

**Developmental Reading List  
March 13, 2008**

**Outline**

**Core Areas**

1. **Developmental Meta-Theory, Methods and Issues**
2. **Cognitive Development**
3. **Social-Emotional Development**
4. **Developmental Psychopathology**
5. **Contexts of Development**

**Additional Readings**

**Recommended Readings**

**CORE AREAS**

**I. Developmental Meta-Theory, Methods and Issues**

**Models of development**

- Baltes, P. B., Reese, H. W., & Nesselroade, J. R. (1988). Life-span developmental psychology: Introduction to research methods. Hillsdale, N.J.: Erlbaum. (Ch. 3)
- Reese, H. W., & Overton, W. F. (1970). Models of development and theories of development. In L. R. Goulet and P. B. Baltes (Eds.) Life-span developmental psychology: Research and theory (pp. 115-145). New York: Academic Press.

**Developmental Science**

- Magnusson, D. & Cairns, R. B. (1996). Developmental Science: Toward a unified framework. In R. B. Cairns, G. H. Elder, & J. Costello (Eds.) Developmental Science. (pp. 2-30), New York: Cambridge University Press.

**Lifespan perspectives on Development**

- Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. Developmental Psychology, *23*, 611-626.
- Bronfenbrenner, U. & Ceci, S. J. (1994). Nature-nurture reconceptualized in developmental perspective: A bioecological model. Psychological Review, *101*, 568-586.
- Elder, G. H. (1996). Human lives in changing societies: Life course and developmental insights. In R. B. Cairns, G. H. Elder, & J. Costello (Eds.) Developmental Science. (pp. 31-62), New York: Cambridge University Press.

**Issues**

- Greenough, W. T., Black, J. E., & Wallace, C. S. (1987). Experience and brain development. Child Development, *58*, 539-559.
- Popper, K. (1968). The logic of scientific discovery. Chapter 4, Falsifiability (pp. 78-92).

**Developmental Methodology**

- Siegler, R. S. & Crowley, K. (1991). The microgenetic method: A direct means for studying cognitive development. American Psychologist, *46*, 606-630.
- Nesselroade, J. R. & Schmidt-McCollam, K. M. (2000). Putting the process in developmental processes. International Journal of Behavioral Development, *24*(3), 295-300.
- Thelen, E. & Smith, L. B. (2006). Dynamic systems theories. In R. Lerner (Ed.), Handbook of Child Psychology, Vol. 1: Theoretical models of human development, (6<sup>th</sup> Ed; pp. 258-312), Hoboken, NJ: John Wiley & Sons, Inc.

- Connell, J. P. & Furman, W. (1984). The study of transitions: Conceptual and methodological issues. In R. N. Emde & R. J. Harmon (Eds.) Continuities and discontinuities in development (pp. 153-173). New York: Plenum.
- Schaie, K. W. (1986). Beyond calendar definitions of age, time and cohort: The general developmental model revisited. Developmental Review, 6, 252-277.
- Bates, J. E., & Novosad, C. (2005). Measurement of individual difference constructs in child development, or taking aim at moving targets. In D. M. Teti (Ed.), Handbook of research methods in Developmental Science (pp. 103-122) Blackwell.
- Collins, L. M. (2006). Analysis of longitudinal data: The integration of theoretical model, temporal design, and statistical model. Annual Review of Psychology, 57, 505-528

## II. Cognitive Development

- Munakata, Y., McClelland, J. L., Johnson, M. H., Siegler, R. S. (1997). Rethinking infant knowledge: Toward an adaptive process account of successes and failures in object permanence task. Psychological Review, 104, 686-713.
- Siegler, R. S. (1996). Emerging Minds: The process of change in children's thinking. New York: Oxford University Press.
- Spelke, E. (1994). Initial knowledge: six suggestions. Cognition, 50, 431-445.
- Campos, J., Anderson, D. I., Barbu-Roth, M. A., Hubbard, E. M., Hertenstein, M. J., & Witherington, D. (2000). Travel broadens the mind. Infancy, 1, 149-219.
- Chomsky, N. (1959). Review of B. F. Skinner's Verbal Behavior. Language, 35, 26-58.
- Newport, E. L. (1990). Maturational constraints on language learning. Cognitive Science, 14, 11-28.
- Saffran, J.R., Aslin, R.N., & Newport, E.L. (1996). Statistical learning by 8-month-old infants. Science, 274, 1926-1928.
- Leichtman, M. D., & Ceci, S. J. (1995). The effects of stereotypes and suggestions on preschoolers' reports. Developmental Psychology, 31, 568-578.
- Kohlberg, L. (1969). Stage and sequence: The cognitive developmental approach to socialization. In D. A. Goslin (Ed.), Handbook of socialization theory (pp. 347-480). Chicago: Rand McNally.
- Wimmer, H. & Perner, J. (1983). Beliefs about beliefs: Representation and constraining function of wrong beliefs in young children's understanding of deception. Cognition, 13, 103-128.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.) and the Committee on Development in the Science of Learning, Commission on Behavioral and Social Sciences and Education, National Research Council. (1999). How people learn: Brain, mind, experience, and school. Executive summary (pp. xi-xxiii). (This is available for free online: <http://www.nap.edu/html/howpeople1/>)

## III. Social-Emotional Development

- Bretherton, I. (1992) The origins of attachment theory: John Bowlby and Mary Ainsworth. Developmental Psychology, 28, 759-775
- Campos, J.J., Frankel, C.B. & Camras, L. (2004). On the nature of emotion regulation. Child Development, 75, 377-394.
- Goldsmith, H.H et al. (1987). Roundtable: What is temperament? Four approaches. Child Development, 58, 505-529.
- Thomas, A., Chess, S., & Birch, H.G. (1970). The origin of personality. Scientific American, 223, 102-109.
- Rothbart, M.K. (2004). Temperament and the pursuit of an integrated developmental psychology. Merrill-Palmer Quarterly, 50, 495-505.
- Allen, J. P., McElhaney, K. B., Kuperminc, G. P., & Jodl, K. M. (2004). Stability and change in attachment security across adolescence. Child Development, 75(6), 1792-1805.

- Hazan, C., & Shaver, P.R. (1994). Attachment as an organizational framework for research on close relationships. *Psychological Inquiry*, 5, 1-22.
- Roisman, G.I., Fraley, R.C., & Belsky, J. (2007). A taxometric study of the Adult Attachment Interview. *Developmental Psychology*, 43, 675-686.
- Baltes, M. M., & Silverberg, S. B. (1994). The dynamics between dependency and autonomy: Illustrations across the life span. In D. L. Featherman, R. M. Lerner, & M. Perlmutter (Eds.), *Life-Span Development and Behavior* (41-90). Hillsdale, NJ: Lawrence Erlbaum Associates Publishers.

#### IV. Developmental Psychopathology

- Cicchetti, D. (2006). Development and Psychopathology. In D. Cicchetti & D. Cohen (Eds.), *Developmental Psychopathology: Vol. 1: Theory and Method, 2<sup>nd</sup> Edition* (pp. 1-23). New York: John Wiley & Sons.
- Cummings, E. M., Davies, P. T., & Campbell, S. B. (2000). *Developmental Psychopathology and Family Process: Theory, Research, and Clinical Implications*. New York: Guilford Press.
- Davies, P. T., & Cummings, E. M. (2006). Interparental discord, family process, and developmental psychopathology. In D. Cicchetti & D. Cohen (Eds.), *Developmental Psychopathology: Vol. 3: Risk, Disorder, and Adaptation, 2<sup>nd</sup> Edition* (pp. 86-128). New York: John Wiley & Sons.
- Jensen, P. S., & Hoagwood, K. (1997). The book of names: DSM-IV in context. *Development and Psychopathology*, 9, 231-250.
- Luthar, S.S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, 71, 543-562.
- Luthar, S. S., Doernberger, C. H., & Zigler, E. (1993). Resilience is not a unidimensional construct: Insight from a prospective study of inner city adolescents. *Development and Psychopathology*, 5, 703-718.
- Masten, A.S., Best, K.M., Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology*, 2, 425-444.
- Rutter et al. (1997). Integrating nature and nurture: Implications of person-environment correlations and interactions for developmental psychopathology. *Development and Psychopathology*, 9, 335-364.
- Sroufe, L. A., & Rutter, M. (1984). The domain of developmental psychopathology. *Child Development*, 55, 17-29. (the classic paper introducing this area)
- Sroufe, L. A. (1997). Psychopathology as an outcome of development. *Development and Psychopathology*, 9, 251-268.

#### V. Contexts of Development

- Cowan, P.A., & Cowan, C.P. (2006). Developmental psychopathology from family systems and family risk factors perspectives: Implications for family research, practice and policy. In D. Cicchetti & D. Cohen (Eds.), *Developmental Psychopathology: Vol. 1: Theory and Method, 2<sup>nd</sup> Edition* (pp. 530-587). New York: John Wiley & Sons.
- Carraher, T.N., Carraher, D.W., & Schliemann, A.D. (1985). Mathematics in the streets and in the schools. *British Journal of Developmental Psychology*, 3, 21-29.
- Benson, P., Leffert, Scales, P. & Blyth, D. (1998). Beyond the “village” rhetoric: Creating healthy communities for children and adolescents. *Applied Developmental Science*, 2(3), 138-159.
- Leventhal, T. & Brooks-Gunn, R. (2003). Moving on up? Neighborhood effects on children and families.
- Cox, M.J., & Paley, B. (1997). Families as systems. *Annual Review of Psychology*, 48, 243-267.

- McLoyd, V.C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 185-204.
- Fuhrman, T., & Holmbeck, G. N. (1995). A contextual-moderator analysis of emotional autonomy and adjustment in adolescence. *Child Development*, 66, 793-811.
- Grotevant, H.D., & Cooper, C.R. (1985). Patterns of interaction in family relationships and the development of identity exploration in adolescence. *Child Development*, 56, 415-428.
- Kidwell, J., Fischer, J., Dunham, R.M., & Baranowski, M. (1983). Parents and adolescents: Push and pull of change. In H.I. McCubbin & C.R. Figley (Eds.) *Stress in the family: Coping with normative transitions* (pp. 74-89). New York: Bruner/Mazel.
- Maccoby, E., & Martin, J. (1983). Socialization in the context of the family: Parent-child interaction. In E.M. Hetherington (Ed.) *Handbook of child psychology* (Vol 4) pp. 1-101; excerpt, pp. 37-51. New York: Wiley.
- Paikoff, R., & Brooks-Gunn, J. (1991). Do parent-child relationships change during puberty? *Psychological Bulletin*, 110, 47-66.
- Silverberg, S. B., Tennenbaum, D. L., & Jacob, T. (1992). Adolescence and family interaction. In V. VanHasselt & M. Hersen (Eds.), *Handbook of Social Development: A Lifespan Perspective* (347-370). New York: Plenum Press.
- Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence*, 11, 1-19.
- Stipek, D., & Mac Iver, D. (1989). Developmental change in children's assessment of intellectual competence. *Child Development*, 60, 521-538.

### ADDITIONAL READINGS

The *Handbook of Child Psychology* (2006) has magisterial surveys of virtually every domain of study in developmental psychology. Students are strongly urged to consult relevant chapters in preparation for preliminary examinations.

The *Handbook of Attachment*—the chapters on attachment in adolescence and adulthood are very good preparation for several of the questions on attachment beyond infancy.

### RECOMMENDED READINGS

- Ames, C. (1992). Classrooms: Goals, structures and student motivation. *Journal of Educational Psychology*, 84, 261-271.
- Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender developmental and differentiation. *Psychological Review*, 106, 676-713.
- Case, R. (1993). Theories of learning and theories of development. *Educational Psychologist*, 28, 219-233
- Caspi, A., Moffitt, T. E., Newman, D. L., & Silva, P. A. (1996). Behavioral observations at age 3 years predict adult psychiatric disorders: Longitudinal evidence from a birth cohort. *Archives of General Psychiatry*, 53, 1033-1039.
- Chomsky, N. (1959). Review of B. F. Skinner's Verbal Behavior. *Language*, 35, 26-58.
- Crouter, A., Manke, B., & McHale, S. (1995). The family context of gender intensification in early adolescence. *Child Development*, 66, 317-329.
- Deci, E., Vallerand, R., Pelletier, L. & Ryan, R. Motivation and education: The self-determination perspective. *Educational Psychologist*, 26, 325-346.
- DeCasper, A. J., & Spence, M. J. (1986). Prenatal maternal speech influence newborns' perception of speech sounds. *Infant Behavior and Development*, 9, 133-150.
- Eccles, J.S., Midgley, C., Wigfield, A., Buchanan, C., Reuman, D., Flanagan, C. & Mac Iver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48, 90-101.

- Ekman, P., Sorenson, E. R., & Friesen, W. V. (1969). Pan-cultural elements in facial displays of emotion. *Science*, *164*, 87-88.
- Elias, M.J., Parker, S.J., Kash, V.M., Weissberg, R.P., Utne O'Brien, M. (in press). Social and Emotional Learning, Moral Education, and Character Education: A Comparative Analysis and a View Toward Convergence In Nucci, L., & Narvaez, D. (Eds.) *Handbook of Moral and Character Education*. Routledge.
- Elliot, E.S., & Dweck, C.S. (1988) Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology*, *54*, 5-12.
- Fischer, K. (1980). A theory of cognitive development: The control and construction of hierarchies of skills. *Psychological Review*, *87*, 477-531.
- Flavell, J. (1963). *The developmental psychology of Jean Piaget*. Princeton, NJ: Van Nostrand.
- Flavell, J. & Miller, P.H. (1998). Social cognition. In *Handbook of Child Psychology (3rd Ed., Vol. 2)*, pp. 851-898.
- Gibson, E. J., & Walk, R. D. (1960). The visual cliff. *Scientific American*, *202*, 64-71.
- Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, *8*, 814-34.
- Hiatt, S. W., Campos, J. J., & Emde, R. N. (1979). Facial patterning and infant emotional expression: Happiness, surprise, and fear. *Child Development*, *50*, 1020-1035.
- Izard, C. E. (1994). Innate and universal facial expressions: Evidence from developmental and cross-cultural research. *Psychological Bulletin*, *115*, 288-299.
- Karmiloff-Smith, A. (1992). *Beyond modularity: A developmental perspective on cognitive science*. Cambridge, MA: MIT Press.
- Krebs, D. L. & Denton, K. (2005). Toward a more pragmatic approach to morality: A critical evaluation of Kohlberg's model. *Psychological Review*, *112*, 629-649.
- Kuo, Z. Y. (1976). *The dynamics of behavior development: An epigenetic view*. New York: Plenum Press. Chapter 5, The theory of behavioral potentials: A new solution to the problem of the nature-nurture relationship (pp. 105-148).
- Maccoby, E. (1990). Gender and relationships: A developmental account. *American Psychologist*, *45*, 513-520.
- Markman, E. (1990). Constraints children place on word meanings. *Cognitive Science*, *14*, 57-77.
- Martin, C., Ruble, D., & Szkrybalo, J. (2002). Cognitive theories of early gender development. *Psychological Bulletin*, *128*, 903-933.
- Martin, C., & Halverson, C. (1983). The effects of sex-typing schemas on young children's memory. *Child Development*, *54*, 563-574.
- Nichols, J.G. (1978). The development of concepts of effort and ability, perception of academic attainment and the understanding that difficult tasks require more ability. *Child Development*, *49*, 800-814
- Piaget, J. (1970). Piaget's theory. In P.H. Mussen (Ed.), *Carmichael's handbook of child development*. (pp. 703-732. NY: Wiley.
- Pollak, S. D., Cicchetti, D., Hornug, K., & Reed, A. (2000). Recognizing emotion in faces: Developmental effects of child abuse and neglect. *Developmental Psychology*, *36*, 679-688.
- Power, C., Higgins, A. & Kohlberg, L. (1989). *Lawrence Kohlberg's approach to moral education*. New York: Columbia University Press.
- Stipek, D. & Mac Iver, D. (1989). Developmental change in children's assessment of intellectual competence. *Child Development*, *60*, 521-538
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- Siegler, R. S., & Crowley, K. (1991). The microgenetic method: A direct means for studying cognitive development. *American Psychologist*, *46*, 606-620.
- Siegler, R. S. (1994). Cognitive variability: A key to understanding cognitive

- development. *Current Directions in Psychological Science*, 3, 1-5.
- Selman, R. (1982). *The growth of interpersonal understanding*.
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