

BIOGRAPHICAL SKETCH

Name: John G. Borkowski, Ph.D.
Birthdate: Oct. 2, 1938
Married, 7 children
Title: Andrew J. McKenna Family Chair and Professor of Psychology

EDUCATION

A.B., 1960, Psychology	St. Benedict's College, Atchison, Kansas
M.A., 1962, Psychology	Ohio University, Athens, Ohio
Ph.D., 1965, Psychology	University of Iowa,
Post Doc., 1964-1965, Neuropsychology	University of Iowa Hospital, Iowa City, Iowa
Post Doc., 1975-76, Cognitive Development	Sabbatical Leave-Univ. of Kansas Med. School
Post Doc., 1977 (Summer), Aging	NIA Program-Univ. of Chicago (Ill.)
Post Doc., 1978 (Summer), Biology and Social Equality	Summer Conference at the Center for Advanced Studies in the Behavioral Sciences (Palo Alto)
Post Doc., 1982-83, Cognitive Development	Sabbatical-Univ. of Kansas Med. School
(Summer 1984), Visiting Scholar, Memory	Senior Fellow -Max Planck Institute, Munich, Germany
Post Doc., 1989 Life-Span Development	Sabbatical-Univ. of Kansas Med. School

Major Research Interests

Life-span developmental psychology (learning, memory, and intelligence in normal, retarded, learning disabled, gifted, and aged individuals); adolescent parenting and developmental delay; prevention of child neglect

Professional and/or Research Experience

Andrew J. McKenna Family Chair and Professor of Psychology (1991 -)
Professor of Psychology (1976-1991)
Associate Professor of Psychology, University of Notre Dame (1969-1976)
Assistant Professor of Psychology, University of Notre Dame (1967-1969)
Assistant Professor of Psychology, Oberlin College (1965-1967)
Research Associate in Neuropsychology, University of Iowa Hospital (1964-1965)
Graduate Teaching Assistant, University of Iowa (1962-1964)
Graduate Research Assistant, Ohio University (1961-1962)
Psychometrician, Ohio University (1960)

Elected or Appointed Offices

University of N.D. Faculty Senate (1969-1971, 1992-); Student Life Council (1971-1973);
College Council (1971-1978); University Library Committee (1972-1975); Chairman, (1974-
1975); Academic Council (1974-1977); AAUP Executive Committee (1973-1975); Faculty
Foundations Committee (1976-1977); College of Arts & Letters Curriculum Review Committee
(1976-1978); Graduate Council (1976-1979); Internal Review Committee for the Department of
Government, Univ. of Notre Dame (1977 and 1990); Academic Council (1980-1981);
Academic Council (1982-1985); Co-Chairman: Program in Individual and Family Studies
(1983-87); Academic Council (1988-91); Quality of Intellectual Life in the College of Arts and
Letters (1990); Faculty Senate (1992-95); Faculty Representation to the Academic Affairs
Committee of the Board of Trustees (1992-95); University ombudsperson -- Discriminatory
harassment (1993-96); University Committee on Research and Infrastructure (1993-94); Review
Committee for the Dean of the Graduate School (1994-95); Search Committee, Dean of the
Graduate School (1996); Search Committee, Dean of the College of Arts and Letters (1997);
Arts and Letters College Research Advisory Committee: 1998-2000; Arts and Letters College
Liaison to the Center for Social Concerns: 1998-2002; Faculty Board in Control of Athletics:
1998-2004

Honors and Consulting-Advisory Activities

Valedictorian, St. Benedict's College, 1960
Chair of the Psychology Department (1972-1978)
Cross of St. Benedict, Feb. 1993
Consulting Editor, American Journal of Mental Deficiency (1973-1975); (1981-83)
Consulting Editor, International Review of Research in Mental Retardation, Vol. 8, 1976; Vol.
12, 1985.
Guest Reviewer, Memory & Cognition; Child Development; Journal of Experimental Child
Psychology; Journal of Educational Psychology, Intelligence
Panel member: AOA - dissertation year research grant program (1976); NSF-URP reviewer
(1968, 1969, 1971); AERA and SRCD annual or biannual conferences.
NIH Study Section: MRRC, National Institutes of Health (1986-1990); Chair of MRRC (1988-
90)
Trustee - National Foundation on Aging (1977-)
Fellow - American Psychological Association, Divisions 7, 15, and 33

Associate Editor: American Journal of Mental Retardation (1986-1990)
Research Review and Advisory Committee: Center for Research and Innovation in Mental Retardation (1986-1989)
Collegiate Teacher-Scholar; University of Notre Dame (1987-)
Consulting editor: Developmental Psychology (1989-93), Human learning and individual differences (1989-), Insegnare All' Handicappato, Applied Cognition (1989-), Journal of Educational Psychology (1996-), and Learning Disabilities Quarterly (1995-).
NIH Study Section: Physical and Rehabilitative Medicine, Chair (1992-95)
The 1996 Career Research Scientist Award -- Academy on Mental Retardation
Faculty Fellow, Center for Social Concerns, 1996-98
National Advisory Councils - Kennedy Center, Vanderbilt University (Committee Chair) 1996- ; Waisman Center, University of Wisconsin, 1996-2000; Civitan Center, Univ. of Alabama-Birmingham, 2000- .
National Advisory Council - NICHD, NIH, 1998-2001.
Advisory Board-Alliance for Catholic Education, 1998-
Edgar Doll Award – APA (Division 33), 2003
Society for Research in Adolescence
Notre Dame's Research Achievement Award, 2006
Rodney F. Ganey Community-Based Research Award, 2006

Departmental Assignments:

1. Director of Graduate Program in Psychology (1969-1972)
2. Director of Undergraduate NSF-URP Summer Program (1971-1972)
3. Graduate-Undergraduate Curriculum Development Committee (1969-1973)
4. Acting Chairman (1972-1973)
5. Chairman of the Department of Psychology (1973-1978)
6. Director: Developmental division (1978-1987; 1989-)
7. Co-Director: Program in Individual and Family Studies (1983-1987).
8. Committee on Appointments and Promotion (1978-1994).

Papers Presented-Graduate Supervision:

Three hundred papers and posters since 1965, mostly at meetings of SRCD, MPA, and the annual Gatlinburg Conference on Theory and Research in Mental Retardation/Developmental Disabilities; 40 invited talks at universities and international conferences; 33 dissertations supervised (6 in counseling psychology; 27 in developmental psychology); 4 postdoctoral fellows supervised.

Grants

1. "Preventing Child Maltreatment through a Cellular-Phone Technology-Based Parenting Program": (with J. Carta) CDC, 2006-2010, \$750,000.
2. "Promoting Healthy Families: Resolving Marital Conflict and Improving Parenting Practices"; (with M. Cummings) ACF, 2004-2006, \$680,000.

3. "A Reading Saturation Program for At-Risk Mothers and Children" (with S. Ramey and R. Lanzi): Reading is Fundamental Foundation, 2004-2008, \$40,000 plus \$18,000 in book costs for children (0-3) and their mothers.
4. "Preventing Child Neglect in High-Risk Mothers": NICHD, 2003-2008, \$8,347,750.
5. "Predicting and Preventing Child Neglect": NICHD, 2001-2006, \$6,300,000; Robert Wood Johnson, 2000-2003, \$750,000; Cingular and Centennial Corporation, 2001-2004, \$500,000; 2006-2009, \$450,000.
6. "Preventing Child Neglect: A Model Program": Administration on Children and Families, 2002-2003; \$220,000.
7. "Enhancing Head Start Readiness for High-Risk Children"; NICHD; 2002-2003, \$185,000.
6. "Impact of Head Start on the Children of Adolescent Mothers: (with T. Dukewich and J. Burke) PHS, \$30,000, 1997-1998; 1999-2000).
7. "Research Training in Mental Retardation": (with T. Whitman), NICHD, 1974-1979, \$250,000; 1979-1984 renewal grant, \$280,000; 1984-89, renewal grant, \$400,000; 1989-94, renewal grant \$400,000; 1994-1999, renewal grant, \$400,000; 1999-2004, renewal grant, \$500,000; renewal grant 2006-2011, \$771,395.
8. "Precursors of developmental delay in children with teen mothers": (with T. Whitman and S. Maxwell), NIH Research Grant, \$1,000,000, 1991-96; \$1,400,000, 1996-2001; \$1,500,000, 2001-2007.
9. "Metacognition, motivation, and inefficient learning": NIH Research Grant, \$300,000, 1986-89.
10. "Predicting and modifying parenting in adolescent mothers": NIH Research Grant \$450,000, 1986-89 (with Profs. Whitman & Schellenbach).
11. "Academic success among Chicanos: Home-school influences" (with J. Day & D. Saenz): NIH Research Grant, \$400,000, 1988-1992.
12. "Causes and consequences of children's metamemory"- NIH Research Grant, \$150,00; 1983-86.
13. "Metacognition and intelligence: Educational implications": (with E. Ryan), NIE Research Grant, \$200,000, 1979-82.
14. NSF Travel Grants to India - 1985, \$2,500 (with B. Kurtz); 1987, \$2,500 (with L. Turner).
15. "Transitions and crises across the life span": (with Profs. C. Schellenbach & J. Aldous), \$7,000/yr., 1984-85, 1985-86. Funded by the Institute for Advanced Studies, Notre Dame.
16. "Training Grant in Mental Retardation": (with T. Whitman), William Randolph Hearst Foundation, 1972-73, 73-74, 74-75, 77-78, \$20,000/year.
17. "Development of the memory-metamemory relationship": - NIMH Research Grant, 1977-78, \$7,500.
18. "Mediational processes in the retarded": - NICHD Research Career Service Award, 1975-76, \$13,200.
19. "Effects of anxiety on the memory capacities of children": - O'Brien Foundation, 1971, \$1,500.
20. Undergraduate Research Participation Grant - NSF, Oberlin College, 1966, and Notre Dame, 1971 and 1972, \$12,000 each.
21. "The effects of anxiety and interference on short-term memory": NIMH Research Grant, 1970, \$5,000.
22. "Mediational processes in the retarded": United Cerebral Palsy of Queens (N. Y.), 1969, \$3,000.

23. "Verbal mediation in the retarded": O'Brien Foundation, 1968, \$1,500.

Professional Affiliations

Psychonomic Society
American Psychological Association
Midwestern Psychological Association
Who's Who in American Colleges and Universities
Society for Research in Child Development
American Educational Research Association

BOOKS

Borkowski, J. G., & Anderson, D. C. (1977). Experimental psychology: Tactics of behavioral research. Glenview, Illinois: Scott, Foresman and Company. Also translated in Portuguese as Psicologia Experimental (1981). Sao Paulo: Cultrix.

Anderson, D. C., & Borkowski, J. G. (1978). Experimental Psychology: Research Tactics and Their Applications. Glenview, Ill.: Scott, Foresman and Company.

Borkowski, J. G., & Day, J. D. (Eds.). (1987). Cognition in special children: Comparative approaches to retardation, learning disabilities, and giftedness. Norwood, N.J.: Ablex.

Day, J. D. & Borkowski, J. G. (Eds.). (1987). Intelligence and exceptionality: New directions for theory, assessment, and instructional practices. Norwood, N.J.: Ablex.

Whitman, T. L., Borkowski, J. G., Keogh, D., & Weed, K. (2001). Interwoven lives: Adolescent mothers and their children. Mahwah, N.J.: Erlbaum.

Borkowski, J. G., Ramey, S., & Bristol-Power, M. (2002). Parenting and the child's world: Influences on intellectual, academic, and social-emotional development. Mahwah, NJ: Erlbaum.

Borkowski, J. G. & Weaver, C. M. (Eds.) (2006). Prevention: The science and art of promoting healthy child and adolescent development. Baltimore, MD: Paul H. Brookes.

Borkowski, J. G., Farris, J. R., Whitman, T. L., Carothers, S.S., Weed, K., & Keogh, D. A. (2007). Risk and resilience: Adolescent mothers and their children grow up. Mahwah, NJ: Erlbaum.

Chapters and Commentaries

Whitman, T. L., & Borkowski, J. G. (1972). The mentally retarded: The forgotten minority. A. D. Correspondence, 5, 2-7.

- Borkowski, J. G., & Wanschura, P. (1974). Mediation processes in the retarded. In N. R. Ellis' (Ed.), International Review of Research in Mental Retardation, Vol. 7. New York: Academic Press, 1-54.
- Borkowski, J. G. (1978). Review of Experimental Psychology (by Philip Dunham). Contemporary Psychology, 23, 820-821.
- Belmont, J., Butterfield, E. C., & Borkowski, J. G. (1978). Training retarded people to generalize memorization methods across memory tasks. In M. M. Gruneberg, P. E. Morris, & R. N. Sykes (Eds.), Practical aspects of memory. London: Academic Press, 418-425.
- Borkowski, J. G., & Cavanaugh, J. (1979). Maintenance and generalization of skills and strategies by the retarded. In Norman Ellis' (Ed.), Handbook of Mental Deficiency (2nd Ed.). Hillsdale, N.J.: Erlbaum Publishers, 569-617.
- Borkowski, J. G. (1979). Review of Memory development in children (by Peter Ornstein). American Scientist, 67, 486.
- Borkowski, J. G. (1980). Review of Evaluating Social Science Research (by Paul Stern). Contemporary Psychology, 25, 420-421.
- Borkowski, J. G. (1980). On the nature and measurement of metacomponents. Brain and Behavioral Sciences, 3, 586-587.
- Borkowski, J. G. (1981). Review of Early cognitive instruction for the moderately and severely handicapped (by J. E. McCormack and A. J. Chalmers). Applied Research in Mental Retardation, 2, 384-385.
- Borkowski, J. G., & Konarski, E. A., Jr. (1981). Educational implications of efforts to train intelligence. In T. Miller & L. Mann's (Eds.), Symposium on the Training of Intelligence. Journal of Special Education, 15, 289-305.
- Borkowski, J. G., & Cavanaugh, J. C. (1982). Metacognition and intelligence. In M. Friedman, J. P. Das, & N. O'Connor (Eds.), Learning and Intelligence. New York: Plenum Publishers, 253-258.
- Borkowski, J. G. (1983). Intelligence theory and the race-IQ controversy. In M. Darrough and R. Blank (Eds.), Biological differences and social equality (pp. 191-213). Westport, Conn.: Greenwood Press, Inc.
- Borkowski, J. G., Peck, V., & Damberg, P. (1983). Attention, memory, and cognition. In J. Matson & J. Mulick (Eds.), Comprehensive handbook of mental retardation (pp. 479-497). Elmsford, New York: Pergamon.

- Borkowski, J. G., & Büchel, F. (1983). Learning and memory strategies in the mentally retarded. In M. Pressley & J. Levin (Eds.), Cognitive strategy research: Psychological foundations (pp. 103-128). Boston: Springer-Verlag.
- Borkowski, J. G. (1983). A review of Mental retardation: From categories to people (by P. Cegelka & H. Prehm). Contemporary Psychology, 28, 304-305.
- Büchel, F. P., & Borkowski, J. G. (1983). Predicting and explaining strategy generalization: Task analyses and strategy elements. Berichte und arbeiten aus dem Institut für Psychologie. Nr. 17. Basel, Switzerland: der Universität Basel Press.
- Borkowski, J. G. (1985). Signs of intelligence: Strategy generalization and metacognition. In S. Yussen's (Ed.), Development of reflection in children (pp. 105-144). San Diego: Academic Press.
- Borkowski, J. G., Kurtz, B., & Reid, M. K. (1984). Metacognition and retardation: Paradigmatic, theoretical and applied perspectives. In P. Brooks, R. Sperber, & C. McCauley (Eds.), Learning and cognition in the mentally retarded (pp. 55-75). Hillsdale, N. J.: Erlbaum.
- Borkowski, J. G., & Kurtz, B. (1984). Metacognition and special children. In B. Gholson & T. Rosenthal (Eds.), Applications of Cognitive-Developmental Theory (pp. 193-213). San Diego: Academic Press.
- Pressley, M., Borkowski, J. G., & O'Sullivan, J. T. (1985). Memory strategies are made of this: Metamemory and strategy instruction. Educational Psychologist, 19, 94-107.
- Borkowski, J. G., & Krause, A. (1985). Metacognition and attributional beliefs. In Proceedings of the XXIII International Congress of Psychology (pp. 557-568). Amsterdam: Elsevier Science Publishers.
- Borkowski, J. G., Maxwell, S., & Krause, A. (1985). On multiple determinants of racial differences in intelligence: A reply to Jensen. Intelligence, 9, 41-49.
- Pressley, M., & Borkowski, J. G. (1985). Children's metamemory and the teaching of memory strategies. In D. L. Forrest-Pressley, D., MacKinnon, & T. G. Waller (Eds.), Metacognition, cognition and human performances (pp. 111-153). San Diego: Academic Press.
- Borkowski, J. G., & Maxwell, S. E. (1985). Looking for Mr. Good-g: General intelligence and processing speed. Brain and Behavioral Sciences, 8, 221-222.
- Borkowski, J. G., & Peck, V. (1986). Causes and consequences of metamemory in gifted children. In R. Sternberg & J. Davidson (Eds.), Conceptions of giftedness (pp. 182-200). Cambridge, England: Cambridge University Press.

- Borkowski, J. G., Johnston, M. B., & Reid, M. K. (1986). Metacognition, motivation and controlled performance. In S. Ceci (Ed.), Handbook of cognitive, social, and neurological aspects of learning disabilities (pp. 147-174). Vol. 2. Hillsdale, N. J.: Erlbaum.
- Borkowski, J.G., Weyhing, R., & Turner, L. (1986). Attributional retraining and the teaching of strategies. Special issue of Exceptional Children on "Competence and instruction: Contributions from cognitive psychology", 53, 130-137.
- Vargas, A., & Borkowski, J. G. (1986). Physical attractiveness, social influences, and counseling processes. In F. J. Dorn (Ed.), The social influence process in counseling and psychotherapy (pp. 95-106). New York: Charles Thomas.
- Borkowski, J. G., & Kurtz, B. E. (1987). Metacognition and executive processes in special children. In J. G. Borkowski & J. D. Day (Eds.), Cognition in special children: Comparative approaches to retardation, learning disabilities, and giftedness (pp. 123-152). Norwood, N. J.: Ablex.
- Borkowski, J. G., & Day, J. D. (1987). Research with special children: Issues, theories and methodologies. In J. G. Borkowski & J. D. Day (Eds.), Cognition in special children: Comparative approaches to retardation, learning disabilities, and giftedness. Norwood, N. J.: Ablex.
- Borkowski, J. G., Carr, M., & Pressley, M. (1987) "Spontaneous" strategy use: Perspectives from metacognitive theory. Intelligence, 11, 61-75.
- Borkowski, J. G. (1987). The elusive nature of g: Implications for education. Zeitschrift fur Pädagogische Psychologie, 1, 171-174.
- Borkowski, J. G. (1987). Within-species variations in g: The case of Homo Sapiens. Behavioral and Brain Sciences, 10, 660-661.
- Day, J. D., & Borkowski, J. G. (1987). The concept of intelligence in diagnosis, theory construction, and educational practice in J. D. Day and J. G. Borkowski (Eds.), Intelligence and exceptionality: New direction for theory, assessments and instructional practices. Norwood, N.J.: Ablex.
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- Pressley, M., Borkowski, J. G., & Schneider, W. (1987). Cognitive strategies: Good strategy users coordinate metacognition, and knowledge. In R. Vasta & G. Whitehurst (Eds.), Annals of Child Development (pp. 89-129). Vol. 4. Greenwich, Conn: JAI Press.
- Pressley, M., Borkowski, J. G., & Johnson, C. J. (1987). The development of good strategy use: Imagery and related mnemonic strategies. In M. A. McDaniel and M. Pressley (Eds.),

Imagery and related mnemonics processes: Theories, individual differences, and applications (pp. 274-297). New York: Springer-Verlag.

Whitman, T. L., Borkowski, J. G., Schellenbach, C. J., & Nath, P. (1987). Predicting and understanding developmental delay of children of adolescent mothers: A multidimensional approach. American Journal of Mental Deficiency, 92, 40-56.

Borkowski, J. G. (1988). Understanding inefficient learning: Attributional beliefs and the training of memory and comprehension processes. In M. Gruneberg, P. Morris, and R. Sykes (Eds.), Practical aspects of memory, Vol. 2. (pp. 287-293). New York: Wiley.

Borkowski, J. G., Milstead, M., & Hale, C. (1988). Components of children's metamemory: Implications for strategy generalization. In F. Weinert & M. Perlmutter (Eds.), Memory development: Individual differences and universal changes (pp. 73-100). Hillsdale, N.J.: Erlbaum.

Borkowski, J. G., & Turner, L. A. (1988). Cognitive development. In J. Kavanaugh (Ed.), Understanding mental retardation: Research accomplishments and new frontiers (pp. 251-265). Baltimore: Paul H. Brooks.

Borkowski, J. G. (1988). Demystifying metacognition. A review of Metacognition, motivation, and understanding (by F. Weinert & D. Kluwe). Contemporary Psychology, 33, 909-910.

Borkowski, J. G. (1988). Metacognizione e acquisizione di forza («empowerment»): implicazioni per l'educazione di alunni con handicap o difficoltà di apprendimento. In C. Cornoldi & R. Vianello (Eds.), Handicap, comunicazione e linguaggio, (pp. 36-48). Bergamo, Italy: Juvenilia.

Kurtz, B., Borkowski, J. G., Carr, M., Schneider, W., & Turner, L. (1988). Sources of memory and metamemory development: Societal, parental and educational influences. In M. Gruneberg, P. Morris, and R. Sykes (Eds.), Practical aspects of memory, Vol. 2. (pp. 537-542). New York: Wiley.

Nath, P., Wettstein, B., and Borkowski, J. G. (1989). Non-verbal behavior in counseling. R.M. Thomas (Ed.), International Encyclopedia of Education. New York: Pergamon.

Borkowski, J. G., Estrada, T. M., Milstead, M., & Hale, C. A. (1989). General problem-solving skills: Relations between metacognition and strategic processing. Learning Disabilities Quarterly, 12, 57-70.

Rellinger, E., & Borkowski, J. G. (1989). Metacognition: Implications for assessment and instruction. Human Intelligence Quarterly, 9, 5-6.

Borkowski, J. G., Carr, M., Rellinger, L., & Pressley, M. (1990). Self-regulated cognition: Interdependence of metacognition, attributions and self-esteem. In B. Jones & L. Idol (Eds.), Dimensions of thinking and cognitive instruction. (Vol. 1, pp. 53-92). Hillsdale, N. J.: Erlbaum.

- Borkowski, J. G., & Turner, L. (1989). Transsituational characteristics of metacognition. In W. Schneider & F. Weinert (Eds.), Interaction among aptitudes, strategies, and knowledge in cognitive performance (pp. 159-176). Boston: Springer-Verlag.
- Borkowski, J. G. (1989). Metacognition and empowerment: Implications for vocational training. In J. Brown (Ed.), An investigation of motivation's role in post secondary vocational training for at-risk learners (pp. 79-92). St. Paul: Univ. of Minnesota Press.
- Carr, M., & Borkowski, J. G. (1989). Culture and the development of the metacognitive system. Zeitschrift fur Pedagogische Psychologie, 3, 219-228.
- Borkowski, J. G., Schneider, W., & Pressley, M. (1989). The challenges of teaching good information processing to learning disabled students. International Journal of Disability, Development and Education, 36, 169-185.
- Hale, C., & Borkowski, J. G. (1990). Attention, memory, and cognition. In J. Matson & J. Mulick (Eds.), Comprehensive Handbook of Mental Retardation, 2nd ed. Elmsford, N.Y.: Pergamon Press.
- Borkowski, J. G. (1990). Small gender differences on the SAT: A scenario about social origins. Behavioral and Brain Sciences, 13, 190-191.
- Pressley, M., Borkowski, J. G., Schneider, W. (1990). Good information processing: What it is and how education can promote it. International Journal of Educational Research, 2, 857-867.
- Groteluschen, A., Borkowski, J. G., & Hale, C. (1990). Strategy instruction is often insufficient: Addressing the interdependency of executive and attributional processes. In T. Scruggs & B. Wong (Eds.), Intervention research in learning disabilities (pp. 83-101). New York: Springer-Verlag.
- Nath, P., Borkowski, J. G., Whitman, T. L., Schellenbach, C. J. (1991). Understanding adolescent parenting: The dimensions and functions of social support. Family Relations, 40, 411-420.
- Schellenbach, C. J., Whitman, T. L., & Borkowski, J. G. (1992). Toward an integrative model of adolescent parenting. Human Development, 35, 81-99.
- Day, J. D., Borkowski, J.G., Dietmeyer, D., Howsepian, B. A., & Saenz, D. S. (1992). Possible selves and academic achievement. In L. Winegar & J. Valsiner (Eds.), Children's development within social contexts: Research and methodology. (Vol. 2, pp. 181-202). Hillsdale, N.J.: Erlbaum.
- Borkowski, J. G., Day, J. D., Saenz, D. S., Dietmeyer, D., Estrada, T., & Groteluschen, A. (1992). Expanding the boundaries of cognitive interventions. In B. Wong (Ed.),

Contemporary intervention research in learning disabilities (pp. 1-21). New York: Springer-Verlag.

- Borkowski, J. G. & Muthukrishna, N. (1992). Moving metacognition into the classroom: "Working models" and effective strategy teaching. In M. Pressley, K. R. Harris, & J. T. Guthrie (Eds.), Promoting academic literacy: Cognitive research and instructional innovation (pp. 477-501). Orlando: Academic Press.
- Borkowski, J. G. (1992). Metacognition theory: A Framework for teaching literacy, writing, and math skills. Journal of Learning Disabilities, 25, 253-257.
- Borkowski, J. G. (1992). Review of Combatting mental handicaps: A multi-disciplinary approach (by P. Evans and A. Clark). American Journal of Mental Retardation, 97, 357-358.
- Borkowski, J. G., Whitman, T. L., Wurtz-Passino, A., Rellinger, E., Sommer, K. & Keogh, D. & Weed, K. (1992). Unraveling the "New Morbidity": Adolescent parenting and developmental delays. In N. Bray (Ed.), International review of research in mental retardation. Vol. 18 (pp. 159-196). San Diego: Academic Press.
- Borkowski, J. G., Whitman, T. L., & Schellenbach, C. J. (1992). Adolescent parenting: The role of "readiness to parent." In New directions in child and family research: Shaping Head Start in the 90s (pp. 211-215). Washington: Dept. of Health and Human Services.
- Pressley, M., Borkowski, J. G., & Forrest-Pressley, D. (1993). Closing thoughts on strategy instruction for individuals with learning disabilities: The "Good Information Processing" perspective. In L. J. Metzger (Ed.), Cognitive, linguistic, and developmental perspectives on learning disorders (pp. 355-378). Boston: College Hill Press.
- Borkowski, J. G., & Day, J. D. (1993). Teaching generalizable strategies: Creating positive beliefs and building possible selves. European Association for Special Education, 17, 17-19. Also published as "Insegnare la generalizzazione delle strategie: Creare convinzione positive relative al successo e costruire i possibile sé." C.N.I.S., 2, 5-8.
- Belmont, J. M., & Borkowski, J. G. (1994). "Prudence, indeed, will dictate." Review of Mental Retardation: Definition, Classification, and System of Support (by AAMR task force). Contemporary Psychology, 39, 495-496.
- Borkowski, J. G., & Thorpe, P. (1994). Self-regulation and motivation: A life-span perspective on underachievement. In D. Schunk & B. Zimmerman (Eds.), Self-regulation of learning and performance (pp. 45-73). Hillsdale, N.J.: Erlbaum.
- Borkowski, J. G. (1994). "Contexts and "warm-blooded" cognitions." Review of Context and Cognition (by P. Light and G. Butterworth, Eds.). Contemporary Psychology, 39, 156-157.

- Belmont, J. M., & Borkowski, J. G. (1994). "Self-regulation theory: How optimal adjustment maximizes gain." Review of Self-Regulation (by D. Mithaug). American Journal on Mental Retardation, 99, 327-330.
- Borkowski, J. G., & Muthukrishna, N. (1995). Learning environments and skill generalization: How contexts facilitate regulatory processes and efficacy beliefs. In F. Winert & W. Schneider (Eds.), Memory performance and competencies: Issues in growth and development (pp. 283-300). Hillsdale, N.J.: Erlbaum. Also in Metacognizione disturbi di apprendimento e handicap. R. Vianello & C. Cornoldi (Eds.), 1996. Bergamo, Italy: Edizione Junior.
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- Borkowski, J. G., & Burke, J. (1996). Trends in the development of theories, models, and measurement of executive functioning: Views from an information processing perspective (pp. 235-262). In G. R. Lyon & N. A. Krasnegor (Eds.), Attention, memory, and executive functioning. Baltimore: P. H. Brookes.
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