 24, 2 (1992), 220–251.

[115]

Wynn, K. 1990. Children's understanding of counting. Cognition. 36, 2 (1990), 155–193.

[116]

Wynn, K. 1999. Infants Possess a System of Numerical Knowledge. The Blackwell reader in developmental psychology. A. Slater and D. Muir, eds. Blackwell Pub. 156–165.

[117]

Zaitchik, D. 1990. When representations conflict with reality: The preschooler's problem with false beliefs and 'false' photographs. Cognition. 35, 1 (1990), 41–68.

[118]

Zillig, Lisa M. Pytlik; Hemenover, Scott H; Dienstbier, Richard A 2002. What Do We Assess when We Assess a Big 5 Trait? A Content Analysis of the Affective, Behavioral, and Cognitive Processes Represented in Big 5 Personality Inventories. Personality And Social Psychology BulletinPersonality and Social Psychology Bulletin. 28, 6 (2002), 847–858.