



- ◆ Trabajo realizado por el equipo de la Biblioteca Digital de la Fundación Universitaria San Pablo-CEU
- ◆ Me comprometo a utilizar esta copia privada sin finalidad lucrativa, para fines de investigación y docencia, de acuerdo con el art. 37 del T.R.L.P.I. (Texto Refundido de la Ley de Propiedad Intelectual del 12 abril 1996)

- KAGAN, J., REZNICK, J. S., SNIDMAN, N., GIBBONS, J., & JOHNSON, M. O. (1988). Childhood derivatives of inhibition and lack of inhibition to the unfamiliar. *Child Development*, 59, 1580-1589.
- KAGAN, J., SNIDMAN, N., & ARCUS, D. M. (1992). Initial reactions to unfamiliarity. *Current Directions in Psychological Science*, 1, 171-174.
- KAGAN, J., SNIDMAN, N., & ARCUS, D. (1993). On the temperamental categories of inhibited and uninhibited children. In H. Rubin & J. B. Asendorpf (Eds.), *Social withdrawal, inhibition, and shyness*. Hillsdale, NJ: Erlbaum.
- KAIL, R. (1991). Developmental change in speed of processing during childhood and adolescence. *Psychological Bulletin*, 109, 490-501.
- KAIL, R. (1995). Processing speed, memory, and cognition. In F. E. Weinert & W. Schneider (Eds.), *Memory performance and competence: Issues in growth and development*. Mahwah, NJ: Erlbaum.
- KAIL, R., & BISANZ, J. (1982). Cognitive development: An information-processing perspective. In R. Vasta (Ed.), *Strategies and techniques of child study*. New York: Academic Press.
- KAIL, R., & BISANZ, J. (1992). The information-processing perspective on cognitive development in childhood and adolescence. In R. J. Sternberg & C. A. Berg (Eds.), *Intellectual development*. New York: Cambridge University Press.
- KAIL, R., & PELLEGRINO, J. W. (1985). *Human intelligence: Perspectives and prospects*. New York: W. H. Freeman.
- KAIL, R., & SIEGEL, A. W. (1977). Sex differences in retention of verbal and spatial characteristics of stimuli. *Journal of Experimental Child Psychology*, 23, 341-347.
- KAITZ, M., GOOD, A., ROKEM, A. M., & EIDELMAN, A. I. (1987). Mothers' recognition of their newborns by olfactory cues. *Developmental Psychology*, 20, 587-591.
- KAITZ, M., LAPIDOT, P., BRONNER, R., & EIDELMAN, A. I. (1992). Parturient women can recognize their infants by touch. *Developmental Psychology*, 28, 35-39.
- KAITZ, M., MEIROV, H., LANDMAN, I., & EIDELMAN, A. I. (1993). Infant recognition by tactile cues. *Infant Behavior and Development*, 16, 333-341.
- KAITZ, M., SHIRI, S., DANZIGER, S., HERSHKO, Z., & EIDELMAN, A. I. (1993). Fathers can also recognize their newborns by touch. *Infant Behavior and Development*, 17, 205-207.
- KAMII, C., & DEVRIES, R. (1993). *Physical knowledge in preschool education: Implications of Piaget's theory* (rev. ed.). New York: Teachers College Press.
- KAMIN, L. (1974). *The science and politics of IQ*. Hillsdale, NJ: Erlbaum.
- KAMPTNER, L., KRAFT, R. H., & HARPER, L. V. (1984). Lateral specialization and social-verbal development in preschool children. *Brain and Cognition*, 3, 42-50.
- KANDEL, E. R., & O'DELL, T. J. (1992). Are adult mechanisms also used for development? *Science*, 258, 243-245.
- KARMEL, B. Z., & MAISEL, E. B. (1975). A neuronal activity model for infant visual attention. In L. B. Cohen & P. Salapatek (Eds.), *Infant perception: From sensation to cognition: Vol. 1. Basic visual processes*. New York: Academic Press.
- KARMILOFF-SMITH, A. (1995). Annotation: The extraordinary cognitive journey from foetus through infancy. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 36, 1293-1313.
- KARNIOL, R. (1978). Children's use of intention cues in evaluating behavior. *Psychological Bulletin*, 85, 76-85.
- KARNIOL, R., & MILLER, D. T. (1981). The development of self-control in children. In S. S. Brehm, S. M. Kassir, & F. X. Gibbons (Eds.), *Developmental social psychology: Theory and research*. New York: Oxford University Press.
- KARSON, E. M., POLVINO, W., & ANDERSON, W. F. (1992). Prospects for human gene therapy. *Journal of Reproductive Medicine*, 37, 508-514.
- KASHANI, J., DANIEL, A. E., DANDROY, A. C., & HOLCOMB, W. R. (1992). Family violence. Impact on children. *Journal of the American Academy of Child and Adolescent Psychiatry*, 31, 181-182.
- KATZ, P. A. (1986). Modification of children's gender stereotyped behavior: General issues and research considerations. *Sex Roles*, 14, 591-602.
- KATZ, P. A. (1987). Variations in family constellation: Effects of gender schemata. In L. S. Liben & M. I. Signorella (Eds.), *New directions for child development: Vol. 38. Children's gender schemata*. San Francisco: Jossey-Bass.
- KATZ, P. A., & BOSWELL, S. L. (1986). Flexibility and traditionality in children's gender roles. *Genetic, Social, and General Psychology Monographs*, 112, 105-147.
- KATZ, P. A., & KSANSNAK, K. R. (1994). Developmental aspects of gender role flexibility and traditionality in middle childhood and adolescence. *Developmental Psychology*, 30, 272-282.
- KAUFMAN, A. S., & KAUFMAN, N. L. (1983). *Kaufman Assessment Battery for Children*. Circle Pines, MN: American Guidance Service.
- KAWASAKI, C., NUGENT, J. K., MIYASHITA, H., MIYAHARA, H., & BRAZELTON, T. B. (1994). The cultural organization of infants' sleep. *Children's Environments*, 11, 135-141.
- KAY, D. A., & ANGLIN, J. M. (1982). Overextension and underextension in the child's expressive and receptive speech. *Journal of Child Language*, 9, 83-98.
- KAYE, K. (1982). *The mental and social life of babies*. Chicago: University of Chicago Press.
- KAYE, K. L., & BOWER, T. G. R. (1994). Learning and intermodal transfer of information in newborns. *Psychological Science*, 5, 286-288.
- KAZDIN, A. E. (1987). *Conduct Disorders in childhood and adolescence*. Newbury Park, CA: Sage.
- KEARSLEY, R. B. (1973). The newborn's response to auditory stimulation: A demonstration of orienting and defensive behavior. *Child Development*, 44, 582-590.
- KEATING, D. P. (1988). Byrnes' reformulation of Piaget's formal operations: Is what's left what's right? *Commentary: Developmental Review*, 8, 376-384.
- KEATING, D. P. (1996). Central conceptual structures: Seeking developmental integration. *Monographs of the Society for Research in Child Development*, 61 (1-2, Serial No. 246).
- KEE, D. W., & GUTTENTAG, R. (1994). Resource requirements of knowledge access and recall benefits of associative strategies. *Journal of Experimental Child Psychology*, 57, 211-223.
- KEEFE, K., & BERNDT, T. J. (1996). Relations of friendship quality to self-esteem in early adolescence. *Journal of Early Adolescence*, 16, 110-129.
- KEEFE, M. R. (1987). Comparison of neonatal nighttime sleep-wake patterns in nursery versus rooming-in environments. *Nursing Research*, 36, 140-143.
- KEENAN, K., & SHAW, D. (1997). Developmental and social influences on young girls' early problem behavior. *Psychological Bulletin*, 121, 95-113.
- KEIL, F. C. (1998). Cognitive science and the origins of thought and knowledge. In W. Damon (Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development*. New York: Wiley.
- KEITH, L. K., & BRACKEN, B. A. (1996). Self-concept instrumentation: A historical and evaluative review. In B. A. Bracken (Ed.), *Handbook of self-concept: Developmental, social, and clinical considerations*. New York: Wiley.
- KELLER, H., & SCHOLMERICH, A. (1987). Infant vocalizations and parental reactions during the first four months of life. *Developmental Psychology*, 23, 62-67.
- KELLER, M., & WOOD, P. (1989). Development of friendship reasoning: A study of interindividual differences in intraindividual change. *Developmental Psychology*, 25, 820-826.
- KELLMAN, P. J. (1996). The origins of object perception. In R. Gelman & T. Au (Eds.), *Perceptual and cognitive development*. San Diego: Academic Press.
- KELLMAN, P. J., & BANKS, M. S. (1998). Infant visual perception. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of child psychology: Vol. 2. Cognition, perception, and language* (5th ed.). New York: Wiley.
- KELLMAN, P. J., & SPELKE, E. S. (1983). Perception of partly occluded objects in infancy. *Cognitive Psychology*, 15, 483-524.

- KEMLER NELSON, D. G., HIRSH-PASEK, K., JUSCZYK, P., & CASSIDY, K. W. (1989). How the prosodic cues in motherese might assist language learning. *Journal of Child Language*, 16, 55-68.
- KENDALL, P. C., & BRASWELL, L. (1985). *Cognitive-behavioral therapy for impulsive children*. New York: Guilford.
- KENDRICK, D. T., & TROST, M. R. (1993). The evolutionary perspective. In A. E. Beall & R. J. Sternberg (Eds.), *The psychology of gender*. New York: Guilford.
- KENT, R. D., & BAUER, H. R. (1985). Vocalizations of one-year-olds. *Journal of Child Language*, 12, 491-526.
- KERNS, K. A. (1994). A longitudinal examination of links between mother-child attachment and children's friendships in early childhood. *Journal of Social and Personal Relationships*, 11, 379-381.
- KERNS, K. A. (1996). Individual differences in friendship quality: Links to child-mother attachment. In W. M. Bukowski, A. F. Newcomb, & W. W. Hartup (Eds.), *The company they keep: Friendship in childhood and adolescence*. New York: Cambridge University Press.
- KERR, M., LAMBERT, W. W., & BEM, D. J. (1996). Life course sequelae of childhood shyness in Sweden: Comparison with the United States. *Developmental Psychology*, 32, 1100-1105.
- KERR, M., LAMBERT, W. W., STATTIN, H., & KLACKENBERG-LARSSON, I. (1994). Stability of inhibition in a Swedish longitudinal sample. *Child Development*, 65, 138-146.
- KIMBALL, M. M. (1989). A new perspective on women's math achievement. *Psychological Bulletin*, 105, 198-214.
- KIMURA, D., & HAMPSON, E. (1994). Cognitive pattern in men and women is influenced by fluctuations in sex hormones. *Current Directions in Psychological Science*, 3, 57-61.
- KIMURA, D., & HAMPSON, E. (1993). Neural and hormonal mechanisms mediating sex differences in cognition. In P. A. Vernon (Ed.), *Biological approaches to the study of human intelligence*. Norwood, NJ: Ablex.
- KISER, L. J., BATES, J. E., MASLIN, C. A., & BAYLES, K. (1986). Mother-infant play at six months as a predictor of attachment security at thirteen months. *Journal of the American Academy of Child Psychiatry*, 25, 68-75.
- KISILEVSKY, B. S., & MUIR, D. W. (1984). Neonatal habituation and dishabituation to tactile stimulation during sleep. *Developmental Psychology*, 20, 367-373.
- KLAHR, D., & MacWHINNEY, B. (1998). Information processing. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of child psychology: Vol. 2. Cognition, perception, and language* (5th ed.). New York: Wiley.
- KLAHR, D., & ROBINSON, M. (1981). Formal assessment of problem solving and planning processes in preschool children. *Cognitive Psychology*, 13, 113-148.
- KLAUS, M. H., & KENNEL, J. H. (1976). *Maternal-infant bonding*. St. Louis, Mo: Mosby.
- KLAUS, M. H., KENNEL, J. H., & KLAUS, P. H. (1995). *Bonding: Building the foundations of secure attachment and independence*. Reading, MA: Addison-Wesley.
- KLEIN, M. W. (1995). Street gang cycles. In J. Q. Wilson & J. Petersilia (Eds.), *Crime*. San Francisco: Institute for Contemporary Studies.
- KLEMCHUK, H. P., BOND, L. A., & HOWELL, D. C. (1990). Coherence and correlates of level 1 perspective taking in young children. *Merrill-Palmer Quarterly*, 36, 369-387.
- KLIMES-DOUGAN, B., & KISTNER, J. (1990). Physically abused preschoolers' responses to peers' distress. *Developmental Psychology*, 26, 599-602.
- KLINNERT, M. D., CAMPOS, J. J., SORCE, J. F., EMDE, R. N., & SVEJDA, M. (1983). Emotions as behavior regulators: Social referencing in infancy. In R. Plutchik & H. Kellerman (Eds.), *Emotions in early development: Vol. 2. The emotions*. New York: Academic Press.
- KLINNERT, M. D., SORCE, J. F., EMDE, R. N., STENBERG, G., & GAENSBURER, T. (1984). Continuities and change in early emotional life: Maternal perceptions of surprise, fear, and anger. In R. N. Emde & R. J. Harmon (Eds.), *Continuities and discontinuities in development*. New York: Plenum.
- KNIGHT, G. P., BERNING, A. L., WILSON, S. L., & CHAO, C. (1987). The effects of information-processing demands and social-situational factors on the social decision making of children. *Journal of Experimental Child Psychology*, 43, 244-259.
- KOCH, R., & De La CRUZ, F. (1991). The danger of birth defects in the children of women with phenylketonuria. *Journal of NIH Research*, 3, 61-63.
- KOCHANSKA, G. (1993). Toward a synthesis of parental socialization and child temperament in early development of conscience. *Child Development*, 64, 325-347.
- KOCHANSKA, G. (1995). Children's temperament, mothers' discipline, and security of attachment: Multiple pathways to emerging internalization. *Child Development*, 66, 597-615.
- KOCHANSKA, G. (1997). Multiple pathways to conscience for children with different temperaments: From toddlerhood to age 5. *Developmental Psychology*, 33, 228-240.
- KOCHANSKA, G., & THOMPSON, R. A. (1997). The emergence and development of conscience in toddlerhood and early childhood. In J. E. Grusec & L. Kuczynski (Eds.), *Handbook of parenting and the transmission of values*. New York: Wiley.
- KOCHANSKA, G., MURRAY, K., & COY, K. C. (1997). Inhibitory control as a contributor to conscience in childhood: From toddler to early school age. *Child Development*, 68, 263-277.
- KOENIGSKNECHT, R. A., & FRIEDMAN, P. (1976). Syntax development in boys and girls. *Child Development*, 47, 1109-1115.
- KOHLBERG, L. (1969). Stage and sequence: The cognitive-developmental approach to socialization. In D. A. Goslin (Ed.), *Handbook of socialization theory and research*. Chicago: Rand McNally.
- KOHLBERG, L. (1984). *The psychology of moral development: The nature and validity of moral stages*. San Francisco: Harper & Row.
- KOHLBERG, L. (1986). A current statement on some theoretical issues. In S. Modgil & C. Modgil (Eds.), *Lawrence Kohlberg: Consensus and controversy*. Philadelphia: Falmer.
- KOHLBERG, L. (1987). The development of moral judgment and moral action. In L. Kohlberg (Ed.), *Child psychology and childhood education: A cognitive-developmental view*. New York: Longman.
- KOHLBERG, L., & CANDEE, D. (1984). The relationship of moral judgment to moral action. In W. M. Kurtines & J. L. Gewirtz (Eds.), *Morality, moral behavior, and moral development*. New York: Wiley.
- KOHLBERG, L., & KRAMER, R. (1969). Continuities and discontinuities in childhood and adult moral development. *Human Development*, 12, 93-120.
- KOHLBERG, L., & ULLIAN, D. Z. (1974). Stages in the development of psychosexual concepts and attitudes. In R. C. Friedman, R. M. Richart, & R. L. VandeWiele (Eds.), *Sex differences in behavior*. New York: Wiley.
- KOHLBERG, L., LEVINE, C., & HEWER, A. (1983). *Moral stages: A current formulation and a response to critics*. Basel, Switzerland: Karger.
- KOHLBERG, L., YAEGER, J., & HJERT-HOLM, E. (1968). Private speech: Four studies and a review of theories. *Child Development*, 39, 817-826.
- KOHLER, F. W., & FOWLER, S. A. (1985). Training prosocial behaviors to young children: An analysis of reciprocity with untrained peers. *Journal of Applied Behavior Analysis*, 18, 187-200.
- KOLB, B. (1989). Brain development, plasticity, and behavior. *American Psychologist*, 44, 1203-1212.
- KONNER, M. J. (1976). Maternal care, infant behavior and development among the Kung. In R. B. Lee & I. DeVore (Eds.), *Kalahari hunter-gatherers*. Cambridge: Harvard University Press.
- KOPP, C. B. (1991). Young children's progression to self-regulation. In M. Bullock (Ed.), *The development of intentional action: Cognitive, motivational, and interactive process*. Basel, Switzerland: Karger.
- KOPP, C. B., & KALER, S. R. (1989). Risk in infancy: Origins and implications. *American Psychologist*, 44, 224-230.

- KORN, S. J.** (1984). Continuities and discontinuities in difficult/easy temperament: Infancy to young adulthood. *Merrill-Palmer Quarterly*, 30, 189-199.
- KORNER, A. F., & THOMAN, E.** (1970). Visual alertness in neonates as evoked by maternal care. *Journal of Experimental Child Psychology*, 10, 67-78.
- KORNHABER, M.** (1994). *The theory of multiple intelligences: Why and how schools use it*. Cambridge: Harvard Graduate School of Education.
- KORNHABER, M., KRECHEVSKY, M., & GARDNER, H.** (1990). Engaging intelligence. *Educational Psychologist*, 25, 377-199.
- KOSTELNY, K., & GARBARINO, J.** (1994). Coping with the consequences of living in danger: The case of Palestinian children and youth. *International Journal of Behavioral Development*, 17, 595-611.
- KOURILSKY, M., & KEHRET-WARD, T.** (1984). Kindergarten's attitudes toward distributive justice: Experiential mediators. *Merrill-Palmer Quarterly*, 30, 49-64.
- KOZOL, J.** (1991). *Savage inequalities: Children in America's schools*. New York: Crown.
- KOZULIN, A.** (1990). *Vygotsky's psychology*. Cambridge: Harvard University Press.
- KRAFT, R. H.** (1984). Lateral specialization and verbal/spatial ability in preschool children: Age, sex, and familial handedness differences. *Neuropsychologia*, 22, 319-335.
- KREBS, D.** (1987). The challenge of altruism in biology and psychology. In C. Crawford, M. Smith, & D. Krebs (Eds.), *Sociobiology and psychology: Ideas, issues, and applications*. Hillsdale, NJ: Erlbaum.
- KREBS, D., DENTON, K., & HIGGINS, N. C.** (1987). On the evolution of self-knowledge and self-deception. In K. B. MacDonald (Ed.), *Sociobiological perspectives on human development*. New York: Springer-Verlag.
- KREBS, D. L., & GILLMORE, J.** (1982). The relationship and the first stages of cognitive development, role-taking abilities, and moral development. *Child Development*, 53, 877-886.
- KREBS, D. L., & VAN HESTEREN, F.** (1994). The development of altruism: Toward an integrative model. *Developmental Review*, 14, 103-158.
- KREIPE, R. E., & STRAUSS, J.** (1989). Adolescent medical disorders, behavior and development. In G. R. Adams, R. Montemavor, & T. P. Gullotta (Eds.), *Biology of adolescent behavior and development*. Newbury Park, CA: Sage.
- KREITLER, S., & KREITLER, H.** (1989). Horizontal decalage: A problem and its solution. *Cognitive Development*, 4, 89-119.
- KREUTZER, M. A., LEONARD, C., & FLAVELL, J. H.** (1975). An interview study of children's knowledge about memory. *Monographs of the Society for Research in Child Development*, 40 (1, Serial No. 159).
- KREVANS, J., & GIBBS, J. C.** (1996). Parents' use of inductive discipline: Relations to children's empathy and prosocial behavior. *Child Development*, 67, 3263-3277.
- KRISTOF, N. D.** (1993, July 21). Ultrasound undertaker: China's peasants find new way to avoid unwanted daughters. *The Denver Post*, p. 2A.
- KROLL, J.** (1977). The concept of childhood in the middle ages. *Journal of the History of Behavioral Sciences*, 13, 384-393.
- KROPP, J. P., & HAYNES, O. M.** (1987). Abusive and nonabusive mothers' ability to identify general and specific emotion signals of infants. *Child Development*, 58, 187-190.
- KRUGER, A. C.** (1992). The effect of peer and adult-child transactional discussions on moral reasoning. *Merrill-Palmer Quarterly*, 38, 191-211.
- KUCHUK, A., VIBBERT, M., & BORNSTEIN, M. H.** (1986). The perception of smiling and its experiential correlates in three-month-old infants. *Child Development*, 57, 1054-1061.
- KUCZAJ, S. A.** (1977). The acquisition of regular and irregular past tense forms. *Journal of Verbal Learning and Verbal Behavior*, 16, 589-600.
- KUCZAJ, S. A.** (1982). Language play and language acquisition. In H. W. Reese (Ed.), *Advances in child development and behavior* (Vol. 17). New York: Academic Press.
- KUHL, P. K.** (1991). Perception, cognition, and the ontogenetic and phylogenetic emergence of human speech. In S. Brauth, W. Hall, & R. Dooling (Eds.), *Plasticity of development*. Cambridge: MIT Press/Bradford Books.
- KUHL, P. K.** (1993). Early linguistic experience and phonetic perception: Implications for theories of developmental speech perception. *Journal of Phonetics*, 21, 125-139.
- KUHL, P. K., & MELTZOFF, A. N.** (1988). Speech as an intermodal object of perception. In A. Yonas (Ed.), *Minnesota symposia on child psychology: Vol. 20. Perceptual development in infancy*. Hillsdale, NJ: Erlbaum.
- KUHN, D.** (1991). *The skills of argument*. New York: Cambridge University Press.
- KUHN, D.** (1992a). Cognitive development. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental psychology: An advanced textbook* (3rd ed.). Hillsdale, NJ: Erlbaum.
- KUHN, D.** (1992b). Piaget's child as scientist. In H. Beilin & P. B. Pufall (Eds.), *Piaget's theory: Prospects and possibilities*. Hillsdale, NJ: Erlbaum.
- KUHN, D.** (1995). Microgenetic study of change: What has it told us? *Psychological Science*, 6, 133-139.
- KUHN, D., HO, V., & ADAMS, C.** (1979). Formal reasoning among pre- and late-adolescents. *Child Development*, 50, 1128-1135.
- KUHN, D., LANGER, J., KOHLBERG, L., & HAAN, N. S.** (1977). The development of formal operations in logical and moral judgment. *Genetic Psychology Monographs*, 95, 97-188.
- KULIN, H. E.** (1991). Puberty, hypothalamic-pituitary changes of. In R. M. Lerner, A. C. Peterson, & J. Brooks-Gunn (Eds.), *Encyclopedia of adolescence* (Vol. 2). New York: Garland.
- KUPERSMIDT, J. B., & TREJOS, L.** (1987, April). *Behavioral correlates of sociometric status among Costa Rican children*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore.
- KUPERSMIDT, J. B., DE ROSIER, M. E., & PATTERSON, C. P.** (1995). Similarity as the basis for children's friendships: The roles of sociometric status, aggressive and withdrawn behavior, academic achievement, and demographic characteristics. *Journal of Social and Personal Relationships*, 12, 439-452.
- KURDEK, L. A.** (1978). Perspective taking as the cognitive basis of children's moral development: A review of the literature. *Merrill-Palmer Quarterly*, 34, 3-28.
- KURTINES, W. M., & GRIEF, E. B.** (1974). The development of moral thought: Review and evaluation of Kohlberg's approach. *Psychological Bulletin*, 81, 453-470.
- KURTINES, W. M., ALVAREZ, M., & AZMITIA, M.** (1990). Science and morality: The role of values in science and the study of moral phenomena. *Psychological Bulletin*, 107, 283-295.
- KURTZ, B. E., & BORKOWSKI, J. G.** (1987). Development of strategic skills in impulsive and reflective children: A longitudinal study of metacognition. *Journal of Experimental Child Psychology*, 43, 129-148.
- KURTZ, B. E., SCHNEIDER, W., CARR, M., & RELLINGER, E.** (1990). Strategy instruction and attributional beliefs in West Germany and the United States: Do teachers foster metacognitive development? *Contemporary Educational Psychology*, 15, 268-283.
- KUTNICK, P.** (1986). The relationship of moral judgment and moral action: Kohlberg's theory, criticism and revision. In S. Modgil & C. Modgil (Eds.), *Lawrence Kohlberg: Consensus and controversy*. Philadelphia: Falmer.
- LABORATORY OF COMPARATIVE HUMAN COGNITION.** (1983). Culture and cognitive development. In P. H. Mussen (Series Ed.) & W. Kessen (Vol. Ed.), *Handbook of child psychology: Vol. 1. History, theory, and methods*. New York: Wiley.
- LABOV, W.** (1997). Testimony before the United States Senate Subcommittee on Appropriations.
- LADD, G. W.** (1990). Having friends, keeping friends, making friends, and being liked by peers in the classroom: Predictors of children's early school adjustment? *Child Development*, 61, 1081-1100.
- LADD, G. W.** (1992). Themes and theories: Perspectives on processes in family-peer relationships. In R. D. Parke & G. W. Ladd (Eds.), *Family-peer relationships: Modes of linkage*. Hillsdale, NJ: Erlbaum.
- LADD, G. W., & COLEMAN, C. C.** (1997). Children's classroom peer relationships and early

- school attitudes: Concurrent and longitudinal associations. *Early Education and Development*, 8, 51-66.
- LADD, G. W., & COLEMAN, C. (1993). Young children's peer relationships: Forms, features, and functions. In B. Spodek (Ed.), *Handbook of research on the education of young children* (2nd ed.). New York: Macmillan.
- LADD, G. W., & HART, C. H. (1992). Creating informal play opportunities: Are parents' and pre-schoolers' initiations related to children's competence with peers? *Developmental Psychology*, 28, 1179-1187.
- LADD, G. W., & LESIEUR, K. D. (1995). Parents and children's peer relationships. In M. H. Bornstein (Ed.), *Handbook of parenting*. Vol. 4. *Applied and practical parenting*. Mahwah, NJ: Erlbaum.
- LADD, G. W., KOCHENDERFER, B. J., & COLEMAN, C. C. (1996). Friendship quality as a predictor of young children's early school adjustment. *Child Development*, 67, 1103-1118.
- LADD, G. W., PROFILLET, S. M., & HART, C. H. (1992). Parents' management of children's peer relations: Facilitating and supervising children's activities in the peer culture. In R. D. Parke & G. W. Ladd (Eds.), *Family-peer relationships: Modes of linkage*. Hillsdale, NJ: Erlbaum.
- LAFFRENIERE, P., & CHARLESWORTH, W. R. (1983). Dominance, attention, and affiliation in a preschool group. A nine-month longitudinal study. *Ethology and Sociobiology*, 4, 55-67.
- LAFFRENIERE, P., & SROUFE, L. A. (1985). Profiles of peer competence in the preschool: Interrelations between measures, influence of social ecology, and relation to attachment history. *Developmental Psychology*, 21, 56-69.
- LAFFRENIERE, P., STRAYER, F. F., & GAUTHIER, R. (1984). The emergence of same-sex affiliative preferences among preschool peers: A developmental/ethological perspective. *Child Development*, 55, 1958-1965.
- LAGASSE, L. L., GRUBER, C. P., & LIPSITT, L. P. (1989). The infantile expression of avidity in relation to later assessments of inhibition and attachment. In J. S. Reznick (Ed.), *Perspectives on behavioral inhibition*. Chicago: University of Chicago Press.
- LAGRECA, A. M. (1993). Social skills training with children: Where do we go from here? *Journal of Clinical Child Psychology*, 22, 288-298.
- LAHEY, B. B., HAMMER, D., CRUMRINE, P. L., & FOREHAND, R. L. (1980). Birth order X sex interactions in child behavior problems. *Developmental Psychology*, 16, 608-615.
- LAKIN, M., LAKIN, M. G., & CONSTANZO, P. R. (1979). Group processes in early childhood: A dimension of human development. *International Journal of Behavioral Development*, 2, 171-183.
- LAMAZE, F. (1970). *Painless childbirth: Psychophysical method*. Chicago: Henry Regnery.
- LAMB, M. E. (1986). The changing roles of fathers. In M. E. Lamb (Ed.), *The father's role: Applied perspectives*. New York: Wiley.
- LAMB, M. E. (1998). Nonparental child care: Context, quality, correlates, and consequences. In I. E. Sigel & K. A. Renninger (Eds.), *Handbook of child psychology: Vol. 4. Child psychology in practice*. New York: Wiley.
- LAMB, M. E., & HWANG, C. (1982). Maternal attachment and mother-neonate bonding: A critical review. In M. E. Lamb & A. L. Brown (Eds.), *Advances in developmental psychology* (Vol. 2). Hillsdale, NJ: Erlbaum.
- LAMB, M. E., & ROOPNARINE, J. L. (1979). Peer influences on sex-role development in preschoolers. *Child Development*, 50, 1219-1222.
- LAMB, M. E., & STERNBERG, K. J. (1998). Child care in context. The role and impact of early nonparental child care. In W. Damon (Ed.), *Handbook of child psychology: Vol. 4. Child psychology in practice*. New York: Wiley.
- LAMB, M. E., EASTERBROOKS, M. A., & HOLDEN, G. W. (1980). Reinforcement and punishment among preschoolers: Characteristics, effects, and correlates. *Child Development*, 51, 1230-1236.
- LAMB, M. E., KETTERLINUS, R. D., & FRACASSO, M. P. (1980). Parent-child relationships. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental psychology: An advanced textbook* (3rd ed.). Hillsdale, NJ: Erlbaum.
- LAMB, M. E., MORRISON, D. C., & MALKIN, C. M. (1987). The development of infant social expectations in face-to-face interaction: A longitudinal study. *Merrill-Palmer Quarterly*, 33, 241-254.
- LAMB, M. E., STERNBERG, K., & PRODRONIDIS, M. (1992). Nonmaternal care and the security of infant-mother attachment: A reanalysis of the data. *Infant Behavior and Development*, 15, 71-83.
- LAMB, M. E., THOMPSON, R. A., & FRODIP, A. M. (1982). Early social development. In R. Vasta (Ed.), *Strategies and techniques of child study*. New York: Academic Press.
- LAMBORN, S. D., MOUNTS, N. S., STEINBERG, L., & DORNBUSCH, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62, 1049-1065.
- LANDAU, B. (1991). Spatial representation of objects in the young blind child. *Cognition*, 38, 145-178.
- LANE, I. M., & COON, R. C. (1972). Reward allocation in preschool children. *Child Development*, 43, 1382-1389.
- LANGER, O. (1990). Critical issues in diabetes and pregnancy. In J. R. Merkatz & J. E. Thompson (Eds.), *New perspectives on prenatal care*. New York: Elsevier.
- LANGER, W. L. (1974). Infanticide: A historical survey. *History of Childhood Quarterly*, 1, 58-365.
- LANGLOIS, J. H. (1986). From the eye of the beholder to behavioral reality: Development of social behaviors and social relations as a function of physical attractiveness. In C. P. Herman, M. P. Zanna, & E. T. Higgins (Eds.), *Physical appearance, stigma, and social behavior*. Hillsdale, NJ: Erlbaum.
- LANGLOIS, J. H., & DOWNS, A. C. (1979). Peer relations as a function of physical attractiveness: The eye of the beholder or behavioral reality? *Child Development*, 50, 409-418.
- LANGLOIS, J. H., RITTER, J. M., CASEY, R. J., & SAWIN, D. B. (1995). Infant attractiveness predicts maternal behaviors and attitudes. *Developmental Psychology*, 31, 464-472.
- LANZA, E. (1992). Can bilingual two-year-olds code-switch? *Journal of Child Language*, 19, 633-658.
- LAPSLEY, D. K., & QUINTANA, S. M. (1985). Integrative themes in social and developmental theories of self. In J. B. Pevor & J. D. Dav (Eds.), *The development of social cognition*. New York: Springer-Verlag.
- LARGO, R. H., MOLINARI, L., WEBER, M., PINTO, L. C., & DUC, G. (1985). Early development of locomotion: Significance of prematurity, cerebral palsy and sex. *Developmental Medicine and Child Neurology*, 27, 183-191.
- LARNER, M., HALPERN, R., & HARKAVY, O. (Eds.). (1992). *Fair start for children: Lessons learned from seven demonstration projects*. New Haven, CT: Yale University Press.
- LARRABEE, M. J. (Ed.). (1993). *An ethic of care: Feminist and interdisciplinary perspectives*. New York: Routledge.
- LARSEN, S. F. (1992). Potential flashbulbs: Memories of ordinary news as the baseline. In E. Winograd & U. Neisser (Eds.), *Affect and accuracy in recall: Studies of flashbulb memories*. New York: Cambridge University Press.
- LARSSON, G., BOHLIN, A. B., & TUNELL, R. (1985). Prospective study of children exposed to variable amounts of alcohol in utero. *Archives of Disease in Childhood*, 60, 316-321.
- LATORRE, R. A., YU, L., PORTIN, L., & MARRACHE, M. (1983). Gender-role adoption and sex as academic and psychological risk factors. *Sex Roles*, 9, 1127-1136.
- LAURSEN, B. (1993). Conflict management among close peers. In B. Laursen (Ed.), *New directions for child development*. No. 60. *Close friendships in adolescence*. San Francisco: Jossey-Bass.
- LAURSEN, B., HARTUP, W. W., & KOPLAS, A. L. (1996). Towards understanding peer conflict. *Merrill-Palmer Quarterly*, 42, 76-102.
- LAZAR, I., & DARLINGTON, R. (1982). Lasting effects of early education: A report from the Consortium for Longitudinal Studies. *Monographs of the Society for Research in Child Development*, 47 (2-3, Serial No. 195).
- LEADBEATER, B. J., & BISHOP, S. J. (1994). Predictors of behavior problems in preschool children of inner-city Afro-American and Puerto Rican adolescent mothers. *Child Development*, 65, 638-648.
- LEAPER, C. (Ed.). (1994). *Childhood gender segregation: Causes and consequences*. San Francisco: Jossey-Bass.

- LEAPER, C., ANDERSON, K. J., & SANDERS, P. (1998). Moderators of gender effects on parents' talk to their children: A meta-analysis. *Developmental Psychology*, 34, 9-27.
- LEAVITT, L., & FOX, N. (Eds.). (1995). *Psychological effects of war and violence on children*. Hillsdale, NJ: Erlbaum.
- LEBOYER, F. (1975). *Birth without violence*. New York: Knopf.
- LEE, C., & BATES, J. E. (1985). Mother-child interaction at the age of two years and perceived difficult temperament. *Child Development*, 56, 1314-1325.
- LEE, D. N., & ARONSON, E. (1974). Visual proprioceptive control of standing in human infants. *Perception and Psychophysics*, 15, 529-532.
- LEE, V. E., BROOKS-GUNN, J., SCHNUR, E., & LIAW, F.-R. (1990). Are Head Start effects sustained? A longitudinal follow-up comparison of disadvantaged children attending Head Start, no preschool, and other preschool programs. *Child Development*, 61, 495-507.
- LEE, V. E., BURKHAM, D. T., ZMILES, H., & LADEWSKI, J. (1994). Family structure and its effect on behavioral and emotional problems in young adolescents. *Journal of Research on Adolescence*, 4, 405-437.
- LEGER, D. W., THOMPSON, R. A., MERRITT, J. A., & BENZ, J. J. (1996). Adult perception of emotion intensity in human infant cries: Effects of infant age and cry acoustics. *Child Development*, 67, 3238-3249.
- LEGERSTEE, M., ANDERSON, D., & SCHAFER, A. (1998). Five- and eight-month-old infants recognize their faces and voices as familiar and social stimuli. *Child Development*, 69, 37-50.
- LEI, T., & CHENG, S. (1989). A little but special light on the universality of moral judgment development. In L. Kohlberg, D. Candee, & A. Colby (Eds.), *Rethinking moral development*. Cambridge: Harvard University Press.
- LEIDERMAN, P. H., & SEASHORE, M. J. (1975). Mother-infant separation. Some delayed consequences. In *Parent-infant interaction* (CIBA Foundation Symposium No. 33). New York: Elsevier.
- LEIJON, I. (1980). Neurology and behavior of newborn infants delivered by vacuum extraction of maternal indication. *Acta Paediatrica Scandinavica*, 69, 626-631.
- LEINBACH, M. D., & FAGOT, B. I. (1993). Categorical habituation to male and female faces: Gender schematic processing in infancy. *Infant Behavior and Development*, 16, 317-332.
- LEITER, M. P. (1977). A study of reciprocity in preschool play groups. *Child Development*, 48, 1288-1295.
- LEMPERS, J. D., FLAVELL, E. R., & FLAVELL, J. H. (1977). The development in very young children of tacit knowledge concerning visual perception. *Genetic Psychology Monographs*, 95, 3-53.
- LEMPERT, H. (1984). Topic as starting point for syntax. *Monographs of the Society for Research in Child Development*, 49 (5, Serial No. 208).
- LENNEBERG, E. H. (1967). *Biological foundations of language*. New York: Wiley.
- Lennon, R., & Eisenberg, N. (1987). Gender and age differences in empathy and sympathy. In N. Eisenberg & J. Straver (Eds.), *Empathy and its determinants*. New York: Cambridge University Press.
- LEON, G. R. (1991). Bulimia nervosa in adolescence. In R. M. Lerner, A. C. Petersen, & J. Brooks-Gunn (Eds.), *Encyclopedia of adolescence*. New York: Garland.
- LEON, M. (1982). Rules in children's moral judgments: Integration of intent, damage, and rationale information. *Developmental Psychology*, 18, 835-842.
- LEPPERT, P. C., NAMEROW, P. B., & BARKER, D. (1986). Pregnancy outcomes among adolescent and older women receiving comprehensive prenatal care. *Journal of Adolescent Health Care*, 7, 112-117.
- LENER, R. M. (1982). Children and adolescents as producers of their own development. *Developmental Review*, 2, 342-370.
- LENER, R. M., & VON EYE, A. (1992). Sociobiology and human development: Arguments and evidence. *Human Development*, 35, 12-35.
- LENER, R. M., CASTELLINO, D. R., TERRY, P. A., VILLARRUEL, F. A., & MCKINNEY, M. H. (1995). Developmental contextual perspective on parenting. In M. H. Bornstein (Ed.), *Handbook of parenting: Vol. 2 Biology and ecology of parenting*. Mahwah, NJ: Erlbaum.
- LENER, R. M., LERNER, J. V., & TUBMAN, J. (1989). Organismic and contextual bases of development in adolescence: A developmental contextual view. In G. R. Adams, R. Montemayor, & T. P. Gullotta (Eds.), *Biology of adolescent behavior and development*. Newbury Park, CA: Sage.
- LESLIE, A. M., & KEEBLE, S. (1987). Do six-month-olds perceive causality? *Cognition*, 23, 265-288.
- LESTER, B. M., HOFFMAN, J., & BRAZELTON, T. B. (1985). The rhythmic structure of mother-infant interaction in term and preterm infants. *Child Development*, 56, 15-27.
- LESTER, B. M. (1976). Spectrum analysis of the cry sounds of well-nourished and malnourished infants. *Child Development*, 47, 237-241.
- LESTER, B. M. (1984). A biosocial model of infant crying. In L. P. Lipsitt (Ed.), *Advances in infancy research* (Vol. 3). Norwood, NJ: Ablex.
- LEUNG, E. H. L., & RHEINGOLD, H. L. (1981). Development of pointing as a social gesture. *Developmental Psychology*, 17, 215-220.
- LEVAY, S. (1991). A difference in hypothalamic structure between heterosexual and homosexual men. *Science*, 253, 1084-1087.
- LEVAY, S. (1993). *The sexual brain*. Cambridge: MIT Press.
- LEVIN, M. (1994). Comment on the Minnesota Transracial Adoption Study. *Intelligence*, 19, 13-20.
- LEVIT, A. G., & UTMAN, J. G. A. (1992). From babbling towards the sound systems of English and French: A longitudinal two-case study. *Journal of Child Language*, 19, 19-49.
- LEVITT, M. J., GUACCI-FRANCO, N., & LEVITT, J. L. (1993). Convoys of social support in childhood and early adolescence: Structure and function. *Developmental Psychology*, 29, 811-818.
- LEVITT, M. J., WEBER, R. A., CLARK, M. C., & MCDONNELL, P. (1985). Reciprocity of exchange in toddler sharing behavior. *Developmental Psychology*, 21, 122-123.
- LEVY, G. D. (1989). Developmental and individual differences in preschoolers' recognition memories: The influences of gender schematization and verbal labeling of information. *Sex Roles*, 21, 305-324.
- LEVY, G. D., & CARTER, D. B. (1989). Gender schema, gender constancy, and gender-role knowledge: The roles of cognitive factors in preschoolers' gender-role stereotype attributions. *Developmental Psychology*, 25, 444-449.
- LEVY, G. D., & FIVUSH, R. (1993). Scripts and gender: A new approach for examining gender-role development. *Developmental Psychology*, 13, 126-146.
- LEVY, G. D., TAYLOR, M. G., & GELMAN, S. A. (1995). Traditional and evaluative aspects of flexibility in gender roles, social conventions, moral rules, and physical laws. *Child Development*, 66, 515-531.
- LEVY, J. (1981). Lateralization and its implications for variation in development. In E. S. Gollin (Ed.), *Developmental plasticity*. New York: Academic Press.
- LEWIS, M. (1981). Self-knowledge: A social cognitive perspective on gender identity and sex-role development. In M. F. Lamb & L. R. Sherrod (Eds.), *Infant social cognition: Empirical and theoretical considerations*. Hillsdale, NJ: Erlbaum.
- LEWIS, M. (1987a). Early sex role behavior and school age adjustment. In J. M. Reinsch, L. A. Rosenblum, & S. A. Sanders (Eds.), *Masculinity/femininity: Basic perspectives*. New York: Oxford University Press.
- LEWIS, M. (1987b). Social development in infancy and early childhood. In J. D. Osofsky (Ed.), *Handbook of infant development* (2nd ed.). New York: Wiley.
- LEWIS, M. (1993). Early socioemotional predictors of cognitive competence at 4 years. *Developmental Psychology*, 29, 1036-1045.
- LEWIS, M. (1993). Self-conscious emotions: Embarrassment, pride, shame, and guilt. In M. Lewis & J. Haviland (Eds.), *The handbook of emotions*. New York: Guilford.
- LEWIS, M. (1994). Myself and me. In S. T. Parker, R. W. Mitchell, & M. L. Boccia (Eds.), *Self-awareness in animals and humans: Developmental perspectives*. New York: Cambridge University Press.

- LEWIS, M. (1995a). Aspects of the self: From systems to ideas. In P. Rochat (Ed.), *The self in early infancy: Theory and research*. North Holland, Netherlands: Elsevier.
- LEWIS, M. (1995b). Embarrassment: The emotion of self-exposure and evaluation. In J. Tangney & K. Fischer (Eds.), *Self-conscious emotions: The psychology of shame, guilt, embarrassment, and pride*. New York: Guilford.
- LEWIS, M., & BROOKS-GUNN, J. (1979). *Social cognition and the acquisition of self*. New York: Plenum.
- LEWIS, M., & RAMSEY, D. S. (1997). Stress reactivity and self-recognition. *Child Development*, 68, 621-629.
- LEWIS, M., ALESSANDRI, S. M., & SULLIVAN, M. W. (1990). Violation of expectancy, loss of control, and anger expression in young infants. *Developmental Psychology*, 26, 745-751.
- LEWIS, M., FEIRING, C., MCGUFFOG, C., & JASKIR, J. (1984). Predicting psychopathology in six-year-olds from early social relations. *Child Development*, 55, 123-136.
- LEWIS, M., RAMSEY, D. S., & KAWAKAMI, K. (1993). Differences between Japanese infants and Caucasian-American infants in behavioral and cortisol response to inoculation. *Child Development*, 64, 1722-1731.
- LEWKOWICZ, D. J., & LICKLITER, R. (Eds.) (1994). *The development of intersensory perception: Comparative perspectives*. Hillsdale, NJ: Erlbaum.
- LEYENDECKER, B., & SCHOLMERICH, A. (1991). An ecological perspective on infant development. In M. E. Lamb & H. Keller (Eds.), *Infant development: Perspectives from German-speaking countries*. Hillsdale, NJ: Erlbaum.
- LIBEN, L. S., & SIGNORELLA, M. L. (Eds.) (1987). *New directions for child development: No. 38. Children's gender schemata*. San Francisco: Jossey-Bass.
- LIDDELL, C., & KRUGER, P. (1987). Activity and social behavior in a South African township nursery: Some effects of crowding. *Merrill-Palmer Quarterly*, 33, 195-211.
- LIDDELL, C., & KRUGER, P. (1989). Activity and social behavior in a crowded South African nursery: A follow-up study on the effects of crowding at home. *Merrill-Palmer Quarterly*, 35, 209-226.
- LIDZ, C. S. (1992). Dynamic assessment: Some thoughts on the model, the medium, and the message. *Learning and Individual Differences*, 4, 125-136.
- LIEBERT, R. M. (1984). What develops in moral development? In W. M. Kurtines & J. L. Gewirtz (Eds.), *Morality, moral behavior, and moral development*. New York: Wiley.
- LIEBERT, R. M., & SPRAFKIN, J. (1988). *The early window: Effects of television on children and youth* (3rd ed.). New York: Pergamon.
- LINDBERG, M. A. (1980). Is knowledge base development a necessary and sufficient condition for memory development? *Journal of Experimental Child Psychology*, 30, 401-410.
- LINDSEY, E. W., MIZE, J., & PETTIT, G. S. (1997). Differential play patterns of mothers and fathers of sons and daughters: Implications for children's gender role development. *Sex Roles*, 17, 645-661.
- LINN, M. C., & PETERSEN, A. C. (1985). Emergence and characterization of sex differences in spatial ability: A meta-analysis. *Child Development*, 56, 1479-1498.
- LIPSCOMB, T. J., MCALLISTER, H. A., & BREGMAN, N. J. (1985). A developmental inquiry into the effects of multiple models on children's generosity. *Merrill-Palmer Quarterly*, 31, 335-344.
- LIPSITT, L. P. (1977). Taste in human neonates: Its effect on sucking and heart rate. In J. M. Weiffenbach (Ed.), *Taste and development: The genesis of sweet preference*. Washington, DC: U.S. Government Printing Office.
- LIPSITT, L. P. (1990). Learning and memory in infants. *Merrill-Palmer Quarterly*, 36, 53-66.
- LIPSITT, L. P. (1992). Discussion: The Bayley Scales of Infant Development: Issues of prediction and outcome revisited. In C. Rovee-Collier & L. P. Lipsitt (Eds.), *Advances in infancy research* (Vol. 7). Norwood, NJ: Ablex.
- LIPSITT, L. P., ENGEN, T., & KAYE, H. (1965). Developmental changes in the olfactory threshold of the neonate. *Child Development*, 34, 371-376.
- LIST, J. A., COLLINS, W. A., & WESTBY, S. D. (1983). Comprehension and inferences from traditional and nontraditional sex-role portrayals on television. *Child Development*, 54, 1579-1587.
- LOBEL, M., DUNKEL-SCHETTER, C., & SCRIMSHAW, S. C. M. (1992). Prenatal maternal stress and prematurity: A prospective study of socioeconomically disadvantaged women. *Health Psychology*, 11(1), 32-40.
- LOBEL, T. E., & MENASHRI, J. (1993). Relations of conceptions of gender-role transgressions and gender constancy to gender-typed toy preferences. *Developmental Psychology*, 29, 150-155.
- LOCHMAN, J. E., & WAYLAND, K. (1994). Aggression, social acceptance and race as predictors of negative adolescent outcomes. *Journal of the American Academy of Child and Adolescent Psychiatry*, 33, 1026-1035.
- LOCHMAN, J. E., BURCH, P. P., CURRY, J. F., & LAMPRON, L. B. (1984). Treatment and generalization effects of cognitive-behavioral and goal-setting interventions with aggressive boys. *Journal of Consulting and Clinical Psychology*, 52, 915-916.
- LOCKE, J. (1824). *An essay concerning human understanding*. New York: Seaman. (Original work published 1694).
- LOCKE, J. L. (1989). Babbling and early speech: Continuity and individual differences. *First Language*, 9, 191-206.
- LOCKE, J. L. (1993). *The child's path to spoken language*. Cambridge: Harvard University Press.
- LOCKE, J. L., & PEARSON, D. M. (1990). Linguistic significance of babbling: Evidence from a tracheostomized infant. *Journal of Child Language*, 17, 1-16.
- LOCKHEED, M. (1985). Women, girls, and computers: A first look at the evidence. *Sex Roles*, 13, 115-122.
- LOCKMAN, J. J. (1984). The development of detour ability during infancy. *Child Development*, 55, 482-491.
- LOEBER, R., & FARRINGTON, D. P. (Eds.) (1998). *Serious and violent juvenile offenders: Risk factors and successful interventions*. Thousand Oaks, CA: Sage.
- LOEBER, R., & HAY, D. F. (1997). Key issues in the development of aggression and violence from childhood to early adulthood. *Annual Review of Psychology*, 48, 371-410.
- LOEBER, R., & STOUTHAMER-LOEBER, M. (1998). Development of juvenile aggression and violence: Some common misconceptions and controversies. *American Psychologist*, 53, 242-259.
- LOEHLIN, J. C., LINDZEY, G., & SPUHLER, J. N. (1975). *Race differences in intelligence*. San Francisco: W. H. Freeman.
- LOLLIS, S. P., ROSS, H. S., & TATE, E. (1992). Parents' regulation of children's peer interactions: Direct influences. In R. D. Parke & G. W. Ladd (Eds.), *Family-peer relationships: Modes of linkage*. Hillsdale, NJ: Erlbaum.
- LONG, B. C. (1989). Sex-role orientation, coping strategies, and self-efficacy of women in traditional and nontraditional occupations. *Psychology of Women Quarterly*, 13, 307-324.
- LONGAN, C. J., & WHITEHURST, G. J. (in press). Examination of the relative influence of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. *Early Childhood Research Quarterly*.
- LORE, R. E., & SCHULTZ, L. A. (1998). Control of human aggression: A comparative perspective. *American Psychologist*, 48, 16-25.
- LORENZ, K. Z. (1987). The companion in the bird's world. *Auk*, 54, 245-273.
- LORENZ, K. Z. (1950). Innate behaviour patterns. *Symposia for the Society of Experimental Biology*, 4, 211-268.
- LORENZ, K. Z. (1981). *The foundations of ethology*. New York: Springer-Verlag.
- LOTT, B., & MALUSO, D. (1995). The social learning of gender. In A. E. Beall & R. J. Sternberg (Eds.), *The psychology of gender*. New York: Guilford.
- LOUDAL, L. T. (1989). Sex role messages in television commercials: An update. *Sex Roles*, 21, 715-724.
- LOUNSBURY, M. L., & BATES, J. E. (1982). The cries of infants of differing levels of perceived temperamental difficultness: Acoustic properties and effects on listeners. *Child Development*, 53, 677-686.

- LOURENCO, O., & MACHADO, A. (1996). In defense of Piaget's theory: A reply to 10 common criticisms. *Psychological Review*, 103, 143-164.
- LOVELAND, K. A. (1986). Discovering the affordances of a reflecting surface. *Developmental Review*, 6, 1-24.
- LOWREY, G. H. (1978). *Growth and development of children* (7th ed.). Chicago: Year Book Medical Publishers.
- LOZOFF, B., WOLFF, A., & DAVIS, N. (1984). Cosleeping in urban families with young children in the United States. *Pediatrics*, 74, 171-182.
- LUDEMANN, P. M. (1991). Generalized discrimination of positive facial expressions by seven- and ten-month-old infants. *Child Development*, 62, 55-67.
- LUECKE-ALEKSA, D., ANDERSON, D. R., COLLINS, P. A., & SCHMITT, K. L. (1995). Gender constancy and television viewing. *Developmental Psychology*, 31, 773-780.
- LUMMIS, M., & STEVENSON, H. W. (1990). Gender differences in beliefs and achievement: A cross-cultural study. *Developmental Psychology*, 26, 254-265.
- LUNDMAN, R. J. (1984). *Prevention and control of juvenile delinquency*. New York: Oxford University Press.
- LURIA, A. R. (1961). *The role of speech in the regulation of normal and abnormal behavior*. New York: Liveright.
- LURIA, A. R. (1982). *Language and cognition*. New York: Wiley.
- LUSTER, T., & DENBOW, E. (1992). Home environment and maternal intelligence as predictors of verbal intelligence: A comparison of preschool and school-age children. *Merrill-Palmer Quarterly*, 38, 151-175.
- LYNCH, M. P., & EILERS, R. E. (1992). A study of perceptual development for musical tuning. *Perception and Psychophysics*, 52, 599-608.
- LYNCH, M. P., EILERS, R. E., OLLER, K. D., & URBANO, R. C. (1990). Innateness, experience, and music perception. *Psychological Science*, 1, 272-276.
- LYNCH, M. P., SHORT, L. B., & CHUA, R. (1995). Contributions of experience to the development of musical processing in infancy. *Developmental Psychobiology*, 28, 377-398.
- LYON, T. D., & FLAVELL, J. H. (1993). Young children's understanding of forgetting over time. *Child Development*, 64, 789-800.
- LYONS, J. A., & SERBIN, L. A. (1986). Observer bias in scoring boys' and girls' aggression. *Sex Roles*, 14, 301-313.
- LYONS-RUTH, K., ALPERN, L., & REPACHOLI, B. (1995). Disorganized infant attachment classification and maternal psychosocial problems as predictors of hostile-aggressive behavior in the pre-school classroom. *Child Development*, 64, 572-585.
- LYONS-RUTH, K., CONNELL, D. B., & ZOLL, D. (1989). Patterns of maternal behavior among infants at risk for abuse: Relations with infant attachment behavior and infant development at 12 months of age. In D. Cicchetti & V. Carlson (Eds.), *Child maltreatment: Theory and research on the causes and consequences of child abuse and neglect*. New York: Cambridge University Press.
- LYTTON, H. (1977). Do parents create, or respond to, differences in twins? *Developmental Psychology*, 13, 456-459.
- LYTTON, H. (1980). *Parent-child interaction. The socialization process observed in twin and singleton families*. New York: Plenum.
- LYTTON, H., & ROMNEY, D. M. (1991). Parents' sex-related differential socialization of boys and girls: A meta-analysis. *Psychological Bulletin*, 109, 267-296.
- MACCOBY, E. E. (1978). *The two sexes: Growing up apart, coming together*. Cambridge, MA: Harvard University Press.
- MACCOBY, E. E. (1990). Gender and relationships: A developmental account. *American Psychologist*, 45, 513-521.
- MACCOBY, E. E. (1992). The role of parents in the socialization of children: An historical overview. *Developmental Psychology*, 28, 1006-1017.
- MACCOBY, E. E. (1995). The two sexes and their social systems. In P. Moen, G. H. Elder, Jr., & K. Luscher (Eds.), *Examining lives in context: Perspectives on the ecology of human development*. Washington, DC: American Psychological Association.
- MACCOBY, E. E. (1998). *The two sexes: Growing up apart, coming together*. Cambridge, MA: Harvard University Press.
- MACCOBY, E. E., & JACKLIN, C. N. (1974). *The psychology of sex differences*. Stanford, CA: Stanford University Press.
- MACCOBY, E. E., & JACKLIN, C. N. (1987). Gender segregation. In H. W. Reese (Ed.), *Advances in child development and behavior* (Vol. 20). Orlando, FL: Academic Press.
- MACCOBY, E. E., & MARTIN, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In E. M. Hetherington (Ed.), *Handbook of child psychology, Vol. 4 Socialization, personality, and social development*. New York: Wiley.
- MACCOBY, E. E., BUCHANAN, C. M., MNOOKIN, R. H., & DORNBUSCH, S. M. (1993). Post-divorce roles of mothers and fathers in the lives of their children. *Journal of Family Psychology*, 7, 1-15.
- MACDONALD, K. B. (1988a). The interfaces between sociobiology and developmental psychology. In K. B. MacDonald (Ed.), *Sociobiological perspectives on human development*. New York: Springer-Verlag.
- MACDONALD, K. B. (1988b). *Social and personality development. An evolutionary synthesis*. New York: Plenum.
- MACDONALD, K. B. (1988c). Sociobiology and the cognitive-developmental tradition in moral development research. In K. B. MacDonald (Ed.), *Sociobiological perspectives on human development*. New York: Springer-Verlag.
- MACDONALD, K. B. (1992). Warmth as a developmental construct: An evolutionary analysis. *Child Development*, 63, 753-778.
- MACDONALD, K., & PARKE, R. D. (1986). Parent-child physical play: The effects of sex and age of children and parents. *Sex Roles*, 13, 367-378.
- MACFARLANE, A. (1975). Olfaction in the development of social preferences in the human neonate. In *Parent-infant interaction* (CIBA Foundation Symposium No. 38). Amsterdam: Elsevier.
- MACFARLANE, A. (1987). *The culture of capitalism*. Oxford, England: Basil Blackwell.
- MACKENZIE, B. (1984). Explaining race differences in IQ: The logic, the methodology, and the evidence. *American Psychologist*, 39, 1214-1233.
- MACKINNON, C. E., STONEMAN, Z., & BRODY, G. H. (1984). The impact of maternal employment and family form on children's sex-role stereotypes and mothers' traditional attitudes. *Journal of Divorce*, 8, 51-60.
- MACWHINNEY, B. (1987). The competition model. In B. MacWhinney (Ed.), *Mechanisms of language acquisition*. Hillsdale, NJ: Erlbaum.
- MACWHINNEY, B. (1991). *The CHILDES project: Tools for analyzing talk*. Hillsdale, NJ: Erlbaum.
- MACWHINNEY, B. (1998). Models of the emergence of language. *Annual Review of Psychology*, 49, 199-227.
- MACWHINNEY, B., & BATES, E. (1995). *The crosslinguistic study of sentence processing*. Cambridge: Cambridge University Press.
- MACWHINNEY, B., & CHANG, F. (1995). Connectionism and language learning. In C. A. Nelson (Ed.), *Minnesota symposia on child psychology, Vol. 28. Basic and applied perspectives on learning, cognition, and development*. Mahwah, NJ: Erlbaum.
- MACWHINNEY, B., & LEINBACH, J. (1991). Implementations are not conceptualizations: Revising the verb learning model. *Cognition*, 40, 121-157.
- MAGNUSSON, D., BERGMAN, L. R., RUDIGER, G., & TORESTAD, B. (Eds.). (1991). *Problems and methods in longitudinal research: Stability and change*. Cambridge: Cambridge University Press.
- MAIN, M. (1980). Cross-cultural studies of attachment organization: Recent studies, changing methodologies, and the concept of conditional strategies. *Human Development*, 33, 48-61.
- MAIN, M., & GOLDWYN, R. (1998). Adult attachment rating and classification systems. In M. Main (Ed.), *Assessing attachment through discourse, drawings, and reunion situations*. New York: Cambridge University Press.
- MAIN, M., & SOLOMON, J. (1986). Discovery of a disorganized/disoriented attachment pattern. In T. B. Brazelton & M. W. Yogman

- (Eds.), *Affective development in infancy*. Norwood, NJ: Ablex.
- MAIN M., & SOLOMON, J.** (1990). Procedures for identifying infants as disorganized/disoriented during the Ainsworth Strange Situation. In M. Greenberg, D. Cicchetti, & M. Cummings (Eds.), *Attachment during the preschool years*. Chicago: University of Chicago Press.
- MAIN M., KAPLAN, N., & CASSIDY, J.** (1985). Security in infancy, childhood and adulthood: A move to the level of representation. In I. Bretherton & E. Waters (Eds.), *Growing points of attachment theory and research. Monographs of the Society for Research in Child Development*, 50(1-2, Serial No. 209).
- MALATESTA, C. Z., & HAVILAND, J. M.** (1982). Learning display rules: The socialization of emotion expression in infancy. *Child Development*, 53, 991-1003.
- MALATESTA, C. Z., CULVER, C., TESMAN, J. R., & SHEPARD, B.** (1989). The development of emotion expression during the first two years of life. *Monographs of the Society for Research in Child Development*, 54(1-2, Serial No. 219).
- MALATESTA, C. Z., GRIGORYEV, P., LAMB, C., ALBIN, M., & CULVER, C.** (1986). Emotion socialization and expressive development in preterm and full term infants. *Child Development*, 57, 316-330.
- MALATESTA, C. Z., IZARD, C. E., & CAMRAS, L.** (1991). Conceptualizing early infant affect. Emotions as fact, fiction, or artifact? In K. Strongman (Ed.), *International review of studies on emotion*. New York: Wiley.
- MALINA, R. M.** (1990). Physical growth and performance during the transitional years (9-16). In R. Montemayor, G. R. Adams, & T. Gullotta (Eds.), *From childhood to adolescence. Vol. 2. Advances in adolescent development*. London: Sage.
- MANDEL, D., KEMLER NELSON, D. G., & JUSCZYK, P. W.** (1996). Infants remember the order of words in a spoken sentence. *Cognitive Development*, 11, 181-196.
- MANDLER, J. M.** (1983). Representation. In P. H. Mussen (Series Ed.) & J. H. Flavell & E. M. Markman (Vol. Eds.), *Handbook of child psychology. Vol. 3. Cognitive development*. New York: Wiley.
- MANDLER, J. M.** (1990). Recall of events by preverbal children. In A. Diamond (Ed.), *The development and neural bases of higher cognitive functions*. New York: New York Academy of Sciences.
- MANDLER, J. M.** (1998). Representation. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of child psychology. Vol. 2. Cognition, perception, and language* (5th ed.). New York: Wiley.
- MANDOKI, M. W., SUMMER, G. S., HOFFMAN, R. P., & RICONDA, D. L.** (1991). A review of Klinefelter's syndrome in children and adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, 30, 167-172.
- MANGELSDORF, S. C., PLUNKETT, J. W., DEDRICK, C. F., BERLIN, M., MEISELS, S. J., McHALE, J. L., & DICHTTELMILLER, M.** (1996). Attachment security in very low birth weight infants. *Developmental Psychology*, 32, 914-920.
- MANNLE, S., & TOMASELLO, M.** (1987). Fathers, siblings, and the Bridge Hypothesis. In K. E. Nelson & A. VanKleeck (Eds.), *Children's language* (Vol. 6). Hillsdale, NJ: Erlbaum.
- MARANTZ, S., & COATES, S.** (1991). Mothers of boys with gender identity disorder: A comparison of matched controls. *Journal of the American Academy of Child and Adolescent Psychiatry*, 30, 310-315.
- MARATSOS, M.** (1976). *Language development. The acquisition of language structure*. Morristown, NJ: General Learning Press.
- MARATSOS, M.** (1983). Some current issues in the study of the acquisition of grammar. In P. H. Mussen (Series Ed.) & J. H. Flavell & E. M. Markman (Vol. Eds.), *Handbook of child psychology. Vol. 3. Cognitive development*. New York: Wiley.
- MARATSOS, M.** (1988). The acquisition of formal word classes. In Y. Levy, I. M. Schlesinger, & M. D. S. Braine (Eds.), *Categories and processes in language acquisition*. Hillsdale, NJ: Erlbaum.
- MARATSOS, M.** (1998). The acquisition of grammar. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of child psychology. Vol. 2. Cognition, perception, and language* (5th ed.). New York: Wiley.
- MARCOVITCH, S., GOLDBERG, S., GOLD, A., & WASHINGTON, J.** (1997). Determinants of behavioural problems in Romanian children adopted in Ontario. *International Journal of Behavioral Development*, 20, 17-31.
- MARCUS, G. F.** (1996). Why do children say "broken"? *Current Directions in Psychological Science*, 5, 81-85.
- MARCUS, G. F., PINKER, S., ULLMAN, M., HOLLANDER, M., ROSEN, T. J., & XU, F.** (1992). Overregularization in language acquisition. *Monographs of the Society for Research in Child Development*, 57 (4, Serial No. 228).
- MARINI, Z., & CASE, R.** (1989). Parallels in the development of preschoolers' knowledge about their physical and social worlds. *Merrill-Palmer Quarterly*, 35, 63-87.
- MARINI, Z., & CASE, R.** (1994). The development of abstract reasoning about the physical and social world. *Child Development*, 65, 147-159.
- MARKMAN, E. M.** (1989). *Categorization and naming in children: Problems of induction*. Cambridge: MIT Press.
- MARKMAN, E. M.** (1991). The whole object, taxonomic, and mutual exclusivity assumptions as initial constraints on word meanings. In S. A. Gelman & J. P. Byrnes (Eds.), *Perspectives on language and thought. Interrelations in development*. Cambridge: Cambridge University Press.
- MARKSTROM-ADAMS, C.** (1989). Androgyny and its relation to adolescent psychosocial well-being: A review of the literature. *Sex Roles*, 21, 325-340.
- MARKUS, H. J., & NURIUS, P. S.** (1984). Self-understanding and self-regulation in middle childhood. In W. A. Collins (Ed.), *Development during middle childhood. The years from six to twelve*. Washington, DC: National Academy Press.
- MARKUS, H. J., CROSS, S., & WURF, E.** (1990). The role of the self-system in competence. In R. J. Sternberg & J. Kolligan, Jr. (Eds.), *Competence considered*. New Haven: Yale University Press.
- MARKUS, H. R., & KITAYAMA, S.** (1991). Culture and self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.
- MARSH, H. W.** (1993). Academic self-concept: Theory, measurement, and research. In J. Suls (Ed.), *Psychological perspectives on the self* (Vol. 4). Hillsdale, NJ: Erlbaum.
- MARSHALL, S. P.** (1984). Sex differences in children's mathematics achievement. Solving computations and story problems. *Journal of Educational Psychology*, 76, 194-204.
- MARTIN, C. L.** (1990). Attitudes and expectations about children with nontraditional and traditional gender roles. *Sex Roles*, 22, 151-165.
- MARTIN, C. L.** (1993). New directions for investigating children's gender knowledge. *Developmental Review*, 13, 184-204.
- MARTIN, C. L.** (1994). Cognitive influences on the development and maintenance of gender segregation. In B. Damon (Series Ed.) & C. Leaper (Vol. Ed.), *New directions for child development: The development of gender relationships*. San Francisco: Jossey-Bass.
- MARTIN, C. L., & HALVERSON, C. F.** (1981). A schematic-processing model of sex typing and stereotyping in children. *Child Development*, 52, 1119-1134.
- MARTIN, C. L., & HALVERSON, C. F.** (1985). The effects of sex-typing schemas on young children's memory. *Child Development*, 54, 565-574.
- MARTIN, C. L., & HALVERSON, C. F.** (1987). The roles of cognition in sex role acquisition. In D. B. Carter (Ed.), *Current conceptions of sex roles and sex typing*. New York: Praeger.
- MARTIN, C. L., & LITTLE, J. K.** (1990). The relation of gender understanding to children's sex-typed preferences and gender stereotypes. *Child Development*, 61, 1427-1439.
- MARTIN, C. L., EISENBUD, L., & ROSE, H.** (1995). Children's gender-based reasoning about toys. *Child Development*, 66, 1453-1471.
- MARTIN, C. L., WOOD, C. H., & LITTLE, J. K.** (1990). The development of gender stereotype components. *Child Development*, 61, 1891-1904.
- MARTIN, G. B., & CLARK, R. D.** (1982). Distress crying in neonates: Species and peer specificity. *Developmental Psychology*, 18, 5-9.

- MARTIN, J. A. (1981). A longitudinal study of the consequences of early mother-infant interaction: A microanalytic approach. *Monographs of the Society for Research in Child Development*, 46(3, Serial No. 190).
- MARTIN, J. A., MACCOBY, E. E., & JACKLIN, C. N. (1981). Mothers' responsiveness to interactive bidding and nonbidding in boys and girls. *Child Development*, 52, 1064-1067.
- MARTIN, T. R., & BRACKEN, M. B. (1986). Association of low birth weight with passive smoke exposure in pregnancy. *American Journal of Epidemiology*, 124, 638-642.
- MARTINI, M. (1994). Peer interactions in Polynesia: A view from the Marquesas. In J. L. Roonparnic, J. E. Johnson, & F. H. Hooper (Eds.), *Children's play in diverse cultures*. Albany, NY: SUNY Press.
- MARTORANO, S. C. (1977). A developmental analysis of performance on Piaget's formal operational tasks. *Developmental Psychology*, 13, 666-672.
- MASATAKA, N. (1993). Effects of contingent and noncontingent maternal stimulation on the social behavior of three- to four-month-old Japanese infants. *Journal of Child Language*, 20, 303-312.
- MASATAKA, N. (1996). Perception of motherese in a signed language by 6-month-old deaf infants. *Developmental Psychology*, 32, 874-879.
- MASSEY, C. M., & GELMAN, R. (1988). Preschoolers' ability to decide whether a photographed unfamiliar object can move itself. *Developmental Psychology*, 24, 307-317.
- MASTERS, J. C., & FURMAN, W. (1981). Popularity, individual friendship selection, and specific peer interaction among children. *Developmental Psychology*, 17, 344-350.
- MASTERS, J. C., FORD, M. E., AREND, R., GROTEVANT, H. D., & CLARK, L. V. (1979). Modeling and labeling as integrated determinants of children's sex-typed imitative behaviors. *Child Development*, 50, 364-371.
- MASTERS, M. S., & SANDERS, B. (1993). Is the gender difference in mental rotation disappearing? *Behavior Genetics*, 23, 337-341.
- MASUR, E. F. (1982). Mothers' responses to infants' object-related gestures: Influences on lexical development. *Journal of Child Language*, 9, 23-30.
- MATAS, L., AREND, R., & SROUFE, L. A. (1978). Continuity of adaptation in the second year: The relationship between quality of attachment and later competence. *Child Development*, 49, 547-556.
- MATEFY, R. E., & ACKSEN, B. A. (1976). The effect of role-playing discrepant positions on change in moral judgments and attitudes. *Journal of Genetic Psychology*, 128, 189-200.
- MATHENY, A. P., JR. (1986). Stability and change of infant temperament: Contributions from infant, mother, and family environment. In G. Kohnstamm (Ed.), *Temperament discussed*. Berwyn, PA: Swets North America.
- MATHENY, A. P., JR. (1989). Children's behavioral inhibition over age and across situations: Genetic similarity for a trait during change. Long-term stability and change in personality [Special issue]. *Journal of Personality*, 57, 215-235.
- MATSUMOTO, D., HAAN, N., YABROVE, G., THEODOROU, P., & CARNEY, C. C. (1986). Preschoolers' moral actions and emotions in Piaget's Dilemma. *Developmental Psychology*, 22, 663-670.
- MAURER, D., & SALAPATEK, P. (1976). Developmental changes in the scanning of faces by young infants. *Child Development*, 47, 523-527.
- MAYER, N. K., & TRONICK, E. Z. (1985). Mothers' turn-taking signals and infant turn-taking in mother-infant interaction. In T. M. Field & N. A. Fox (Eds.), *Social perception in infancy*. Norwood, NJ: Ablex.
- MAYES, L. C. (1992). Prenatal cocaine exposure and young children's development. *Annals AAPA*, 52(1), 11-27.
- MAYES, L. C., CARTER, A. S., & STUBBE, D. (1993). Individual differences in exploratory behavior in the second year of life. *Infant Behavior and Development*, 16, 269-284.
- MAYNARD SMITH, J. (1976). Group selection. *Quarterly Review of Biology*, 51, 277-283.
- MAZZELLA, C., DURKIN, K., CERINI, E., & BURKALLI, P. (1992). Sex-role stereotyping in Australian television advertisements. *Sex Roles*, 26, 243-259.
- MCANINCH, C. B., MANOLIS, M. B., MILICH, R., & HARRIS, M. J. (1993). Impression formation in children: Influence of gender and expectancy. *Child Development*, 64, 1492-1506.
- MCBRIDE-CHANG, C. (1995). What is phonological awareness? *Journal of Educational Psychology*, 87, 179-192.
- MCBRIDE, S. (1990). Maternal modulators of child care: The role of maternal separation anxiety. In K. McCartney (Ed.), *New directions for child development: No. 49. Child care and maternal employment: A social ecology approach*. San Francisco: Jossey-Bass.
- MCCABE, A., & LIPSCOMB, T. J. (1988). Sex differences in children's verbal aggression. *Merrill-Palmer Quarterly*, 34, 389-401.
- MCCABE, A., & LIPSCOMB, T. J. (1988). Sex differences in children's verbal aggression. *Merrill-Palmer Quarterly*, 34, 389-401.
- MCCABE, A. E. (1989). Differential language learning styles in young children: The importance of context. *Developmental Review*, 9, 1-20.
- MCCALL, R. B. (1977). Challenges to a science of developmental psychology. *Child Development*, 48, 333-344.
- MCCALL, R. B. (1981). Early predictors of later IQ: The search continues. *Intelligence*, 5, 141-148.
- MCCALL, R. B. (1994). What process mediates predictions of childhood IQ from infant habituation and recognition memory? Speculations on the roles of inhibition and rate of information processing. *Intelligence*, 18, 107-125.
- MCCALL, R. B., & CARRIGER, M. S. (1993). A meta-analysis of infant habituation and recognition memory as predictors of later IQ. *Child Development*, 64, 57-79.
- MCCALL, R. B., & MASH, C. W. (1994). Infant cognition and its relation to mature intelligence. In R. Vasta (Ed.), *Annals of child development* (Vol. 10). London: Kingsley.
- MCCALL, R. B., APPLEBAUM, M. I., & HOGARTY, P. S. (1973). Developmental changes in mental performance. *Monographs of the Society for Research in Child Development*, 38 (3, Serial No. 150).
- MCCARTNEY, K. (Ed.). (1990). *New directions for child development: No. 49. Child care and maternal employment: A social ecology approach*. San Francisco: Jossey-Bass.
- MCCARTNEY, K., & NELSON, K. (1981). Children's use of scripts in story recall. *Discourse Processes*, 4, 59-70.
- MCCORD, J., & TREMBLAY, R. E. (1992). *Preventing antisocial behavior: Interventions from birth through adolescence*. New York: Guilford.
- MCCORMICK, C. M., & WITELSON, S. F. (1991). A cognitive profile of homosexual men compared to heterosexual men and women. *Psychoneuroendocrinology*, 16, 459-473.
- MCCOY, E. (1988). Childhood through the ages. In R. Finsterbusch (Ed.), *Sociology 88/89*. Guildford, CT: Dushkin.
- MCCUNE-NICOLICH, L. (1981). The cognitive bases of relational words in the single word period. *Journal of Child Language*, 8, 15-34.
- MCDANIEL, D., MCKEE, C., & CAIRNS, H. S. (Eds.). (1997). *Methods for assessing children's syntax*. Cambridge: MIT Press.
- MCDONALD, J. L. (1997). Language acquisition: The acquisition of linguistic structure in normal and special populations. *Annual Review of Psychology*, 48, 215-241.
- MCDONOUGH, L., & MANDLER, J. M. (1994). Very long-term recall in infants: Infantile amnesia reconsidered. *Memory*, 2, 339-352.
- MCEWEN, B. S. (1987). Observations on brain sexual differentiation: A biochemist's view. In J. M. Reimisch, L. A. Rosenblum, & S. A. Sanders (Eds.), *Masculinity/femininity: Basic properties*. New York: Oxford University Press.
- MCFAYDEN-KETCHUM, S. A., BATES, J. E., DODGE, K. A., & PETTIT, G. S. (1996). Patterns of change in early childhood aggressive-disruptive behavior: Gender differences in predictors from early coercive and affectionate mother-child interactions. *Child Development*, 67, 2417-2438.
- MCGEE, L. M., & RICHGELS, D. J. (1990). *Literary's beginning: Supporting young readers and writers*. Boston: Allyn & Bacon.
- MCGEE, M. G. (1982). Spatial abilities: The influence of genetic factors. In M. Potegal (Ed.), *Spatial abilities: Development and psychological foundations*. New York: Academic Press.

- McGHEE, P. E., & FRUEH, T. (1980). Television viewing and the learning of sex-role stereotypes. *Sex Roles*, 6, 179-188.
- McGILLICUDDY-DE LISI, A. V. (1988). Sex differences in parental teaching behaviors. *Merrill-Palmer Quarterly*, 34, 147-162.
- McGLONE, J. (1980). Sex differences in human brain asymmetry: Critical survey. *Behavioral and Brain Sciences*, 3, 215-227.
- McGRAW, M. B. (1935). *Growth: A study of Johnny and Jimmy*. New York: Appleton-Century-Crofts.
- McGRAW, M. B. (1940). Suspension grasp behavior of the human infant. *American Journal of the Disabled Child*, 60, 799-811.
- McGUE, M., & LYKKEEN, D. T. (1992). Genetic influences on risk of divorce. *Psychological Science*, 3, 568-575.
- McGUE, M., BOUCHARD, T. J., JR., IACONO, W., & LYKKEEN, D. T. (1993). Behavioral genetics of cognitive ability: A life-span perspective. In R. Plomin & G. McClearn (Eds.), *Nature, nurture, and psychology*. Washington, DC: American Psychological Association.
- McGUE, M., BOUCHARD, T. J., JR., IACONO, W. G., & LYKKEEN, D. T. (1993). Behavior genetics of cognitive ability: A life-span perspective. In R. Plomin & G. E. McClearn (Eds.), *Nature, nurture, and psychology*. Washington, DC: American Psychological Association.
- McHALE, S. M., BARTKO, W. T., CROUTER, A. C., & PERRY-JENKINS, M. (1990). Children's housework and psychosocial functioning: The mediating effects of parents' sex-role behaviors and attitudes. *Child Development*, 61, 1413-1426.
- McKNIGHT, C. C., CROSSWHITE, F. J., DOSSY, J. A., KIFER, E., SWAFFORD, J. O., TRAVERS, K. J., & COONEY, T. J. (1987). *The underachieving curriculum: Assessing U.S. school mathematics from an international perspective*. Champaign, IL: Stipes.
- McKUSICK, V. A. (1994). *Mendelian inheritance in man* (11th ed.). Baltimore: Johns Hopkins University Press.
- McLANAHAN, S., & SANDEFUR, G. (1994). *Growing up with a single parent: What hurts, what helps?* Cambridge: Harvard University Press.
- McLAUGHLIN, B., WHITE, D., McDEVITT, T., & RASKIN, R. (1983). Mothers' and fathers' speech to their young children: Similar or different? *Journal of Child Language*, 10, 245-252.
- McLOYD, V. C. (1988). Poverty. In W. Damon (Ed.), *Handbook of child psychology: Vol. 4. Child psychology in practice*. New York: Wiley.
- McNEILL, D. (1992). *Hand and mind. What gestures reveal about thought*. Chicago: University of Chicago Press.
- MEAD, M. (1935). *Sex and temperament in three primitive societies*. New York: William Morrow.
- MEAD, M., & NEWTON, N. (1967). Cultural patterning of perinatal behavior. In S. A. Richardson & A. F. Guttmacher (Eds.), *Childbearing: Its social and psychological factors*. Baltimore: Williams & Wilkins.
- MEBERT, C. J. (1989). Stability and change in parents' perceptions of infant temperament: Early pregnancy to 13.5 months postpartum. *Infant Behavior and Development*, 2, 237-244.
- MEBERT, C. J. (1991). Dimensions of subjectivity in parents' ratings of infant temperament. *Child Development*, 62, 352-361.
- MEDOFF-COOPER, B., CAREY, W. B., & McDEVITT, S. C. (1993). The Early Infancy Temperament Questionnaire. *Journal of Developmental and Behavioral Pediatrics*, 14, 230-235.
- MEDRICH, E. A., ROIZEN, J. A., RUBIN, V., & BUCKLEY, S. (1982). *The serious business of growing up: A study of children's lives outside school*. Berkeley: University of California Press.
- MEHLER, J., BERTONCINI, J., BARRIERE, M., & JASSIE-GERSHENFELD, D. (1978). Infant recognition of mother's voice. *Perception*, 7, 491-497.
- MEHLER, J., JUSCZYK, P. W., LAMBERTZ, G., HALSTED, N., BERTONCINI, J., & AMIELTISON, C. (1988). A precursor of language acquisition in young infants. *Cognition*, 29, 143-178.
- MEICHENBAUM, D., & GOODMAN, S. (1979). Clinical use of private speech and critical questions about its study in natural settings. In G. Zivni (Ed.), *The development of self-regulation through private speech*. New York: Wiley.
- MEIER, R. P., & NEWPORT, E. L. (1990). Out of the hands of babes: On a possible sign advantage in language acquisition. *Language*, 66, 1-23.
- MELOT, A.-M., & CORROYER, D. (1992). Organization of metacognitive knowledge: A condition for strategy use in memorization. *European Journal of Psychology of Education*, 7, 25-38.
- MELTZOFF, A. N. (1988). Infant imitation and memory: Nine-month-olds in immediate and deferred tests. *Child Development*, 59, 217-225.
- MELTZOFF, A. N. (1988a). Infant imitation after a 1-week delay: Long-term memory for novel and multiple stimuli. *Developmental Psychology*, 24, 470-476.
- MELTZOFF, A. N. (1988b). Infant imitation and memory: Nine-month-olds in immediate and deferred tests. *Child Development*, 59, 217-225.
- MELTZOFF, A. N. (1990). Foundations for developing a concept of self: The role of imitation in relating self to other and the value of social mirroring, social modeling, and self practice in infancy. In D. Cicchetti & M. Beeghly (Eds.), *The self in transition: Infancy to childhood*. Chicago: University of Chicago Press.
- MELTZOFF, A. N., & BORTON, R. W. (1973). Intermodal matching by human neonates. *Nature*, 282, 403-404.
- MELTZOFF, A. N., & MOORE, M. K. (1977). Imitation of facial and manual gestures by human neonates. *Science*, 198, 75-78.
- MELTZOFF, A. N., & MOORE, M. K. (1983). Newborn infants imitate adult facial gestures. *Child Development*, 54, 702-709.
- MELTZOFF, A. N., & MOORE, M. K. (1985). Cognitive foundations and social functions of imitation and intermodal representation in infancy. In J. Mehler & R. Fox (Eds.), *Neonate cognition: Beyond the blooming buzzing confusion*. Hillsdale, NJ: Erlbaum.
- MELTZOFF, A. N., & MOORE, M. K. (1989). Imitation in newborn infants: Exploring the range of gestures imitated and the underlying mechanisms. *Developmental Psychology*, 25, 954-962.
- MELTZOFF, A. N., & MOORE, M. K. (1994). Imitation, memory, and the representation of persons. *Infant Behavior and Development*, 17, 85-99.
- MELTZOFF, A. N., & MOORE, M. K. (1995). A theory of the role of imitation in the emergence of self. In P. Rochat (Ed.), *The self in infancy: Theory and research*. Amsterdam: Elsevier.
- MENARD, S. (1991). *Longitudinal research*. Newbury Park, CA: Sage.
- MENDELSON, M. J. (1990). *Becoming a brother*. Cambridge: MIT Press.
- MENIG-PETERSON, C. L. (1975). The modification of communicative behaviors in preschool-aged children as a function of the listener's perspective. *Child Development*, 46, 1015-1018.
- MEREDITH, H. V. (1963). Change in the stature and body weight of North American boys during the last 80 years. In L. P. Lipitt & C. C. Spiker (Eds.), *Advances in child development and behavior* (Vol. 1). New York: Academic Press.
- MERRIMAN, W. E. (1997). CALLED: A model of early word learning. In R. Vasta (Ed.), *Annals of child development* (Vol. 13). London: Kingsley.
- MERVIS, C. B. (1987). Child-basic object categories and early lexical development. In U. Neisser (Ed.), *Concepts and conceptual development: Ecological and intellectual factors in categorization*. New York: Cambridge University Press.
- MESSER, D. J. (1980). The episodic structure of maternal speech to young children. *Journal of Child Language*, 7, 29-40.
- MESSER, D. J., McCARTHY, M. E., McQUISTON, S., MacTUIRE, R. H., YARROW, L. J., & VIETZE, P. M. (1986). Relation between mastery motivation in infancy and competence in early childhood. *Developmental Psychology*, 22, 366-372.
- METTTEL, G. (1983). Fantasy, gossip, and self-disclosure: Children's conversations with friends. In R. N. Bostrom (Ed.), *Communication yearbook* (Vol. 7). Beverly Hills, CA: Sage.
- MEYER-BAHLBERG, H. F. L., EHRHARDT, A. A., ROSEN, L. R., GRUEN, R. S., VERIDIANO, N. P., VANN, F. H., & NEUWALDER, H. F. (1995). Prenatal estrogens and the development of homosexual orientation. *Developmental Psychology*, 31, 12-21.
- MEYER-BAHLBERG, H. F. L. (1993). Psychobiological research on homosexuality. *Child and Adolescent Psychiatric Clinics of North America*, 2, 489-500.

- MICHAEL, J. (1984). Verbal behavior. *Journal of the Experimental Analysis of Behavior*, 42, 363-376.
- MIDGLEY, C., FELDLAUFER, H., & ECCLES, J. (1988a). Student/teacher relations and attitudes towards mathematics before and after the transition to junior high school. *Child Development*, 60, 375-395.
- MIDGLEY, C., FELDLAUFER, H., & ECCLES, J. (1988b). The transition to junior high school: Beliefs of pre- and post-transition teachers. *Journal of Youth and Adolescence*, 17, 543-562.
- MIDLARSKY, E., & HANNAH, M. F. (1985). Competence, reticence, and helping by children and adolescents. *Developmental Psychology*, 21, 534-541.
- MILLER, L. T., & VERNON, P. A. (1997). Developmental changes in speed of information processing in young children. *Developmental Psychology*, 23, 549-554.
- MILLER, N., & MARUYAMA, G. (1976). Ordinal position and peer popularity. *Journal of Personality and Social Psychology*, 33, 123-131.
- MILLER, P. A., EISENBERG, N., FABES, R. A., & SHELL, R. (1996). Relations of moral reasoning and vicarious emotion to young children's prosocial behavior toward peers and adults. *Developmental Psychology*, 32, 210-219.
- MILLER, P. H. (1990). The development of strategies of selective attention. In D. F. Bjorklund (Ed.), *Children's strategies: Contemporary views of cognitive development*. Hillsdale, NJ: Erlbaum.
- MILLER, P. H. (1993). *Theories of developmental psychology* (3rd ed.). New York: W. H. Freeman.
- MILLER, P. H., & DEMARIE-DREBLOW, D. (1990). Social-cognitive correlates of children's understanding of displaced aggression. *Journal of Experimental Child Psychology*, 49, 488-504.
- MILLER, P. H., & SEIER, W. L. (1994). Strategy utilization deficiencies in children: When, where, and why? In H. W. Reese (Ed.), *Advances in child development and behavior* (Vol. 25). New York: Academic Press.
- MILLER, P. J. (1994). Narrative practices: Their role in socialization and self-construction. In U. Neisser & R. Fivush (Eds.), *The remembering self: Construction and accuracy in the self narrative*. New York: Cambridge University Press.
- MILLER, P. M., DANAHER, D. L., & FORBES, D. (1986). Sex-related strategies for coping with interpersonal conflict in children aged five to seven. *Developmental Psychology*, 22, 543-548.
- MILLER, S. A. (1976). Nonverbal assessment of Piagetian concepts. *Psychological Bulletin*, 83, 405-430.
- MILLER, S. A. (1982). Cognitive development: A Piagetian perspective. In R. Vasta (Ed.), *Strategies and techniques of child study*. New York: Academic Press.
- MILLER, S. A. (1986). Certainty and necessity in the understanding of Piagetian concepts. *Developmental Psychology*, 22, 3-18.
- MILLER, S. A. (1998). *Developmental research methods* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- MILLER, S. A., & DAVIS, T. L. (1992). Beliefs about children: A comparative study of mothers, teachers, peers, and self. *Child Development*, 63, 1251-1265.
- MILLER, S. A., SHELTON, J., & FLAVELL, J. H. (1970). A test of Luria's hypothesis concerning the development of verbal self-regulation. *Child Development*, 41, 651-665.
- MILLS, R. S. L., & GRUSEC, J. E. (1988). Socialization from the perspective of the parent-child relationship. In S. Duck (Ed.), *Handbook of personal relationships*. Chichester, England: Wiley.
- MILLS, R. S. L., & GRUSEC, J. E. (1989). Cognitive, affective, and behavioral consequences of praising altruism. *Merrill-Palmer Quarterly*, 35, 299-326.
- MINDE, K. (1993). Prematurity and illness in infancy: Implications for development and intervention. In C. H. Zeanah, Jr. (Ed.), *Handbook of infant mental development*. New York: Guilford.
- MINUCHIN, P. (1985). Families and individual development: Provocations from the field of family therapy. *Child Development*, 56, 289-302.
- MISCHEL, W., SHODA, Y., & PEAKE, P. K. (1988). The nature of adolescent competencies predicted by preschool delay of gratification. *Journal of Personality and Social Psychology*, 54, 687-696.
- MISCHEL, W., SHODA, Y., & RODRIGUEZ, M. L. (1989). Delay of gratification in children. *Science*, 244, 933-938.
- MITCHELL, P. (1986). *Introduction to theory of mind*. New York: Arnold.
- MITZENHEIM, P. (1985). The importance of Rousseau's developmental thinking for child psychology. In G. Eckardt, W. G. Brüngmann, & L. Sprung (Eds.), *Contributions to a history of developmental psychology*. Berlin: Mouton.
- MIYAKE, K., CHEN, S. J., & CAMPOS, J. J. (1985). Infant temperament, mother's mode of interaction, and attachment in Japan. An interim report. In I. Bretherton & E. Waters (Eds.), *Growing points of attachment theory and research. Monographs of the Society for Research in Child Development*, 50(1-2, Serial No. 209).
- MIYAWAKI, K., STRANGE, W., VERBRUGGE, R., LIBERMAN, A. M., JENKINS, J. J., & FUJIMURA, O. (1975). An effect of linguistic experience: The discrimination of the [r] and [l] by native speakers of Japanese and English. *Perception and Psychophysics*, 18, 331-340.
- MIZE, J., & LADD, G. W. (1990). A cognitive-social learning approach to social skill training with low-status preschool children. *Developmental Psychology*, 26, 388-397.
- MODGIL, S., & MODGIL, C. (1976). *Piagetian research: Compilation and commentary* (Vols. 1-8). Windsor, England: NFER.
- MOELY, B. E., HART, S. S., SANTULLI, K. A., LEAL, L., JOHNSON, T., RAO, N., & BURNEY, L. (1986). How do teachers teach memory skills? *Educational Psychologist*, 21, 55-71.
- MOELY, B. E., SANTULLI, K. A., & OBACH, M. S. (1995). Strategy instruction, metacognition, and motivation in the elementary school classroom. In F. E. Weinert & W. Schneider (Eds.), *Memory performance and competencies: Issues in growth and development*. Mahwah, NJ: Erlbaum.
- MOEN, P., ELDER, G. H., JR., LUSCHER, K. (Eds.). (1995). *Examining lives in context: Perspectives on the ecology of human development*. Washington, DC: American Psychological Association.
- MOERK, E. L. (1996). Input and learning processes in first language acquisition. In H. W. Reese (Ed.), *Advances in child development and behavior* (Vol. 26). San Diego: Academic Press.
- MOFFITT, A. R. (1973). Intensity discrimination and cardiac reaction in young infants. *Developmental Psychology*, 8, 357-359.
- MOFFITT, T. E., CASPI, A., HARKNESS, A. R., & SILVA, P. A. (1993). The natural history of change in intellectual performance: Who changes? How much? Is it meaningful? *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 34, 455-506.
- MOLFESE, D. L., & MOLFESE, V. J. (1979). Hemispheric and stimulus differences as reflected in the cortical responses of newborn infants to speech stimuli. *Developmental Psychology*, 15, 505-511.
- MOLFESE, D. L., & SEGALOWITZ, S. J. (1989). *Brain lateralization in children: Developmental implications*. New York: Guilford.
- MOLLER, L. C., & SERBIN, L. A. (1996). Antecedents of toddler gender segregation: Cognitive consonance, gender-typed toy preferences and behavioral compatibility. *Sex Roles*, 26, 831-853.
- MONAHAN, S. C., BUCHANAN, C. M., MACCOBY, E. E., & DORNBUSCH, S. M. (1993). Sibling differences in divorced families. *Child Development*, 64, 152-168.
- MONEY, J. (1975). Ablau penis: Normal male infant sex-reassigned as a girl. *Archives of Sexual Behavior*, 4, 65-71.
- MONEY, J. (1991). *Biographies of gender and hermaphroditism in paired comparisons*. Amsterdam: Elsevier.
- MONEY, J. (1993). *The Adam principle: Genes, genitals, hormones, and gender. Selected readings in sexology*. Buffalo, NY: Prometheus Books.
- MONEY, J. (1994). The concept of gender identity disorder in childhood and adolescence after 39 years. *Journal of Sex and Marital Therapy*, 20, 163-177.
- MONEY, J. C., & ANNECILLO, G. (1987). Crucial period effect in psychoendocrinology: Two syndromes, abuse dwarfism and female (XXH) hermaphroditism. In M. H. Bornstein (Ed.), *Sensitive periods in development: Interdisciplinary perspectives*. Hillsdale, NJ: Erlbaum.

- MONEY, J. C., & EHRHARDT, A. A. (1972). *Man and woman, boy and girl*. Baltimore: Johns Hopkins University Press.
- MONEY, J., DEVORE, H., & NORMAN, B. F. (1986). Gender identity and gender transposition: Longitudinal outcome study of 32 male hermaphrodites assigned as girls. *Journal of Sex and Marital Therapy*, 12, 165-181.
- MONTAGUE, M. F. A. (1968). *Man and aggression*. New York: Oxford University Press.
- MONTEMAYOR, R. (1974). Children's performance in a game and their attraction to it as a function of sex-typed labels. *Child Development*, 45, 152-156.
- MONTGOMERY, D. E. (1993). Young children's understanding of interpretive diversity between different-age listeners. *Developmental Psychology*, 29, 337-345.
- MOON, C., COOPER, R. P., & FIFER, W. P. (1993). Two-day-olds prefer their native language. *Infant Behavior and Development*, 16, 495-500.
- MOORE, B. S., & EISENBERG, N. (1984). The development of altruism. In G. J. Whitehurst (Ed.), *Annals of child development* (Vol. 1). Greenwich, CT: JAI Press.
- MOORE, L., HUGHES, J., & ROBINSON, M. (1992). A comparison of the social information-processing abilities of rejected and accepted hyperactive children. *Journal of Clinical Child Psychology*, 21, 123-131.
- MORAN, G. F., & VINOVSIS, M. A. (1985). The great care of godly parents: Early childhood in Puritan New England. In A. B. Smuts & J. W. Hagen (Eds.), *History and research in child development. Monographs of the Society for Research in Child Development*, 50/4-5, Serial No. 211.
- MORAN, J. D., III, & McCULLERS, J. C. (1984). The effects of recency and story content on children's moral judgments. *Journal of Experimental Child Psychology*, 38, 447-455.
- MORELL, V. (1993). The puzzle of the triple repeats. *Science*, 260, 1422-1423.
- MORELLI, G., ROGOFF, B., OPPENHEIM, D., & GOLDSMITH, D. (1992). Cultural variations in infants' sleeping arrangements: Questions of independence. *Developmental Psychology*, 28, 604-613.
- MORETTI, M. M., & HIGGINS, E. T. (1990). The development of self-esteem vulnerabilities. Social and cognitive factors in developmental psychopathology. In R. J. Sternberg & J. Kolligian, Jr. (Eds.), *Competence considered*. New Haven, CT: Yale University Press.
- MORGAN, B., & GIBSON, K. R. (1991). Nutritional and environmental interactions in brain development. In K. R. Gibson and A. C. Petersen (Eds.), *Brain maturation and cognitive development*. New York: Aldine de Gruyter.
- MORGAN, J. L. (1986). *From simple input to complex grammar*. Cambridge: MIT Press.
- MORGAN, J. L., BONAMO, K. M., & TRAVIS, L. L. (1995). Negative evidence on negative evidence. *Developmental Psychology*, 31, 180-197.
- MORGANE, P. J., AUSTIN-LaFRANCE, R., BRONZINO, J., TONKISS, J., DIAZ-CINTRA, S., CINTRA, L., KEMPER, T., & GALLER, J. R. (1993). Prenatal malnutrition and development of the brain. *Neuroscience and Biobehavioral Reviews*, 17, 91-128.
- MORO, E. (1918). Das erste Trimenon. *Munch. med. Wochr.*, 65, 1147-1150.
- MORRISON, F. J., GRIFFITH, E. M., & ALBERTS, D. M. (1997). Nature-nurture in the classroom: Entrance age, school readiness, and learning in children. *Developmental Psychology*, 33, 254-262.
- MORRISON, F. J., SMITH, L., & DOW-EHRENSBERGER, M. (1995). Education and cognitive development: A natural experiment. *Developmental Psychology*, 31, 789-799.
- MORRISON, H., & KUHN, D. (1983). Cognitive aspects of preschoolers' peer imitation in a play situation. *Child Development*, 54, 1054-1063.
- MORRONGIELLO, B. A., FENWICK, K. D., HILLIER, L., & CHANCE, G. (1994). Sound localization in newborn human infants. *Developmental Psychology*, 27, 519-538.
- MORRONGIELLO, B. A. (1988). Infants' localization of sounds along two spatial dimensions: Horizontal and vertical axes. *Infant Behavior and Development*, 11, 127-143.
- MORRONGIELLO, B. A. (1994). Effects of colocation on auditory-visual interactions and cross-modal perception in infants. In D. J. Lewkowicz & R. Luckner (Eds.), *The development of intersensory perception. Comparative perspectives*. Hillsdale, NJ: Erlbaum.
- MOSHMAN, D. (1998). Cognitive development beyond childhood. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of child psychology. Vol. 2. Cognition, perception and language* (5th ed.). New York: Wiley.
- MOUNTEER, C. A. (1987). Roman childhood, 200 B.C. to A.D. 600. *Journal of Psychohistory*, 14, 233-254.
- MOUNTS, N. S., & STEINBERG, L. (1995). An ecological analysis of peer influence on adolescent grade point average and drug use. *Developmental Psychology*, 31, 915-922.
- MRAZEK, P. J. (1993). Maltreatment and infant development. In C. H. Zeanah, Jr. (Ed.), *Handbook of infant mental development*. New York: Guilford.
- MUELLER, C. (1996). Multidisciplinary research of multimodal stimulation of premature infants: An integrative review of the literature. *Maternal-Child Nursing Journal*, 24, 18-31.
- MUELLER, E., & SILVERMAN, N. (1989). Peer relations in maltreated children. In D. Cicchetti & V. Carlson (Eds.), *Child maltreatment. Theory and research on the causes and consequences of child abuse and neglect*. New York: Cambridge University Press.
- MUELLER, W. H. (1986). The genetics of size and shape in children and adults. In F. Falkner & J. M. Tanner (Eds.), *Human growth: A comprehensive treatise* (2nd ed., Vol. 3). New York: Plenum.
- MUIR, D., & CLIFTON, R. K. (1985). Infants' orientation to the location of sound sources. In G. Gottlieb & N. A. Krasnegor (Eds.), *Measurement of audition and vision in the first year of postnatal life: A methodological overview*. Norwood, NJ: Ablex.
- MULLEN, M. K. (1994). Earliest recollections of childhood: A demographic analysis. *Cognition*, 52, 55-79.
- MULLEN, M. K., & YI, S. (1995). The cultural context of talk about the past: Implications for the development of autobiographical memory. *Cognition*, 67, 407-419.
- MUMME, D. L., FERNALD, A., & HERRERA, C. (1996). Infants' responses to facial and vocal emotional signals in a social referencing paradigm. *Child Development*, 67, 3219-3237.
- MUNAKATA, Y., McCLELLAND, J. L., JOHNSON, M. H., & SIEGLER, R. S. (1997). Re-thinking infant knowledge: Toward an adaptive process account of successes and failures in object permanence tasks. *Psychological Review*, 104, 686-713.
- MUNRO, D. J. (1977). *The concept of man in contemporary China*. Ann Arbor: University of Michigan Press.
- MUNROE, R. H., SHIMMIN, H. S., & MUNROE, R. L. (1984). Gender understanding and sex role preference in four cultures. *Developmental Psychology*, 20, 673-682.
- MURATA, P. J., McGLYNN, E. A., SIU, A. L., & BROOK, R. H. (1992). *Prenatal care*. Santa Monica, CA: Rand.
- MURPHEY, D. A. (1992). Constructing the child: Relations between parents' beliefs and child outcomes. *Developmental Review*, 12, 199-232.
- MURRAY, A. D., JOHNSON, J., & PETERS, J. (1990). Fine-tuning of utterance length to preverbal infants: Effects on later language development. *Journal of Child Language*, 17, 511-525.
- MURRAY, F. B. (1982). Learning and development through social interaction and conflict: A challenge to social learning theory. In I. Liben (Ed.), *Pragmatics and the foundation of knowledge*. Hillsdale, NJ: Erlbaum.
- MURRAY, L., FIORI-COWLEY, A., HOOPER, R., & COOPER, P. (1996). The impact of postnatal depression and associated adversity on early mother-infant interactions and later outcome. *Child Development*, 67, 2512-2526.
- MWAMWENDA, T. S. (1992). Cognitive development in African children. *Genetic, Social, and General Psychology Monographs*, 118, 5-72.
- MYERS, B. J. (1987). Mother-infant bonding as a critical period. In M. H. Bornstein (Ed.), *Sensitive periods in development. Interdisciplinary perspectives*. Hillsdale, NJ: Erlbaum.
- NADEL, J., & FONTAINE, A. (1989). Communicating by imitation: A developmental and comparative approach to transitory social competence. In B. H. Schneider, G. Attili, J. Nadel, & R. P. Weisberg (Eds.), *Social competence in developmental perspective*. Dordrecht, Netherlands: Kluwer.

- NAEYF, R. L., DIENER, M. M., & DELLINGER, W. S. (1999). Urban poverty: Effects on prenatal nutrition. *Science*, 286, 1026.
- NAIGLES, L. G., & GELMAN, S. A. (1995). Overextensions in comprehension and production revisited: Preferential-looking in a study of dog, cat, and cow. *Journal of Child Language*, 22, 39-46.
- NAKAHARA, T., UOZUMI, T., MONDEN, S., MUTTAGIN, Z., KURISU, K., ARITA, K., KUWABARA, S., OHAMA, K., KUMAGAI, M., & NAKAHARA, K. (1993). Prenatal diagnosis of open spina bifida by MRI and ultrasonography. *Brain and Development*, 15, 75-78.
- NATHANIELSZ, P. W. (1995). The role of basic science in preventing low birth weight. *The future of children* (Vol. 5, No. 1). Los Angeles: Packard Foundation.
- NATIONAL INSTITUTES OF HEALTH. (1993). The human genome: A race to the 3 billionth base. *Journal of NIH Research*, 5, 44.
- NEEDHAM, J. (1959). *A history of embryology*. Cambridge: Cambridge University Press.
- NEEDLEMAN, H. L., SCHELL, A. S., BELLINGER, D., LEVITON, A., & ALLRED, E. N. (1990). The long-term effects of exposure to low doses of lead in childhood: An 11-year follow-up report. *New England Journal of Medicine*, 322, 83.
- NEISSER, U., BOODOO, G., BOUCHARD, T. J., JR., BOYKIN, A. W., BRODY, N., CECL, S. J., HALPERN, D. F., LOEHLIN, J. C., PERLOFF, R., STERNBERG, R. J., & URBINA, S. (1986). Intelligence: Knowns and unknowns. *American Psychologist*, 51, 77-101.
- NEISSER, U. (Ed.). (1983). *Ecological and interpersonal knowledge of self*. New York: Cambridge University Press.
- NEISSER, U. (1995). Criteria for an ecological self. In P. Rochat (Ed.), *The self in infancy: Theory and research*. Amsterdam: Elsevier.
- NELSON, C. A. (1987). The recognition of facial expressions in the first two years of life: Mechanisms of development. *Child Development*, 58, 889-909.
- NELSON, C. A., & HOROWITZ, F. D. (1987). Visual motion perception in infancy: A review and synthesis. In P. Salapatek & L. Cohen (Eds.), *Handbook of infant perception: Vol. 2. From perception to cognition*. New York: Academic Press.
- NELSON, K. (1973). Structure and strategy in learning to talk. *Monographs of the Society for Research in Child Development*, 38(1-2, Serial No. 149).
- NELSON, K. (1985). *Making sense: The acquisition of shared meaning*. Orlando, FL: Academic Press.
- NELSON, K. (1986). *Event knowledge: Structure and function in development*. Hillsdale, NJ: Erlbaum.
- NELSON, K. (1988). Constraints on word learning. *Cognitive Development*, 3, 221-246.
- NELSON, K. (1993a). Events, narratives, memory: What develops? In C. A. Nelson (Ed.), *Minnesota symposium on child psychology. Vol. 26. Memory and affect in development*. Hillsdale, NJ: Erlbaum.
- NELSON, K. (1993b). The psychological and social origins of autobiographical memory. *Psychological Science*, 4, 7-14.
- NELSON, K. (1996). *Language in cognitive development*. New York: Cambridge University Press.
- NELSON, K., HAMPSON, J., & SHAW, L. K. (1993). Nouns in early lexicons: Evidence, explanations, and implications. *Journal of Child Language*, 20, 61-84.
- NELSON, S. A. (1980). Factors influencing young children's use of motives and outcomes as moral criteria. *Child Development*, 51, 823-829.
- NELSON, S. A., & DWECK, C. S. (1977). Motivation and competence as determinants of young children's reward allocation. *Developmental Psychology*, 13, 192-197.
- NEVILLE, B., & PARKE, R. D. (1997). Waiting for paternities: Interpersonal and contextual implications of the timing of fatherhood. *Sex Roles*, 37, 45-59.
- NEWCOMB, A. F., & BAGWELL, C. L. (1995). Children's friendship relations: A meta-analytic review. *Psychological Bulletin*, 117, 306-317.
- NEWCOMB, A. F., BUKOWSKI, W. M., & PATTEE, L. (1993). Children's peer relations: A meta-analytic review of popular, rejected, neglected, controversial, and average sociometric status. *Psychological Bulletin*, 113, 99-128.
- NEWCOMBE, N. (1989). The development of spatial perspective taking. In H. W. Reese (Ed.), *Advances in child development and behavior* (Vol. 22). San Diego: Academic Press.
- NEWCOMBE, N., & DUBAS, J. S. (1992). A longitudinal study of predictors of spatial ability in adolescent females. *Child Development*, 63, 37-46.
- NEWCOMER, S., & UDRY, J. R. (1987). Parental marital status effects on adolescent sexual behavior. *Journal of Marriage and the Family*, 48, 235-240.
- NEWMAN, D. L., CASPI, A., MOFFITT, T. E., & SILVA, P. A. (1997). Antecedents of adult interpersonal functioning: Effects of individual differences in age 3 temperament. *Developmental Psychology*, 33, 206-217.
- NEWMAN, P. R. (1982). The peer group. In B. B. Wolman (Ed.), *Handbook of developmental psychology*. Englewood Cliffs, NJ: Prentice-Hall.
- NEWPORT, E. L. (1977). Motherese: The speech of mothers to young children. In N. J. Castellan, D. B. Pisoni, & G. Potts (Eds.), *Cognitive theory* (Vol. 2). Hillsdale, NJ: Erlbaum.
- NEWPORT, E. L. (1991). Contrasting concepts of the critical period for language. In S. Carey & R. Gelman (Eds.), *The epigenesis of mind: Essays on biology and cognition*. Hillsdale, NJ: Erlbaum.
- NICHD EARLY CHILD CARE RESEARCH NETWORK. (1997). Child care in the first year of life. *Merrill-Palmer Quarterly*, 43, 340-360.
- NICHD EARLY CHILD CARE RESEARCH NETWORK. (1997). The effects of infant child care on infant-mother attachment security: Results of the NICHD study of early child care. *Child Development*, 68, 860-879.
- NICHOLS, R. C. (1978). Heredita and environment: Major findings from twin studies of ability, personality, and interests. *Homo*, 29, 158-173.
- NINIO, A. (1992). The relation of children's single-word utterances to single-word utterances in the input. *Journal of Child Language*, 19, 87-110.
- NINIO, A., & BRUNER, J. (1978). The achievement and antecedents of labeling. *Journal of Child Language*, 5, 1-15.
- NINIO, A., & SNOW, C. E. (1988). Language acquisition through language use: The functional sources of children's early utterances. In Y. Levy, I. M. Schlesinger, & M. D. S. Braine (Eds.), *Categories and processes in language acquisition*. Hillsdale, NJ: Erlbaum.
- NINIO, A., & SNOW, C. E. (1996). *Pragmatic development*. Boulder, CO: Westview Press.
- NINIO, A., & WHEELER, P. (1984). Functions of speech in mother-infant interaction. In I. Feagans, C. Garvey, & R. Golinkoff (Eds.), *The origins and growth of communication*. Norwood, NJ: Ablex.
- NISAN, M. (1984). Distributive justice and social norms. *Child Development*, 55, 1020-1029.
- NOLEN-HOEKSEMA, S., GIRGUS, J. S., & SELIGMAN, M. E. P. (1980). Learned helplessness in children: A longitudinal study of depression, achievement, and explanatory style. *Journal of Personality and Social Psychology*, 37, 435-442.
- NORCINI, J. J., & SNYDER, S. S. (1986). Effects of modeling and cognitive induction on moral reasoning. In G. I. Sapp (Ed.), *Handbook of moral development: Models, processes, techniques, and research*. Birmingham, AL: Religious Education Press.
- NOTTLEMAN, E. D. (1987). Competence and self-esteem during transition from childhood to adolescence. *Developmental Psychology*, 23, 441-450.
- NOVICK, N., CAUCE, A. M., & GROVE, K. (1986). Competence self-concept. In B. A. Bracken (Ed.), *Handbook of self-concept: Developmental, social, and clinical considerations*. New York: Wiley.
- NUNES, T., CARRAHER, D. W., & SCHLIEMANN, A. D. (1993). *Street mathematics and school mathematics*. New York: Cambridge University Press.
- NUNNALLY, J. C. (1982). The study of human change: Measurement, research strategies, and methods of analysis. In B. B. Wolman (Ed.), *Handbook of developmental psychology*. Englewood Cliffs, NJ: Prentice Hall.

- NUNNER-WINKLER, G., & SODIAN, B. (1988). Children's understanding of moral emotions. *Child Development*, 59, 1323-1338.
- NYITI, R. M. (1982). The validity of "cultural differences" explanations for cross-cultural variation in the rate of Piagetian cognitive development. In D. A. Wagner & H. W. Stevenson (Eds.), *Cultural perspectives on child development*. San Francisco: W. H. Freeman.
- OAKES, L. M., & COHEN, L. B. (1995). Infant causal perception. In C. K. Rovee-Collier & L. P. Lipsitt (Eds.), *Advances in infancy research* (Vol. 9). Norwood, NJ: Ablex.
- O'BRIEN, M., & HUSTON, A. C. (1985). Development of sex-typed play behavior in toddlers. *Developmental Psychology*, 21, 866-871.
- O'BRIEN, M., & NAGLE, K. (1987). Parents' speech to toddlers: The effect of play context. *Journal of Child Language*, 14, 269-279.
- OCHS, E. (1982). Talking to children in western Samoa. *Language in Society*, 11, 77-104.
- O'CONNOR, B. (1993). The home birth movement in the United States. *The Journal of Medicine and Philosophy*, 18, 147-174.
- O'CONNOR, R. D. (1969). Modification of social withdrawal through symbolic modeling. *Journal of Applied Behavior Analysis*, 2, 15-22.
- O'CONNOR, R. D. (1972). Relative efficacy of modeling, shaping, and the combined procedures for modification of social withdrawal. *Journal of Abnormal Psychology*, 79, 327-334.
- ODOM, S. L., & STRAIN, P. S. (1984). Peer-mediated approaches to promoting children's social interaction: A review. *American Journal of Orthopsychiatry*, 54, 544-557.
- OEHLER, J. M., & ECKERMAN, C. D. (1988). Regulatory effects of human speech and touch in premature infants prior to term age. *Infant Behavior and Development*, 11, 249.
- OHLENDORF-MOFFAT, P. (1991, February). Surgery before birth. *Discover*, pp. 59-65.
- OLLER, D. K., & EILERS, R. E. (1982). Similarity of babbling in Spanish- and English-learning babies. *Journal of Child Language*, 9, 565-577.
- OLLER, D. K., & EILERS, R. E. (1988). The role of audition in infant babbling. *Child Development*, 59, 441-449.
- OLSON, G. M., & SHERMAN, T. (1983). Attention, learning, and memory in infants. In P. H. Mussen (Series Ed.) & M. M. Haith & J. J. Campos (Vol. Eds.), *Handbook of child psychology: Vol. 2. Infancy and developmental psychopathology*. New York: Wiley.
- OLSON, H. (1994). The effects of prenatal alcohol exposure on child development. *Infants and Young Children*, 6, 10-25.
- OLSON, S. L., BATES, J. E., & KASKIE, B. (1992). Caregiver-infant interaction antecedents of children's school-age cognitive ability. *Merrill-Palmer Quarterly*, 38, 309-330.
- OLVERA-EZZELL, N., POWER, T. G., & COUSINS, J. H. (1990). Maternal socialization of children's eating habits: Strategies used by obese Mexican-American mothers. *Child Development*, 61, 395-400.
- OLWEUS, D., MATTISON, A., SCHALLING, D., & LOW, H. (1988). Circulating testosterone levels and aggression in adolescent males: A causal analysis. *Psychosomatic Medicine*, 50, 261-272.
- OMARK, D. R., STRAYER, F. F., & FREEDMAN, D. G. (1980). *Dominance relations. An ethological view of human conflict and social interaction*. New York: Garland.
- O'NEILL, D. K. (1996). Two-year-olds' sensitivity to a parent's knowledge state when making requests. *Child Development*, 51, 659-677.
- O'NEILL, D. K., & GOPNIK, A. (1991). Young children's ability to identify the sources of their beliefs. *Developmental Psychology*, 27, 390-397.
- O'NEILL, D. K., ASTINGTON, J. W., & FLAVELL, J. H. (1982). Young children's understanding of the role that sensory experiences play in knowledge acquisition. *Child Development*, 63, 474-490.
- OOSTERWEGEL, A., & OPPENHEIMER, L. (1993). *The self-system: Developmental changes between and within self-concepts*. Hillsdale, NJ: Erlbaum.
- O'REILLY, A. W., & BORNSTEIN, M. (1993). Caregiver-child interaction in play. In M. H. Bornstein & A. W. O'Reilly (Eds.), *New directions for child development: No. 59. The role of play in the development of thought*. San Francisco: Jossey-Bass.
- ORLOPSKY, J. L., & O'HERON, C. A. (1987). Stereotypic and nonstereotypic sex-role trait and behavior orientations. Implications for personal adjustment. *Journal of Personality and Social Psychology*, 52, 1034-1042.
- ORNSTEIN, P. A., NAUS, M. J., & LIBERTY, C. (1975). Rehearsal and organizational processes in children's memory. *Child Development*, 46, 818-830.
- OSHERSON, D. N. (1990). *An invitation to cognitive science*. Cambridge: MIT Press.
- OSOFSKY, J. (1995a). Children who witness domestic violence: The invisible victims. *Social Policy Report: Society for Research in Child Development*, 18, 1-16.
- OSOFSKY, J. (1995b). The effects of exposure to violence on young children. *American Psychologist*, 50, 782-788.
- OSTER, H., HEGLEY, D., & NAGEL, L. (1992). Adult judgments and fine-grained analysis of infant facial expressions: Testing the validity of a priori coding formulae. *Developmental Psychology*, 28, 1115-1131.
- OWEN, D. R. (1972). The 47,XXY male: A review. *Psychological Bulletin*, 78, 209-233.
- OWEN, D. R. (1979). Psychological studies in XYY men. In H. L. Valler & I. H. Porter (Eds.), *Genetic mechanisms of sexual development*. New York: Academic Press.
- PAGE, R. A. (1981). Longitudinal evidence for the sequentiality of Kohlberg's stages of moral judgment in adolescent males. *Journal of Genetic Psychology*, 139, 3-9.
- PAIK, H., & COMSTOCK, G. (1994). The effects of television violence on antisocial behavior: A meta-analysis. *Communication Research*, 21, 516-546.
- PAIKOFF, R. L., & BROOKS-GUNN, J. (1990). Physiological processes: What role do they play during the transition to adolescence? In R. Montemayor, G. R. Adams, & T. Gullotta (Eds.), *From childhood to adolescence: Vol. 2. Advances in adolescent development*. London: Sage.
- PAINE, P., DOREA, J. G., PASQUALI, L., & MONTEIRO, A. M. (1992). Growth and cognition in Brazilian school children: A spontaneously occurring intervention. *International Journal of Child Development*, 15, 169-183.
- PALCA, J. (1990). AIDS and the future. *Science*, 248, 1484.
- PALINGSAR, A. S. (1992, April). *Beyond reciprocal teaching: A retrospective and prospective view*. Address presented at the meeting of the American Educational Research Association, San Francisco.
- PALKOVITZ, R. (1984). Parental attitudes and fathers' interactions with their 5-month-old infants. *Developmental Psychology*, 20, 1054-1060.
- PANETH, N. S. (1995). The problem of low birth weight. *The future of children* (Vol. 5, No. 1). Los Angeles: Packard Foundation.
- PAREKH, V. C., PHEERWANI, A., UDANI, P. M., & MUKERJEE, S. (1970). Brain weight and head circumference in fetus, infant, and children of different nutritional and socioeconomic groups. *Indian Pediatrics*, 7, 347-358.
- PARKH, B. (1980). Development of moral judgment and its relation to family environment factors in Indian and American families. *Child Development*, 51, 1030-1039.
- PARIS, S. G., & CROSS, D. R. (1988). The zone of proximal development: Virtues and pitfalls of a metaphorical representation of children's learning. *Genetic Epistemology*, 16(1), 27-37.
- PARIS, S. G., & LINDAUER, B. K. (1976). The role of inference in children's comprehension and memory for sentences. *Cognitive Psychology*, 8, 217-227.
- PARIS, S. G., & OKA, E. R. (1986). Children's reading strategies, meta-cognition, and motivation. *Developmental Review*, 6, 25-56.
- PARKE, R. D. (1977). Some effects of punishment on children's behavior—revisited. In E. M. Hetherington & R. D. Parke (Eds.), *Contemporary readings in child psychology*. New York: McGraw-Hill.
- PARKE, R. D. (1994). Progress, paradigms, and unresolved problems: Recent advances in our understanding of children's emotions. *Merrill-Palmer Quarterly*, 40, 157-169.
- PARKE, R. D. (1995). Fathers and families. In M. H. Bornstein (Ed.), *Handbook of parenting: Vol. 3. Status and social conditions of parenting*. Hillsdale, NJ: Erlbaum.

- PARKE, R. D. (1995). Fathers and families. In M. H. Bornstein (Ed.), *Handbook of parenting Vol. 3. Status and social conditions of parenting*. Mahwah, NJ: Erlbaum.
- PARKE, R. D. (1996). *Fatherhood*. Cambridge: Harvard University Press.
- PARKE, R. D., & BUIEL, R. (1998). Socialization in the family: Ethnic and ecological perspectives. In W. Damon (Ed.), *Handbook of child psychology. Vol. 3. Social, emotional, and personality development*. New York: Wiley.
- PARKE, R. D., & LADD, G. W. (Eds.). (1992). *Family-peer relationships. Modes of linkage*. Hillsdale, NJ: Erlbaum.
- PARKE, R. D., & SLABY, R. G. (1983). The development of aggression. In E. M. Hetherington (Ed.), *Handbook of child psychology. Vol. 4. Socialization, personality, and social development*. New York: Wiley.
- PARKE, R. D., CASSIDY, J., BURKS, V. M., CARSON, J. L., & BOYUM, L. (1992). Familial contribution to peer competence among young children: The role of interactive and affective processes. In R. D. Parke & G. W. Ladd (Eds.), *Family-peer relationships. Modes of linkage*. Hillsdale, NJ: Erlbaum.
- PARKER, J. G., & ASHER, S. R. (1987). Peer relations and later personal adjustment: Are low-accepted children at risk? *Psychological Bulletin*, 102, 357-389.
- PARKER, J. G., RUBIN, K. H., PRICE, J. M., & DEROSIER, M. E. (1995). Peer relationships, child development, and adjustment: A developmental psychopathology perspective. In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology. Vol. 2. Risk, disorder, and adaptation*. New York: Wiley.
- PARMELEE, A. H., & GARBANATI, J. (1987). Clinical neurobehavioral aspects of state organization in newborn infants. In A. Kobayashi (Ed.), *Neonatal brain and behavior*. Nagoya, Japan: University of Nagoya Press.
- PARMELEE, A. H., & SIGMAN, M. D. (1985). Perinatal brain development and behavior. In M. M. Haith & J. J. Campos (Eds.), *Handbook of child psychology. Vol. 2. Infancy and developmental psychobiology*. New York: Wiley.
- PARMELEE, A. H., & SIGMAN, M. D. (1983). Perinatal brain development and behavior. In P. H. Mussen (Series Ed.) & M. M. Haith & J. J. Campos (Vol. Eds.), *Handbook of child psychology. Vol. 2. Infancy and developmental psychobiology*. New York: Wiley.
- PARSONS, C. (1960). Inhelder and Piaget's "The growth of logical thinking". II. A logician's viewpoint. *British Journal of Psychology*, 51, 75-84.
- PARTEN, M. B. (1982). Social participation among preschool children. *Journal of Abnormal and Social Psychology*, 27, 243-269.
- PASCALIS, O., DE SCHONEN, S., MORTON, J., & DERUELLE, C. (1995). Mother's face recognition by neonates: A replication and an extension. *Infant Behavior and Development*, 18, 79-85.
- PASCALIS, O., DE SCHONEN, S., MORTON, J., DERUELLE, C., & FABRE-GRENET, M. (1995). Mothers' face recognition by neonates: A replication and extension. *Infant Behavior and Development*, 18, 79-95.
- PATCHENS, M. (1982). *Black-white contact in the schools: Its social and academic effects*. West Lafayette, IN: Purdue University Press.
- PATTERSON, C. J. (1982). Self-control and self-regulation in childhood. In T. M. Field, A. Huston, H. C. Quas, L. Trull, & G. E. Finley (Eds.), *Reviews of human development*. New York: Wiley.
- PATTERSON, C. J. (1992). Children of lesbian and gay parents. *Child Development*, 63, 1025-1042.
- PATTERSON, C. J. (1994). Lesbian and gay families. *Current Directions in Psychological Science*, 3, 62-64.
- PATTERSON, C. J. (1994a). Children of the lesbian baby boom: Behavioral adjustment, self-concepts, and sex-role identity. In B. Greene & G. Herek (Eds.), *Contemporary perspectives on lesbian and gay psychology. Theory, research, and application*. Beverly Hills, CA: Sage.
- PATTERSON, C. J. (1994b). Lesbian and gay families. *Current Directions in Psychological Science*, 3, 62-64.
- PATTERSON, C. J. (1995). Lesbian and gay parenthood. In M. H. Bornstein (Ed.), *Handbook of parenting. Vol. 3. Status and social conditions of parenting*. Mahwah, NJ: Erlbaum.
- PATTERSON, C. J. (1995a). Families of the lesbian baby boom: Parents' division of labor and children's adjustment. *Developmental Psychology*, 31, 115-123.
- PATTERSON, C. J. (1995b). Lesbian and gay parenthood. In M. H. Bornstein (Ed.), *Handbook of parenting. Vol. 3. Status and social conditions of parenting*. Mahwah, NJ: Erlbaum.
- PATTERSON, C. J. (1995c). Sexual orientation and human development: An overview. *Developmental Psychology*, 31, 3-11.
- PATTERSON, G. R. (1982). *Coercive family process*. Eugene, OR: Castalia.
- PATTERSON, G. R. (1995). Coercion—A basis for early age of onset of arrest. In J. McCord (Ed.), *Coercion and punishment in long-term perspective*. New York: Cambridge University Press.
- PATTERSON, G. R., LITTMAN, R. A., & BRICKER, W. (1987). Assertive behavior in children: A step toward a theory of aggression. *Monographs of the Society for Research in Child Development*, 52 (5, Serial No. 113).
- PATTERSON, G. R., REID, J. B., & DISHION, T. J. (1992). *Antisocial boys*. Eugene, OR: Castalia.
- PAUL, R., & MILLER, D. (1995). Cesarean deliveries: How to reduce the rate. *American Journal of Obstetrics and Gynecology*, 172, 1903-1911.
- PAYNE, A. C., WHITEHURST, G. J., & ANGELL, A. A. (1994). The role of home literacy environment in the development of language ability in preschool children from low-income families. *Early Childhood Research Quarterly*, 9, 427-440.
- PEARL, D. (1987). Familial, peer, and television influences on aggressive and violent behavior. In D. H. Crowell, I. M. Evans, & C. R. O'Donnell (Eds.), *Childhood aggression and violence: Sources of influence, prevention, and control*. New York: Plenum.
- PECHEUX, M., LEPECQ, J., & SALZARULO, P. (1988). Oral activity and exploration in 1-2-month-old infants. *British Journal of Developmental Psychology*, 6, 245-256.
- PEDERSON, D. R., & MORAN, G. (1995). A categorical description of infant-mother relationships in the home and its relation to Q-sort measures of infant-mother interaction. In E. Waters, B. E. Vaughn, G. Posada, & K. Kondo-Ikemura (Eds.), *Caregiving, cultural, and cognitive perspectives on secure-base behavior and working models. Monographs of the Society for Research in Child Development*, 60 (2-3, Serial No. 244).
- PEDERSON, D. R., & MORAN, G. (1996). Expressions of the attachment relationship outside of the Strange Situation. *Child Development*, 67, 915-927.
- PEDERSON, D. R., & TER VRUGT, D. (1975). The influence of amplitude and frequency of vestibular stimulation on the activity of two-month-old infants. *Child Development*, 44, 122-128.
- PEDERSON, N. L., FRIBERG, L., FLODERUS-MYRHED, B., MCCLEARN, G. E., & PLOMIN, R. (1984). Swedish early-separated twins: Identification and characterization. *Acta Geneticae Medicae et Gemellologiae*, 33, 243-250.
- PEDLOW, R., SANSON, A., PRIOR, M., & OBERKLAID, F. (1993). Stability of maternally reported temperament from infancy to 8 years. *Developmental Psychology*, 29, 998-1007.
- PEGG, J. E., WERKER, J. F., & McLEOD, P. J. (1992). Preferences for infant-directed over adult-directed speech: Evidence from 7-week-old infants. *Infant Behavior and Development*, 15, 325-345.
- PEIPER, A. (1963). *Cerebral function in infancy and adulthood*. New York: Consultants Bureau.
- PELAEZ-NOGUERAS, M., FIELD, T., CIGALES, M., GONZALEZ, A., & CLASKY, S. (1994). Infants of depressed mothers show less "depressed" behavior with their nursery teachers. *Infant Mental Health Journal*, 15, 358-367.
- PELHAM, W. E., & HINSHAW, S. P. (1992). Behavior intervention for attention-deficit hyperactivity disorder. In S. M. Turner, K. S. Calhoun, & H. E. Adams (Eds.), *Handbook of clinical behavior therapy* (2nd ed.). New York: Wiley.
- PENNER, S. G. (1987). Parental responses to grammatical and ungrammatical child utterances. *Child Development*, 58, 376-384.
- PEPLER, D. J., KING, G., & BYRD, W. (1991). A social-cognitively based social skills training program for aggressive children. In D. J. Pepler & K. H. Rubin (Eds.), *The development*

- and treatment of childhood aggression. Hillsdale, NJ: Erlbaum.
- PERFETTI, C. A.** (1991) The psychology, pedagogy, and politics of reading. *Psychological Science*, 2, 70-76.
- PERNER, J., RUFFMAN, T. K., & LEERAM, S. R.** (1991) Theories of mind is contagious. You catch it from your sibs. *Child Development*, 65, 1228-1238.
- PERRY, D. G., & BUSSEY, K.** (1979) The social learning theory of sex differences: Imitation is alive and well. *Journal of Personality and Social Psychology*, 37, 1699-1712.
- PERRY, D. G., & BUSSEY, K.** (1984). *Social development*. Englewood Cliffs, NJ: Prentice Hall.
- PERRY, D. G., & PERRY, L. C.** (1983). Social learning, causal attribution and moral internalization. In J. Bizanz, G. L. Bizanz, & R. Kail (Eds.), *Learning in children: Progress in cognitive development research*. New York: Springer-Verlag.
- PERRY, D. G., PERRY, L. C., & WEISS, R. J.** (1989). Sex differences in the consequences that children anticipate for aggression. *Developmental Psychology*, 25, 312-319.
- PERRY, D. G., WHITE, A. J., & PERRY, L. C.** (1984). Does early sex typing result from children's attempts to match their behavior to sex role stereotypes? *Child Development*, 55, 2114-2121.
- PERRY, M., & ELDER, A. D.** (1997) Knowledge in transition: Adults' developing understanding of a principle of physical causality. *Cognitive Development*, 12, 131-157.
- PERRY, M., CHURCH, R. B., & GOLDIN-MEADOW, S.** (1988). Transitional knowledge in the acquisition of concepts. *Cognitive Development*, 3, 359-400.
- PERRY, M., WOOLLEY, J., & IFCHER, J.** (1995). Adults' abilities to detect children's readiness to learn. *International Journal of Behavioral Development*, 18, 364-381.
- PETERS, D. P.** (1991). The influence of stress and arousal on the child witness. In J. Doris (Ed.), *The suggestibility of children's recollections*. Washington, DC: American Psychological Association.
- PETERSEN, A. C.** (1987) The nature of biological-psychosocial interactions: The simple case of early adolescence. In R. M. Lerner & T. L. Foch (Eds.), *Biological-psychosocial interactions in early adolescence*. Hillsdale, NJ: Erlbaum.
- PETERSON, L.** (1983). Role of donor competence, donor age, and peer presence on helping in an emergency. *Developmental Psychology*, 19, 873-880.
- PETITTO, L. A., & MARENTETTE, P. F.** (1991). Babbling in the manual mode: Evidence for the ontogeny of language. *Science*, 251, 1493-1496.
- PETITTO, L. A.** (1992). Modularity and constraints in early lexical acquisition: Evidence from children's early language and gesture. In M. R. Gunnar & M. Maratsos (Eds.), *Minnesota symposia on child psychology: Vol. 25. Modularity and constraints in language and cognition*. Hillsdale, NJ: Erlbaum.
- PETTIT, G. S., BAKSHI, A., DODGE, K. A., & COIE, J. D.** (1990). The emergence of social dominance in young boys' play groups: Developmental differences and behavioral correlates. *Developmental Psychology*, 26, 1017-1025.
- PHARES, V.** (1992). Where's Poppa?: The relative lack of attention to the role of fathers in child and adolescent psychopathology. *American Psychologist*, 47, 656-664.
- PHARES, V., & COMPAS, E.** (1992) The role of fathers in child and adolescent psychopathology: Make room for daddy. *Psychological Bulletin*, 111, 387-412.
- PHELPS, E., & DAMON, W.** (1991). Peer collaboration as a context for cognitive growth. In L. T. Landsmann (Ed.), *Culture, schooling, and psychological development*. Norwood, NJ: Ablex.
- PHILLIPS, D. A., & ZIMMERMAN, M.** (1990). The developmental course of perceived competence and incompetence among competent children. In R. J. Sternberg & J. Kolligan (Eds.), *Competence considered*. New Haven, CT: Yale University Press.
- PHILLIPS, D. A.** (1984). The illusion of incompetence among academically competent children. *Child Development*, 55, 2000-2016.
- PHILLIPS, D. A.** (1987). Socialization of perceived academic competence among highly competent children. *Child Development*, 58, 1408-1420.
- PHILLIPS, R. B., SHARMA, R., PREMACHANDRA, B. R., VAUGHN, A. J., & REYES-LEE, M.** (1996). Intrauterine exposure to cocaine: Effect on neurobehavior of neonates. *Infant Behavior and Development*, 19, 71-81.
- PHILLIPS, S., KING, S., & DUBOIS, L.** (1978). Spontaneous activities of female versus male newborns. *Child Development*, 49, 590-597.
- PIAGET, J.** (1926). *The language and thought of the child*. New York: Harcourt Brace.
- PIAGET, J.** (1929). *The child's conception of the world*. London: Routledge & Kegan Paul.
- PIAGET, J.** (1932). *The moral judgment of the child*. London: Routledge & Kegan Paul.
- PIAGET, J.** (1950). *The psychology of intelligence*. New York: Harcourt Brace.
- PIAGET, J.** (1951). *Play, dreams, and imitation in childhood*. New York: Norton.
- PIAGET, J.** (1952). *The origins of intelligence in children*. New York: International Universities Press.
- PIAGET, J.** (1954). *The construction of reality in the child*. New York: Basic Books.
- PIAGET, J.** (1957) Logique et équilibre dans les comportements du sujet. In L. Apostel, B. Mandelbrot, & J. Piaget (Eds.), *Etudes d'épistémologie génétique* (Vol. 2). Paris: Presses Universitaires de France.
- PIAGET, J.** (1964). Development and learning. In R. E. Ripple & V. N. Rockcastle (Eds.), *Piaget rediscovered*. Ithaca, NY: Cornell University Press.
- PIAGET, J.** (1967). *Six psychological studies*. New York: Random House.
- PIAGET, J.** (1968). *On the development of memory and identity*. Barre, MA: Clark University Press and Barre Publishers.
- PIAGET, J.** (1969). *The child's conception of time*. London: Routledge & Kegan Paul.
- PIAGET, J.** (1970). *The child's conception of movement and speed*. London: Routledge & Kegan Paul.
- PIAGET, J.** (1971). *Science of education and the psychology of the child*. New York: Viking.
- PIAGET, J.** (1972). Intellectual evolution from adolescence to adulthood. *Human Development*, 15, 1-12.
- PIAGET, J.** (1976). *To understand is to invent. The future of education*. New York: Penguin.
- PIAGET, J.** (1977). *The development of thought: Equilibration of cognitive structures*. New York: Viking.
- PIAGET, J.** (1979). Correspondence and transformation. In F. B. Murray (Ed.), *The impact of Piagetian theory*. Baltimore: University Park Press.
- PIAGET, J.** (1980). Recent studies in genetic epistemology. *Cashiers Foundation Archives, Jean Piaget, No. 1*.
- PIAGET, J.** (1983). Piaget's theory. In P. H. Mussen (Series Ed.) & W. Kessen (Vol. Ed.), *Handbook of child psychology: Vol. 1. History, theory, and methods*. New York: Wiley.
- PIAGET, J., & INHELDER, B.** (1956). *The child's conception of space*. London: Routledge & Kegan Paul.
- PIAGET, J., & INHELDER, B.** (1956). *The child's conception of space*. London: Routledge & Kegan Paul.
- PIAGET, J., & INHELDER, B.** (1969). *The psychology of the child*. New York: Basic Books.
- PIAGET, J., & INHELDER, B.** (1975). *Memory and intelligence*. New York: Basic Books.
- PIAGET, J., & INHELDER, B.** (1974). *The child's construction of quantities*. London: Routledge & Kegan Paul.
- PIAGET, J., & SZEMINSKA, A.** (1952). *The child's conception of number*. New York: Basic Books.
- PIAGET, J., INHELDER, B., & SZEMINSKA, A.** (1960). *The child's conception of geometry*. New York: Basic Books.
- PICARIELLO, M. L., GREENBERG, D. N., & PILLEMER, D. B.** (1990). Children's sex-related stereotyping of colors. *Child Development*, 61, 1453-1460.
- PICK, H. L. JR.** (1992). Eleanor J. Gibson: Learning to perceive and perceiving to learn. *Developmental Psychology*, 28, 787-794.
- PICKENS, J., & FIELD, T.** (1995). Facial expressivity in infants of depressed mothers. *Developmental Psychology*, 29, 986-988.
- PIERCE, K., & EDWARDS, E. D.** (1988). Children's construction of fantasy stories: Gender differences in conflict resolution strategies. *Sex Roles*, 18, 393-404.

- PIERCE, K. A., & COHEN, R. (1995). Aggressors and their victims: Toward a contextual framework for understanding children's aggressor-victim relationships. *Developmental Review, 15*, 292-310.
- PINE, J. M., LIEVEN, E. V. M., & ROWLAND, C. F. (1997). Stylistic variation at the "single-word stage": Relations between maternal speech characteristics and children's vocabulary composition and usage. *Child Development, 68*, 807-819.
- PINKER, S. (1984). *Language learnability and language development*. Cambridge: Harvard University Press.
- PINKER, S. (1987). The bootstrapping problem in language acquisition. In B. MacWhinney (Ed.), *Mechanisms of language acquisition*. Hillsdale, NJ: Erlbaum.
- PINKER, S. (1989). *Learnability and cognition: The acquisition of argument structure*. Cambridge: MIT Press.
- PINKER, S. (1994). *The language instinct: How the mind creates language*. New York: William Morrow.
- PIPP, S. (1990). Sensorimotor and representational internal working models of self, other, and relationship: Mechanisms of connection and separation. In D. Cicchetti & M. Beeghly (Eds.), *The self in transition: Infancy to childhood*. Chicago: University of Chicago Press.
- PIPP, S. (1995). Infants' knowledge of self, other, and relationship. In U. Neisser (Ed.), *Ecological and interpersonal knowledge of self*. New York: Cambridge University Press.
- PIPP, S., EASTERBROOKS, M. A., & HARMON, R. J. (1992). The relation between attachment and knowledge of self and mother in one- to three-year-old infants. *Child Development, 63*, 738-750.
- PIPP, S., FISCHER, K. W., & JENNINGS, S. (1987). Acquisition of self and mother knowledge in infancy. *Developmental Psychology, 23*, 86-96.
- PIPP-SIEGEL, S., & FOLTZ, C. (1997). Toddlers' acquisition of self/other knowledge: Ecological and interpersonal aspects of self and other. *Child Development, 68*, 69-79.
- PLOMIN, R. (1990). *Nature and nurture*. Belmont, CA: Wadsworth.
- PLOMIN, R. (1994). *Genes and experience: The interplay between nature and nurture*. Thousand Oaks, CA: Sage.
- PLOMIN, R. (1995). Molecular genetics and psychology. *Current Directions in Psychological Science, 4*, 114-117.
- PLOMIN, R., & DEFRIES, J. C. (1985). *Origins of individual differences in infancy: The Colorado Adoption Project*. Orlando FL: Academic Press.
- PLOMIN, R., & McCLEARN, G. E. (Eds.). (1993). *Nature, nurture, and psychology*. Washington, DC: American Psychological Association.
- PLOMIN, R., & NEIDERHISER, J. M. (1992). Genetics and experience. *Current Directions in Psychological Science, 1*, 160-164.
- PLOMIN, R., DEFRIES, J. C., & FULKER, D. W. (1988). *Nature and nurture during infancy and early childhood*. Cambridge: Cambridge University Press.
- PLOMIN, R., DEFRIES, J. C., McCLEARN, G. E., & RUTTER, M. (1997). *Behavioral genetics* (3rd ed.). New York: W. H. Freeman.
- PLOMIN, R., EMDE, R. N., BRAUNGART, J. M., CAMPOS, J., CORLEY, R., FULKER, D. W., KAGAN, J., REZNICK, J. S., ROBINSON, J., ZAHN-WAXLER, C., & DEFRIES, J. C. (1993). Genetic change and continuity from fourteen to twenty months: The MacArthur Longitudinal Twin Study. *Child Development, 64*, 1354-1370.
- PLOMIN, R., FULKER, D. W., CORLEY, R., & DEFRIES, J. C. (1997). Nature, nurture, and cognitive development from 1 to 16 years: A parent-offspring adoption study. *Psychological Science, 8*, 442-447.
- PLOMIN, R., FULKER, D. W., CORLEY, R., & DEFRIES, J. C. (1997). Nature, nurture, and cognitive development from 1 to 16 years: A parent-offspring adoption study. *Psychological Science, 8*, 442-447.
- PLOMIN, R., REISS, D., HETHERINGTON, E. M., & HOWE, G. W. (1994). Nature and nurture: Genetic contributions to measures of the family environment. *Developmental Psychology, 30*, 32-43.
- PLUMERT, J. M. (1995). Relations between children's overestimation of their physical abilities and accident proneness. *Developmental Psychology, 31*, 890-876.
- POLLITT, E., GOLUB, M., GORMAN, K., GRANTHAM-McGREGOR, S., LEVITSKY, D., SCHURCH, B., STRUPP, B., & WACHS, T. (1996). A reconceptualization of the effects of undernutrition on children's biological, psychosocial, and behavioral development. *Social Policy Report, Society for Research in Child Development, 10*, 1-31.
- POLLITT, E., GORMAN, K., ENGLE, P., MARETTORELL, R., & RIVERA, J. (1993). Early supplementary feeding and cognition: Effects over two decades. *Monographs of the Society for Research in Child Development, 58*(6, Serial No. 235).
- POLLOCK, L. (1983). *Forgotten children: Parent-child relations from 1500 to 1900*. Cambridge: Cambridge University Press.
- POLLOCK, L. (1987). *A lasting relationship: Parents and children over three centuries*. London: Fourth Estate.
- POMERANTZ, E. M., RUBLE, D. N., FREY, K. S., & GREULICH, F. (1995). Meeting goals and confronting conflict: Children's changing perceptions of social comparison. *Child Development, 66*, 723-738.
- POMERLEAU, A., BOLDUC, D., MALCUTT, G., & COSSETTE, L. (1990). Pink or blue: Environmental gender stereotypes in the first two years of life. *Sex Roles, 22*, 359-367.
- PORTER, R. H., & LANEY, M. D. (1980). Attachment theory and the concept of inclusive fitness. *Merrill-Palmer Quarterly, 26*, 35-51.
- PORTER, R. H., BALOGH, R. D., & MAKIN, J. W. (1988). Olfactory influences on mother-infant interaction. In C. Rovee-Collier & L. P. Lipsitt (Eds.), *Advances in infancy research* (Vol. 5). Norwood, NJ: Ablex.
- POSADA, G., WATERS, E., CROWELL, J. A., & LAY, K. (1995). Is it easier to use a secure mother as a secure base? Attachment Q-sort correlates of the Adult Attachment Interview. In E. Waters, B. E. Vaughn, G. Posada, & K. Kondo-Ikemura (Eds.), *Caregiving, cultural, and cognitive perspectives on secure-base behavior and working models*. *Monographs of the Society for Research in Child Development, 60*(2-3, Serial No. 244).
- POSNER, M. C., PETERSEN, S. E., FOX, P. T., & RAJCHLEY, M. E. (1988). Localization of cognitive operations in the human brain. *Science, 240*, 1627-1631.
- POULIN, F., CILLESSEN, A. H. N., HUBBARD, J. A., COIE, J. D., DODGE, K. A., & SCHWARTZ, D. (1997). Children's friends and behavioral similarity in two social contexts. *Social Development, 6*, 224-236.
- POULIN-DUBOIS, D., GRAHAM, S., & SIPPOLA, L. (1995). Early lexical development: The contribution of parental labeling and infants' categorization abilities. *Journal of Child Language, 22*, 325-343.
- POULIN-DUBOIS, D., SERBIN, L. A., KENYON, B., & DERBYSHIRE, A. (1994). Infants' intermodal knowledge about gender. *Developmental Psychology, 30*, 436-442.
- POULSON, C. L., & NUNES, L. R. P. (1988). The infant social-conditioning literature: A theoretical and methodological review. *Journal of Experimental Child Psychology, 46*, 438-450.
- POVINELLI, D. J. (1995). The undepicted self. In P. Rochat (Ed.), *The self in infancy: Theory and research*. Amsterdam: Elsevier.
- POWELL, G. F., BRASEL, J. A., & BLIZZARD, R. M. (1967). Emotional deprivation and growth retardation simulating ideopathic hypopituitarism: I. Clinical evaluation of the syndrome. *New England Journal of Medicine, 276*, 1271-1278.
- POWLISHTA, K. K. (1995). Intergroup processes in childhood: Social categorization and sex role development. *Developmental Psychology, 31*, 781-788.
- POWLISHTA, K. K., SERBIN, L. A., & MOLLER, L. C. (1993). The stability of individual differences in gender typing: Implications for understanding gender segregation. *Sex Roles, 29*, 723-737.
- PRADER, A., TANNER, J. M., & VON HARNACK, G. A. (1963). Catch up growth following illness or starvation. *Journal of Paediatrics, 62*, 646-659.
- PRATT, M. W., KERIG, P., COWAN, P. A., & COWAN, C. P. (1988). Mothers and fathers teaching 3-year-olds: Authoritative parenting

- and adult scaffolding of young children's learning. *Developmental Psychology*, 24, 832-839.
- PRECHTL, H. F. R.** (1968). Neurological findings in newborn infants after pre- and paranasal complications. In J. H. P. Jonxis, H. K. A. Visser, & J. A. Troelstra (Eds.), *Aspects of prematurity and dysmaturity*. Springfield, IL: Charles C. Thomas.
- PRECHTL, H. F. R.** (1977). *The neurological examination of the full-term newborn infant* (2nd ed.). London: Heinemann.
- PRECHTL, H. F. R., & BEINTEMA, D.** (1964). *The neurological examination of the full-term newborn infant*. London: Heinemann.
- PRESSLEY, M.** (1992). How not to study strategy discovery. *American Psychologist*, 47, 1240-1241.
- PRESSLEY, M., BORKOWSKI, J. G., & O'SULLIVAN, J.** (1985). Children's metamemory and the teaching of memory strategies. In D. L. Forrest-Presley, G. E. MacKinnon, & T. G. Waller (Eds.), *Metacognition, cognition, and human performance: Vol. 1. Theoretical perspectives*. New York: Academic Press.
- PRESSLEY, M., FORREST-PRESSLEY, D., & ELLIOT-FAUST, D. J.** (1988). What is strategy instructional enrichment and how to study it: Illustrations from research on children's prose memory and comprehension. In F. E. Weinert & M. Perlmutter (Eds.), *Memory development: Universal changes and individual differences*. Hillsdale, NJ: Erlbaum.
- PRESSLEY, M., LEVIN, J. R., & BRYANT, S. L.** (1983). Memory and strategy instruction during adolescence: When is explicit instruction needed? In M. Pressley & J. R. Levin (Eds.), *Cognitive strategy research: Psychological foundations*. New York: Springer-Verlag.
- PRIEL, B., & de SCHONEN, S.** (1986). Self-recognition: A study of a population without mirrors. *Journal of Experimental Child Psychology*, 41, 237-250.
- PUKA, B.** (1991). Interpretive experiments: Probing the care-justice debate in moral development. *Human Development*, 34, 61-80.
- FULLYBANK, J., BISANZ, J., SCOTT, C., & CHAMPION, M. A.** (1985). Developmental invariance in the effects of functional self-knowledge on memory. *Child Development*, 56, 1447-1454.
- PURCELL, P., & STEWART, L.** (1990). Dick and Jane in 1989. *Sex Roles*, 22, 177-185.
- PUTALLAZ, M., & HEFLIN, A. H.** (1990). Parent-child interaction. In S. R. Asher & J. D. Coie (Eds.), *Peer rejection in childhood*. New York: Cambridge University Press.
- PUTALLAZ, M., & WASSERMAN, A.** (1990). Children's entry behavior. In S. R. Asher & J. D. Coie (Eds.), *Peer rejection in childhood*. New York: Cambridge University Press.
- PYE, C.** (1986). One lexicon or two? An alternative interpretation of early bilingual speech. *Journal of Child Language*, 13, 591-593.
- QUIGGLE, N. L., GARBNER, J., PANAK, W. F., & DODGE, K. A.** (1992). Social information processing in aggressive and depressed children. *Child Development*, 63, 1905-1920.
- QUINN, P. C., & EDMAS, P. D.** (1996). Perceptual organization and categorization in young infants. In C. Rovee-Collier & L. P. Lipsitt (Eds.), *Advances in infancy research* (Vol. 10). Norwood, NJ: Ablex.
- RACK, J. P., HULME, C., & SNOWLING, M. J.** (1993). Learning to read: A theoretical synthesis. In H. W. Reese (Ed.), *Advances in child development and behavior* (Vol. 24). San Diego: Academic Press.
- RADFORD, A.** (1990). *Syntactic theory and the acquisition of English syntax: The nature of early child grammars of English*. Oxford, England: Blackwell.
- RADKE-YARROW, M., & ZAHN-WAXLER, C.** (1984). Roots, motives, and patterns in children's prosocial behavior. In E. Staub, D. Bartal, J. Karylowski, & J. Reykowski (Eds.), *Development and maintenance of prosocial behavior*. New York: Plenum.
- RADKE-YARROW, M., & ZAHN-WAXLER, C.** (1986). The role of familial factors in the development of prosocial behavior: Research findings and questions. In D. Olweus, J. Block, & M. Radke-Yarrow (Eds.), *Development of antisocial and prosocial behavior*. Orlando, FL: Academic Press.
- RADKE-YARROW, M., ZAHN-WAXLER, C., & CHAPMAN, M.** (1983). Children's prosocial dispositions and behavior. In E. M. Hetherington (Ed.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development*. New York: Wiley.
- RAFF, M. C., BARRER, B. A., BURNE, J. F., COLES, H. S., ISHIZAKI, Y., & JACOBSON, M. D.** (1993). Programmed cell death and the control of cell survival: Lessons from the nervous system. *Science*, 262, 695-700.
- RAKIC, P.** (1988). Specification of cerebral cortical areas. *Science*, 241, 170-176.
- RAMSEY, P. G.** (1991). *Making friends in school: Promoting peer relationships in early childhood*. New York: Teachers College Press.
- RAPOPORT, J. L., BUCHSBAUM, M. S., ZAHN, T. P., WEINGARTNER, H., LUDLOW, D., & MIKKELSON, E. J.** (1978). Dextroamphetamine: Cognitive and behavioral effects in normal prepubertal boys. *Science*, 199, 560-563.
- RASKIN, P. A., & ISRAEL, A. C.** (1981). Sex-role imitation in children: Effects of sex of child, sex of model, and sex-role appropriateness of modeled behavior. *Sex Roles*, 7, 1067-1077.
- RATCLIFFE, S. G., & FIELD, M. A. S.** (1982). Emotional disorder in XYY children: Four case reports. *Journal of Child Psychology and Psychiatry*, 23, 401-406.
- RATNER, N. B.** (1988). Patterns of parental vocabulary selection in speech to very young children. *Journal of Child Language*, 15, 481-492.
- RAVN, K. E., & GELMAN, S. A.** (1984). Rule usage in children's understanding of "big" and "little." *Child Development*, 55, 2141-2150.
- RAWLINS, W. K.** (1992). *Friendship matters: Communication, dialectics, and the life course*. New York: Aldine de Gruyter.
- RAYMOND, C. L., & BENBOW, C. P.** (1986). Gender differences in mathematics: A function of parental support and student sex typing? *Developmental Psychology*, 22, 808-819.
- RECHT, D. R., & LESLIE, L.** (1988). Effect of prior knowledge on good and poor readers' memory of text. *Journal of Educational Psychology*, 80, 16-20.
- REDLINGER, W. E., & PARK, T.** (1980). Language mixing in young bilinguals. *Journal of Child Language*, 7, 337-352.
- REES, J. M., & TRAHMS, C. M.** (1989). Nutritional influences on physical growth and behavior in adolescence. In G. R. Adams, R. Montemayor, & T. P. Gullotta (Eds.), *Biology of adolescent behavior and development*. Newbury Park, CA: Sage.
- REGALADO, M. G., SCHECHTMAN, V. L., DEL ANGEL, A. P., & BEAN, X. D.** (1995). Sleep disorganization in cocaine-exposed neonates. *Infant Behavior and Development*, 18, 319-327.
- REID, J. B.** (1993). Prevention of conduct disorder before and after school entry: Relating interventions to developmental findings. *Development and Psychopathology*, 5, 243-262.
- REID, M., LANDESMAN, S., TREDER, R., & JACCARDI, J.** (1989). "My Family and Friends": Six- to twelve-year-old children's perceptions of social support. *Child Development*, 60, 896-910.
- REINISCH, J. M., ZIEMBA-DAVIS, M., & SANDERS, S. A.** (1991). Hormonal contributions to sexual dimorphic behavioral development in humans. *Psychoneuroendocrinology*, 16, 215-278.
- REISMAN, J. E.** (1987). Touch, motion and perception. In P. Salapatek & L. Cohen (Eds.), *Handbook of infant perception: Vol. 1. From sensation to perception*. New York: Academic Press.
- REISSLAND, N.** (1988). Neonatal imitation in the first hour of life: Observations in rural Nepal. *Developmental Psychology*, 24, 464-469.
- RENNINGER, K. A.** (1998). Developmental psychology and instruction: Issues from and for practice. In W. Damon (Series Ed.) & I. E. Sigel & K. A. Renninger (Vol. Eds.), *Handbook of child psychology: Vol. 4. Child psychology in practice* (5th ed.). New York: Wiley.
- REPETTI, R. L.** (1996). The effects of perceived daily social and academic failure experiences on school-age children's subsequent interactions with parents. *Child Development*, 67, 1467-1482.
- RESCORLA, L. A.** (1980). Overextension in early language development. *Journal of Child Language*, 7, 321-335.
- RESCORLA, L. A.** (1981). Category development in early language. *Journal of Child Language*, 8, 225-238.
- REST, J. R.** (1983). Morality. In J. H. Flavell & E. M. Markman (Eds.), *Handbook of child psy-*

- chology*, Vol. 3. *Cognitive development*. New York: Wiley.
- REZNICK, J. S., GIBBONS, J. L., JOHNSON, M. O., & McDONOUGH, P. M. (1989). Behavioral inhibition in a normative sample. In J. S. Reznick (Ed.), *Perspectives on behavioral inhibition*. Chicago: University of Chicago Press.
- REZNICK, J. S., KAGAN, J., SNIDMAN, N., GERSTEN, M., BAAK, K., & ROSENBERG, A. (1986). Inhibited and uninhibited behavior: A follow-up study. *Child Development*, 51, 660-680.
- RHEINGOLD, H. L. (1982a). Ethics as an integral part of research in child development. In R. Vasta (Ed.), *Strategies and techniques of child study*. New York: Academic Press.
- RHEINGOLD, H. L. (1982b). Little children's participation in the work of adults: A nascent prosocial behavior. *Child Development*, 53, 114-125.
- RHEINGOLD, H. L. (1988). The infant as a member of society. *Acta Paediatrica Scandinavica*, 77, 9-20.
- RHEINGOLD, H. L., & COOK, K. (1975). The contents of boys' and girls' rooms as an index of parents' behavior. *Child Development*, 46, 459-463.
- RHEINGOLD, H. L., & EMERY, G. N. (1986). The nurturant acts of very young children. In D. Olweus, J. Block, & M. Radke-Yarrow (Eds.), *Development of antisocial and prosocial behavior*. Orlando, FL: Academic Press.
- RHEINGOLD, H. L., HAY, D. F., & WEST, M. J. (1976). Sharing in the second year of life. *Child Development*, 47, 1148-1158.
- RHOLES, W. S., & LANE, J. W. (1985). Consistency between cognitions and behavior: Cause and consequence of cognitive moral development. In J. B. Pryor & J. D. Day (Eds.), *The development of social cognition*. New York: Springer-Verlag.
- RICCIO, C. A., HYND, G. W., COHEN, M. J., & GONZALEZ, J. J. (1993). Neurological basis of attention deficit hyperactivity disorder. *Exceptional Children*, 60, 118-124.
- RICCIUTI, H. N. (1993). Nutrition and mental development. *Current Directions in Psychological Science*, 2, 43-46.
- RICE, M. L. (1989). Children's language acquisition. *American Psychologist*, 44, 149-156.
- RICE, M. L., & WOODSMALL, L. (1988). Lessons from television: Children's word learning when viewing. *Child Development*, 59, 420-429.
- RICHARDS, D. S., FRENTZEN, B., GERHARDT, K. J., McCANN, M. E., & ABRAMS, R. M. (1992). Sound levels in the human uterus. *Obstetrics and Gynecology*, 80, 186-190.
- RICHTERS, J. E. (1993). Community violence and children's development: Toward a research agenda for the 1990s. In D. Reiss, J. E. Richters, M. Radke-Yarrow, & D. Scharf (Eds.), *Children and violence*. New York: Guilford.
- RJESE, M. L. (1987). Temperament stability between the neonatal period and 24 months. *Developmental Psychology*, 23, 216-222.
- RIESER, J., YONAS, A., & WIKNER, K. (1976). Radial localization of odors by human newborns. *Child Development*, 47, 856-859.
- RITTS, V., PATTERSON, M. L., & TUBBS, M. E. (1992). Expectations, impressions, and judgments of physically attractive students: A review. *Review of Educational Research*, 62, 413-426.
- RIZZO, T. A., & CORSARO, W. A. (1988). Toward a better understanding of Vygotsky's process of internalization: Its role in the development of the concept of friendship. *Developmental Review*, 8, 219-237.
- ROBERTS, C. W., GREEN, R., WILLIAMS, K., & GOODMAN, M. (1987). Boyhood gender identity development: A statistical contrast of two family groups. *Developmental Psychology*, 23, 544-557.
- ROBERTS, L. (1990). To test or not to test? *Science*, 247, 17-19.
- ROBERTS, R. J., BROWN, D., WIEBKE, S., & HAITH, M. M. (1991). A computer-automated laboratory for studying complex perception-action skills. *Behavior Research Methods and Instrumentation*, 23, 493-504.
- ROBERTS, R. N., NELSON, R. O., & OLSON, T. W. (1987). Self-instruction: An analysis of the differential effects of instruction and reinforcement. *Journal of Applied Behavior Analysis*, 20, 235-242.
- ROBERTS, W., & STRAYER, J. (1986). Empathy, emotional expressiveness, and prosocial behavior. *Child Development*, 67, 449-470.
- ROBINSON, C. C., & MORRIS, J. T. (1986). The gender-stereotyped nature of Christmas toys received by 36-, 48-, and 60-month old children: A comparison between nonrequested vs. requested toys. *Sex Roles*, 15, 21-32.
- ROBINSON, E. J. (1981). The child's understanding of inadequate messages and communication failure: A problem of ignorance or egocentrism? In W. P. Dickson (Ed.), *Children's oral communication skills*. New York: Academic Press.
- ROBINSON, J. L., REZNICK, J. S., KAGAN, J., & CORLEY, R. (1992). The heritability of inhibited and uninhibited behavior: A twin study. *Developmental Psychology*, 28, 1030-1037.
- ROBINSON, J., LITTLE, C., & BIRINGEN, Z. (1993). Emotional communication in mother-toddler relationships: Evidence for early gender differentiation. *Merrill-Palmer Quarterly*, 39, 496-517.
- ROCHAT, P. (Ed.). (1995). *The self in infancy: Theory and research*. Amsterdam: Elsevier.
- ROCHAT, P. (1989). Object manipulation and exploration in 2- to 5-month-old infants. *Developmental Psychology*, 25, 871-884.
- ROCHAT, P. (1993). Hand-mouth coordination in the newborn: Morphology, determinants, and early development of a basic act. In G. J. P. Savelbergh (Ed.), *The development of coordination in infancy*. London: Elsevier.
- ROCHAT, P., & MORGAN, R. (1995). Spatial determinants in the perception of self-produced leg movements by 3- to 5-month-old infants. *Developmental Psychology*, 31, 626-636.
- RODE, S., CHANG, P., FISCH, R., & SROUFE, L. A. (1981). Attachment patterns of infants separated at birth. *Developmental Psychology*, 17, 188-191.
- ROFF, M., SELLS, S. B., & GOLDEN, M. M. (1972). *Social adjustment and personality development in children*. Minneapolis: University of Minnesota Press.
- ROGAN, W. J. (1982). PCB's and cola-colored babies: Japan, 1968, and Taiwan, 1979. *Toxicology*, 26, 259-261.
- ROGOFF, B. (1981). Schooling and the development of cognitive skills. In H. C. Triandis & A. Heron (Eds.), *Handbook of cross-cultural psychology*, Vol. 4. *Developmental psychology*. Boston: Allyn & Bacon.
- ROGOFF, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press.
- ROGOFF, B. (1991). The joint socialization of development by young children and adults. In M. Lewis & S. Feinman (Eds.), *Social influences and socialization in infancy*. New York: Plenum.
- ROGOFF, B. (1998). Cognition as a collaborative process. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of child psychology*, Vol. 2. *Cognition, perception, and language* (5th ed.). New York: Wiley.
- ROGOFF, B., & MISTRY, J. (1990). The social and functional context of children's remembering. In R. Flavell & J. A. Hudson (Eds.), *Knowing and remembering in young children*. New York: Cambridge University Press.
- ROGOFF, B., & WADDELL, K. J. (1982). Memory for information organized in a scene by children from two cultures. *Child Development*, 53, 1224-1228.
- ROGOFF, B., MISTRY, J., GONCU, A., & MOSIER, C. (1991). Cultural variation in the role relations of toddlers and their families. In M. H. Bornstein (Ed.), *Cultural approaches to parenting*. Hillsdale, NJ: Erlbaum.
- ROGOFF, B., MISTRY, J., GONCU, A., & MOSIER, C. (1993). Guided participation in cultural activity by toddlers and caregivers. *Monographs of the Society for Research in Child Development*, 58 (Serial No. 236).
- ROGOFF, B., MISTRY, J., RADZISZEWSKA, B., & GERMOND, J. (1992). Infants' instrumental social interaction with adults. In S. Feinman (Ed.), *Social referencing and the social construction of reality in infancy*. New York: Plenum.
- ROGOSCH, F. A., CICCETTI, D., SHIELDS, A., & TOTTH, S. L. (1995). Parenting dysfunction in child maltreatment. In M. H. Bornstein

- (Ed.), *Handbook of parenting: Vol. 4. Applied and practical parenting*. Mahwah, NJ: Erlbaum.
- ROOPNARINE, J. L.** (1984). Sex-typed socialization in mixed-age preschool classrooms. *Child Development*, 55, 1078-1084.
- ROSALES-RUIZ, J., & BAER, D. M.** (1996). A behavior-analytic view of development. In S. W. Bijou & E. Ribes (Eds.), *New directions in behavior development*. Reno, NV: Context Press.
- ROSE, S. A.** (1994). From hand to eye: Findings and issues in infant cross-modal transfer. In D. J. Lewkowicz & R. Lickliter (Eds.), *The development of intersensory perception. Comparative perspectives*. Hillsdale, NJ: Erlbaum.
- ROSE, S. A., & FELDMAN, J. F.** (1995). Prediction of IQ and specific cognitive abilities at 11 years from infancy measures. *Developmental Psychology*, 31, 685-690.
- ROSE, S. A., & ORLIAN, E. K.** (1991). Asymmetries in cross-modal transfer. *Child Development*, 62, 706-718.
- ROSE, S. A., & RUFF, H. A.** (1987). Cross-modal abilities in human infants. In J. D. Osofsky (Ed.), *Handbook of infant development* (2nd ed.). New York: Wiley.
- ROSE, S. A., GOTTFRIED, A. W., & BRIDGER, W. H.** (1981). Cross-modal transfer and information processing by the sense of touch in infancy. *Developmental Psychology*, 17, 90-98.
- ROSEN, K. S., & ROTHBAUM, F.** (1993). Quality of parental caregiving and security of attachment. *Developmental Psychology*, 29, 358-367.
- ROSEN, W. D., ADAMSON, L. B., & BAKEMAN, R.** (1992). An experimental investigation of infant social referencing: Mothers' messages and gender differences. *Developmental Psychology*, 28, 1172-1178.
- ROSENBAUM, M. S., & DRABMAN, R. S.** (1979). Self-control training in the classroom: Review and critique. *Journal of Applied Behavior Analysis*, 12, 467-485.
- ROSENBERG, M.** (1985). Self-concept and psychological well-being in adolescence. In R. I. Leary (Ed.), *The development of the self*. Orlando, FL: Academic Press.
- ROSENBERG, M.** (1986a). *Conserving the self*. Melbourne, FL: Krieger.
- ROSENBERG, M.** (1986b). Self-concept from middle childhood through adolescence. In J. Suls (Ed.), *Psychological perspectives on the self* (Vol. 3). Hillsdale, NJ: Erlbaum.
- ROSENGREN, K. S., GELMAN, S. A., KALISH, C. W., & McCORMICK, M.** (1991). As time goes by: Children's early understanding of growth in animals. *Child Development*, 62, 1302-1320.
- ROSENSTEIN, D., & OSTER, H.** (1988). Differential facial responses to four basic tastes in newborns. *Child Development*, 59, 1555-1568.
- ROSENTHAL, R.** (1976). *Experimenter effects in behavioral research* (2nd ed.). New York: Halsted Press.
- ROSENTHAL, R., & JACOBSON, L.** (1969). *Pignation in the classroom*. New York: Holt, Rinehart & Winston.
- ROSENTHAL, R., & VANDELL, D. L.** (1996). Quality of care at school-aged child-care programs: Regulatable features, observed experiences, child perspectives, and parent perspectives. *Child Development*, 67, 2434-2445.
- ROSS, D. S.** (1972). *G. Stauder Hall: The psychologist as prophet*. Chicago: University of Chicago Press.
- ROSS, G.** (1980). Categorization in 1 to 2-year-olds. *Developmental Psychology*, 16, 391-396.
- ROSS, H. S., & LOLLIS, S. P.** (1987). Communication within infant social games. *Developmental Psychology*, 23, 241-248.
- ROSS, H. S., & LOLLIS, S. P.** (1989). A social relations analysis of toddler pret relationships. *Child Development*, 60, 1082-1091.
- ROSS, S. A.** (1971). A test of the generality of the effects of deviant preschool models. *Developmental Psychology*, 4, 262-267.
- ROSSO, P.** (1990). *Nutrition and metabolism in primate*. New York: Oxford University Press.
- ROTENBERG, K. J.** (1980). Children's use of intentionality in judgments of character and disposition. *Child Development*, 51, 282-284.
- ROTENBERG, K. J., & SLIZ, D.** (1988). Children's restrictive disclosure to friends. *Merrill-Palmer Quarterly*, 34, 205-215.
- ROTHBART, M. K., & BATES, J. E.** (1998). Temperament. In W. Damon (Ed.), *Handbook of child psychology. Vol. 3. Social, emotional, and personality development*. New York: Wiley.
- ROTHBART, M. K., & GOLDSMITH, H. H.** (1985). Three approaches to the study of infant temperament. *Developmental Review*, 5, 237-260.
- ROTHBART, M. K., & POSNER, M. I.** (1985). Temperament and the development of self-regulation. In L. C. Hartledge & C. F. Telzow (Eds.), *The neuropsychology of individual differences: A developmental perspective*. New York: Plenum.
- ROTHBART, M. K., & POSNER, M. I.** (1985). Temperament and the development of self-regulation. In L. C. Hartledge & C. F. Telzow (Eds.), *The neuropsychology of individual differences: A developmental perspective*. New York: Plenum.
- ROTHBART, M. K., AHADI, S. A., & HERSHEY, K. L.** (1994). Temperament and social behavior in childhood. *Merrill-Palmer Quarterly*, 40, 21-39.
- ROTHBART, M. K., POSNER, M. I., & HERSHEY, K. L.** (1995). Temperament, attention, and developmental psychopathology. In D. Cicchetti & D. J. Cohen (Eds.), *Manual of developmental psychopathology* (Vol. 1). New York: Wiley.
- ROTMAN, B.** (1977). *Iron Paget: Psychologist of the real*. Hassocks, England: Harvester Press.
- ROVÉE-COLLIER, C. K.** (1987). Learning and memory in infancy. In J. D. Osofsky (Ed.), *Handbook of infant development* (2nd ed.). New York: Wiley.
- ROVÉE-COLLIER, C. K., & BHATT, R. S.** (1993). Evidence of long-term memory in infancy. In R. Vasta (Ed.), *Annals of child development* (Vol. 9). London: Kingsley.
- ROVÉE-COLLIER, C. K., & HAYNE, H.** (1987). Reactivation of infant memory: Implications for cognitive development. In H. W. Reese (Ed.), *Advances in child development and behavior* (Vol. 20). New York: Academic Press.
- ROVÉE-COLLIER, C. K., & SHYI, G.** (1992). A functional and cognitive analysis of infant long-term retention. In M. L. Howe, C. J. Brainerd, & V. F. Revna (Eds.), *Development of long-term retention*. New York: Springer-Verlag.
- ROVET, J. F.** (1991). The cognitive and neuropsychological characteristics of females with Turner syndrome. In B. Bender & D. Berch (Eds.), *Sex chromosome abnormalities and behavior: Psychological studies*. Boulder, CO: Westview.
- ROWE, I., & MARCIA, J. E.** (1980). Ego identity status, formal operations, and moral development. *Journal of Youth and Adolescence*, 9, 87-98.
- RUBENSTEIN, J., & HOWES, C.** (1976). The effect of peers on toddler interaction with mother and toys. *Child Development*, 47, 597-605.
- RUBIN, J. Z., PROVENZANO, F. J., & LURIA, Z.** (1974). The eye of the beholder: Parents' views on sex of newborns. *American Journal of Orthopsychiatry*, 44, 512-519.
- RUBIN, K. H.** (1977). The social and cognitive value of preschool toys and activities. *Canadian Journal of Behavioral Science: Review of Canadian Science*, 9, 382-387.
- RUBIN, K. H.** (1989). *The Play Observation Scale (POS)*. Unpublished manuscript. University of Waterloo, Waterloo, Ontario.
- RUBIN, K. H.** (1995). The Waterloo Longitudinal Project: Correlates and consequences of social withdrawal from childhood to adolescence. In K. H. Rubin & J. B. Asendorpf (Eds.), *Social withdrawal, inhibition, and shyness in childhood*. Hillsdale, NJ: Erlbaum.
- RUBIN, K. H., & ASENDORPF, J. B.** (Eds.). (1993). *Social withdrawal, inhibition, and shyness in childhood*. Hillsdale, NJ: Erlbaum.
- RUBIN, K. H., & KRASNOR, L. R.** (1986). Social-cognitive and social behavioral perspectives on problem solving. In M. Perlmutter (Ed.), *Minnesota symposia on child psychology. Vol. 19. Cognitive perspectives on children's social and behavioral development*. Hillsdale, NJ: Erlbaum.
- RUBIN, K. H., & MAIONI, T. L.** (1975). Play preference and its relationship to egocentrism, popularity and classification skills in preschoolers. *Merrill-Palmer Quarterly*, 21, 171-179.
- RUBIN, K. H., & ROSE-KRASNOR, L.** (1992). Interpersonal problem solving and social competence in children. In W. B. Van Hasselt & M. Hersen (Eds.), *Handbook of social development*. New York: Plenum.
- RUBIN, K. H., BREAM, L., & ROSE-KRASNOR, L.** (1991). Social problem solving and aggression in childhood. In D. J. Pepler & K.

- H. Rubin (Eds.). *The development and treatment of childhood aggression*. Hillsdale, NJ: Erlbaum.
- RUBIN, K. H., BUKOWSKI, W., & PARKER, J. G. (1998). Peer interactions, relationships, and groups. In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (5th ed.). New York: Wiley.
- RUBIN, K. H., FEIN, G. G., & VANDENBERG, B. (1983). Play. In P. H. Mussen (Series Ed.) & E. M. Hetherington (Vol. Ed.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development*. New York: Wiley.
- RUBIN, K. H., LYNCH, D., COPLAN, R., ROSE-KRASNOR, L., & BOOTH, C. L. (1994). "Birds of a feather": Behavioral concordances and preferential personal attraction in children. *Child Development*, 65, 1778-1785.
- RUBIN, K. H., LeMARE, L. J., & LOLLIS, S. (1990). Social withdrawal in childhood: Developmental pathways to peer rejection. In S. R. Asher & J. D. Coie (Eds.), *Peer rejection in childhood*. New York: Cambridge University Press.
- RUBIN, K. H., STEWART, S. L., & CHEN, X. (1995). Parents of aggressive and withdrawn children. In M. H. Bornstein (Ed.), *Handbook of parenting: Vol. 1. Children and parenting*. Mahwah, NJ: Erlbaum.
- RUBIN, K. H., WATSON, K. S., & JAMBOR, T. W. (1978). Free-play behaviors in preschool and kindergarten children. *Child Development*, 49, 554-556.
- RUBIN, Z. (1986). *Children's friendships*. Cambridge: Harvard University Press.
- RUBLE, D. N. (1994). A phase model of transitions: Cognitive and motivational consequences. In M. Zanna (Ed.), *Advances in experimental social psychology*. New York: Academic Press.
- RUBLE, D. N., & DWECK, C. S. (1995). Self-conceptions, person conception, and their development. In N. Eisenberg (Ed.), *Review of personality and social psychology: Vol. 15. Development and social psychology. The interface*. Thousand Oaks, CA: Sage.
- RUBLE, D. N., & FLETT, G. L. (1988). Conflicting goals in self-evaluative information seeking: Developmental and ability level analyses. *Child Development*, 59, 97-106.
- RUBLE, D. N., & FREY, K. S. (1987). Social comparison and outcome evaluation in group contexts. In J. C. Masters & W. P. Smith (Eds.), *Social comparison, social justice, and relative deprivation*. Hillsdale, NJ: Erlbaum.
- RUBLE, D. N., & FREY, K. S. (1991). Changing patterns of behavior as skills are acquired: A functional model of self-evaluation. In J. Suls & T. A. Wills (Eds.), *Social comparison. Contemporary theory and research*. Hillsdale, NJ: Erlbaum.
- RUBLE, D. N., & MARTIN, C. A. (1998). Gender development. In W. Damon (Ed.), *Handbook of child psychology: Vol. 3. Social, emotional and personality development*. New York: Wiley.
- RUBLE, D. N., GROSOVSKY, E. H., FREY, K. S., & COHEN, R. (1990). Developmental changes and competence assessment. In A. K. Boggiano & T. S. Pittman (Eds.), *Achievement motivation*. New York: Cambridge University Press.
- RUDDY, M. G. (1993). Attention shifting and temperament at 5 months. *Infant Behavior and Development*, 16, 255-259.
- RUFF, H. A., & KOHLER, C. J. (1978). Tactuo-visual transfer in six-month-old infants. *Infant Behavior and Development*, 1, 259-264.
- RUFF, H. A., & ROTHBART, M. K. (1996). *Attention to early development*. New York: Oxford University Press.
- RUFFMAN, T., PERNER, J., NAITO, M., PARKIN, L., & CLEMENTS, W. A. (1998). Older (but not younger) siblings facilitate false belief understanding. *Developmental Psychology*, 34, 161-174.
- RUFFMAN, T., PERNER, J., OLSON, D. R., & DOHERTY, M. (1993). Reflecting on scientific thinking: Children's understanding of the hypothesis-evidence relation. *Child Development*, 64, 1617-1636.
- RUSHTON, J. P., FULKER, D. W., NEALE, M. C., NIAS, D. K. B., & EYSENCK, H. J. (1986). Autism and aggression: The heritability of individual differences. *Journal of Personality and Social Psychology*, 50, 1192-1198.
- RUSSELL, A., & SAEBEL, J. (1987). Mother son, mother-daughter, father-son, father-daughter: Are they distinct relationships? *Developmental Review*, 7, 111-147.
- RUSSELL, G., & RADOJEVIC, M. (1992). The changing role of fathers: Current directions and future directions for research and practice. *Infant Mental Health Journal*, 13, 298-311.
- RUTTER, M. (1983). School effects on pupil progress: Research findings and policy implications. *Child Development*, 54, 1-29.
- RUTTER, M. (1987). Continuities and discontinuities from infancy. In J. D. Osofsky (Ed.), *Handbook of infant development* (2nd ed.). New York: Wiley.
- RUTTER, M., & CAESAR, P. (Eds.). (1991). *Biological risk factors for psychosocial disorders*. Cambridge: Cambridge University Press.
- RUTTER, M., MacDONALD, H., LECOUEUR, A., HARRINGTON, R., BOLTON, P., & BALLELY, A. (1990). Genetic factors in child psychiatric disorders. II. Empirical findings. *Journal of Child Psychology and Psychiatry*, 31, 39-84.
- SAARNI, C. (1984). An observational study of children's attempts to monitor their expressive behavior. *Child Development*, 55, 1504-1513.
- SAARNI, C. (1989). Children's understanding of strategic control of emotional expression in social transactions. In C. Saarni & P. L. Harris (Eds.), *Children's understanding of emotion*. Cambridge: Cambridge University Press.
- SAARNI, C. (1990). Emotional competence: How emotions and relationships become integrated. In R. A. Thompson (Ed.), *Nebraska symposium on motivation: Vol. 30. Socioemotional development*. Lincoln: University of Nebraska Press.
- SAARNI, C., MUMME, D., & CAMPOS, J. J. (1998). Emotional development: Action, communication, and understanding. In W. Damon (Ed.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development*. New York: Wiley.
- SACHS, J., & DEVIN, J. (1976). Young children's use of age-appropriate speech styles in social interaction and role-playing. *Journal of Child Language*, 3, 81-98.
- SACHS, O. (1993, May 10). A neurologist's notebook: To see and not see. *New Yorker*, pp. 59-73.
- SADEH, A., & ANDERS, T. F. (1993). Sleep disorders. In C. H. Zeanah, Jr. (Ed.), *Handbook of infant mental development*. New York: Guilford.
- SADKER, M., & SADKER, D. (1994). *Failing at fairness: How America's schools cheat girls*. New York: Scribner.
- SAGI, A. (1990). Attachment theory and research from a cross-cultural perspective. *Human Development*, 33, 10-22.
- SAGI, A., & LEWKOWICZ, K. S. (1987). A cross-cultural evaluation of attachment research. In L. W. C. Tavecchio & M. H. van IJzendoorn (Eds.), *Attachment in social networks. Contributions to the Bowlby-Ainsworth attachment theory*. Amsterdam: Elsevier.
- SAGI, A., VAN IJZENDOORN, M. H., AVIEZER, O., DONNELL, F., KOREN-KARIE, N., JOELS, T., & HAREL, Y. (1995). Attachments in multiple-caregiver and multiple-infant environments: The case of the Israeli kibbutzim. In E. Waters, B. E. Vaughn, G. Posada, & K. Kondo-Ikenmura (Eds.), *Caregiving, cultural, and cognitive perspectives on secure-behavior and working models. Monographs of the Society for Research in Child Development*, 60(2-3, Serial No. 244).
- St. PETERS, M., FITCH, M., HUSTON, A. C., WRIGHT, J. C., & EAKINS, D. J. (1991). Television and families: What do young children watch with their parents? *Child Development*, 62, 1408-1423.
- SALTZ, E., CAMPBELL, S., & SKOTKO, D. (1983). Verbal control of behavior: The effects of shouting. *Developmental Psychology*, 19, 461-464.
- SALTZSTEIN, H. D., SANVITALE, D., & SUPRANER, A. (1978). Social influence on children's standards for judging criminal culpability. *Developmental Psychology*, 14, 125-131.
- SALTZSTEIN, H. D., WEINER, A. S., MUNK, J. J., SUPRANER, A., BLANK, R., & SCHWARZ, R. P. (1987). Comparison between children's own moral judgments and those they attribute to adults. *Merrill Palmer Quarterly*, 33, 33-51.
- SALZINGER, S., FELDMAN, R. S., HAMMER, M., & ROSARIO, M. (1993). The effects of physical abuse on children's social relationships. *Child Development*, 64, 169-187.
- SAMARAPUNGAN, A., VOSNIADOU, S., & BREWER, W. F. (1996). Mental models of the earth, sun, and moon: Indian children's cosmologies. *Cognitive Development*, 11, 491-521.

- SAMEROFF, A. J., SEIFER, R., BALDWIN, A., & BALDWIN, C. (1993). Stability of intelligence from preschool to adolescence: The influence of social and family risk factors. *Child Development*, 64, 80-97.
- SAMUELS, C. A. (1986). Bases for the infant's developing self-awareness. *Human Development*, 29, 36-48.
- SANDER, L. W., SNYDER, P. A., ROSETT, H. L., LEE, A., GOULD, J. B., & OUELLETTE, E. (1977). Effects of alcohol intake during pregnancy on newborn state regulation: A progress report. *Alcoholism: Clinical and Experimental Research*, 1, 233-241.
- SANSON, A., & ROTHBART, M. K. (1995). Child temperament and parenting. In M. H. Bornstein (Ed.), *Handbook of parenting*. Vol. 4 *Applied and practical parenting*. Mahwah, NJ: Erlbaum.
- SANSON, A., PRIOR, M., & KYRIOS, M. (1990). Contamination of measures in temperament research. *Merrill-Palmer Quarterly*, 36, 179-192.
- SANVITALE, D., SALTZSTEIN, H. D., & FISH, M. C. (1989). Moral judgments by normal and conduct-disordered preadolescent and adolescent boys. *Merrill-Palmer Quarterly*, 35, 463-481.
- SARASWATHI, T. S., & SUNDARESAN, J. (1980). Perceived maternal disciplinary practices and their relations to development of moral judgment. *International Journal of Behavioral Development*, 3, 91-104.
- SASANUMA, S. (1980). Do Japanese show sex differences in brain asymmetry? Supplementary findings. *Behavioral and Brain Sciences*, 3, 247-248.
- SAUDINO, K. J., & PLOMIN, R. (1997). Cognitive and temperamental mediators of genetic contributions to the home environment during infancy. *Merrill-Palmer Quarterly*, 43, 1-23.
- SAVIN-WILLIAMS, R. C. (1979). Dominance hierarchies in groups of early adolescents. *Child Development*, 50, 923-935.
- SAVIN-WILLIAMS, R. C. (1987). *Adolescence. An ethological perspective*. New York: Springer-Verlag.
- SAVIN-WILLIAMS, R. C., & BERNDT, T. J. (1990). Friendship and peer relations. In S. S. Feldman & G. R. Elliott (Eds.), *At the threshold: The developing adolescent*. Cambridge: Harvard University Press.
- SAVIN, D. G. (1990). Aggressive behavior among children in small playgroup settings with violent television. In K. D. Gadow (Ed.), *Advances in learning and behavioral disabilities* (Vol. 6). Greenwich, CT: JAI Press.
- SAXE, G. B. (1988). The mathematics of child street vendors. *Child Development*, 59, 1415-1425.
- SAXE, G. B. (1991). *Culture and cognitive development: Studies in mathematical understanding*. Hillsdale, NJ: Erlbaum.
- SAYEGH, Y., & DENNIS, W. (1965). The effect of supplementary experiences upon the behavioral development of infants in institutions. *Child Development*, 36, 81-90.
- SAYWITZ, K. J., GOODMAN, G. S., NICHOLAS, E., & MOAN, S. F. (1991). Children's memories of a physical examination involving genital touch: Implications for reports of child sexual abuse. *Journal of Consulting and Clinical Psychology*, 59, 682-691.
- SCARBOROUGH, H., & WYCKOFF, J. (1986). Mother, I'd still rather do it myself: Some further non-effects of "motherese." *Journal of Child Language*, 13, 431-437.
- SCARR, S. (1981). *Race, social class, and individual differences in IQ: New studies of old problems*. Hillsdale, NJ: Erlbaum.
- SCARR, S. (1983). An evolutionary perspective on infant intelligence: Species patterns and individual variations. In M. Lewis (Ed.), *Origins of intelligence: Infancy and early childhood* (2nd ed.). New York: Plenum.
- SCARR, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development*, 63, 1-19.
- SCARR, S. (1993). Biological and cultural diversity: The legacy of Darwin for development. *Child Development*, 64, 1333-1353.
- SCARR, S. (1996). American child care today. *American Psychologist*, 53, 95-106.
- SCARR, S., & KIDD, K. K. (1983). Developmental behavior genetics. In M. M. Haith & J. J. Campos (Eds.), *Handbook of child psychology Vol. 2: Infancy and developmental psychobiology*. New York: Wiley.
- SCARR, S., & KIDD, K. K. (1983). Developmental behavior genetics. In P. H. Mussen (Series Ed.) & M. M. Haith & J. J. Campos (Vol. Eds.), *Handbook of child psychology Vol. 2: Infancy and developmental psychobiology*. New York: Wiley.
- SCARR, S., & MCCARTNEY, K. (1983). How people make their own environments: A theory of genotype-environment effects. *Child Development*, 54, 424-435.
- SCARR, S., & WEINBERG, R. A. (1983). The Minnesota Adoption Studies: Genetic differences and malleability. *Child Development*, 54, 260-267.
- SCARR, S., PAKSTIS, A. J., KATZ, S. H., & BARKER, W. B. (1977). Absence of a relationship between degree of white ancestry and intellectual skills within a black population. *Human Genetics*, 39, 69-86.
- SCHACTER, F. F., SHORE, E., HODAPP, R., CHALFIN, S., & BUNDY, C. (1978). Do girls talk earlier? Mean length of utterance in toddlers. *Developmental Psychology*, 14, 388-392.
- SCHAFFER, C. E., & BLATT, S. J. (1990). Interpersonal relationships and the experience of perceived efficacy. In R. J. Sternberg & J. Kolligan (Eds.), *Competence considered*. New Haven, CT: Yale University Press.
- SCHAFFER, H. R. (1986). Some thoughts of an ordinologist. *Developmental Review*, 6, 115-121.
- SCHAFFER, H. R., & EMERSON, P. E. (1964). The development of social attachments in infancy. *Monographs of the Society for Research in Child Development*, 29(3, Serial No. 94).
- SCHIEFFELIN, B. (1985). The acquisition of Kaituli. In D. I. Slobin (Ed.), *The crosslinguistic study of language acquisition: Vol. 1 The data*. Hillsdale, NJ: Erlbaum.
- SCHLEIDT, M. (1991). An ethological perspective on infant development. In M. E. Lamb & H. Keller (Eds.), *Infant development: Perspectives from German-speaking countries*. Hillsdale, NJ: Erlbaum.
- SCHLESINGER, I. M. (1988). The origin of relational categories. In Y. Levy, I. M. Schlesinger, & M. D. S. Braine (Eds.), *Categories and processes in language acquisition*. Hillsdale, NJ: Erlbaum.
- SCHMIDT, C. R., OLLENDICK, T. H., & STANOWICZ, L. B. (1988). Developmental changes in the influence of assigned goals on cooperation and competition. *Developmental Psychology*, 24, 574-579.
- SCHMIDT, L. A., & FOX, N. A. (1998). The development and outcomes of childhood shyness: A multiple psychophysiological measure approach. In R. Vasta (Ed.), *Annals of child development* (Vol. 13). London: King'sley.
- SCHMUCKLER, M. A. (1995). Self-knowledge of body position: Integration of perceptual and action system information. In P. Rochat (Ed.), *The self in infancy: Theory and research*. Amsterdam: Elsevier.
- SCHNEIDER, B. A., & TREHUB, S. E. (1985a). Behavioral assessment of basic capabilities. In S. E. Trehub & B. A. Schneider (Eds.), *Auditory development in infancy*. New York: Plenum.
- SCHNEIDER, B. A., & TREHUB, S. E. (1985b). Infant auditory psychophysics. An overview. In G. Gottlieb & N. A. Krasnegor (Eds.), *Measurement of audition and vision in the first year of postnatal life: A methodological overview*. Norwood, NJ: Ablex.
- SCHNEIDER, B. H., & BYRNE, B. M. (1985). Children's social skills training: A meta-analysis. In B. H. Schneider, K. H. Rubin, & J. E. Ledingham (Eds.), *Children's peer relations: Issues in assessment and intervention*. New York: Springer-Verlag.
- SCHNEIDER, B. H., RUBIN, K. H., & LEDINGHAM, J. E. (Eds.). (1985). *Children's peer relations: Issues in assessment and intervention*. New York: Springer-Verlag.
- SCHNEIDER, W., & BJORKLUND, D. F. (1998). Memory. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of child psychology: Vol. 2. Cognition, perception, and language* (5th ed.). New York: Wiley.
- SCHNEIDER, W., & PRESSLEY, M. (1989). *Memory development between 2 and 20*. New York: Springer-Verlag.
- SCHNEIDER, W., GRUBER, H., GOLD, A., & OPWIS, K. (1993). Chess expertise and memory for chess positions in children and adults. *Journal of Experimental Child Psychology*, 56, 328-349.

- SCHNEIDER, W., KORKEL, J., & WEINERT, F. E. (1987). *The knowledge base and memory performance: A comparison of academically successful and unsuccessful learners*. Paper presented at the meeting of the American Educational Research Association, Washington, DC.
- SCHNEIDER-ROSEN, K., & CICCETTI, D. (1984). The relationship between affect and cognition in maltreated infants: Quality of attachment and the development of visual self-recognition. *Child Development*, 55, 648-658.
- SCHNEIDER-ROSEN, K., & CICCETTI, D. (1991). Early self-knowledge and emotional development: Visual self-recognition and affective reactions to mirror self-image in maltreated and nonmaltreated toddlers. *Developmental Psychology*, 27, 471-478.
- SCHULMAN, A. H., & KAPLOWITZ, C. (1977). Mirror-image response during the first two years of life. *Developmental Psychology*, 10, 135-142.
- SCHUNK, D. H. (1985). Reward contingencies and the development of children's skills and self-efficacy. *Journal of Educational Psychology*, 73, 511-518.
- SCHUNK, D. H. (1984). Self-efficacy perspective on achievement behavior. *Educational Psychologist*, 19, 48-58.
- SCHUNK, D. H. (1987). Peer models and children's behavioral change. *Review of Educational Research*, 57, 159-174.
- SCHWARTZ, B. (1990). The creation and destruction of value. *American Psychologist*, 45, 7-15.
- SCHWARTZ, D., DODGE, K. A., PETTIT, G. S., & BATES, J. E. (1997). The early socialization of aggressive victims of bullying. *Child Development*, 68, 665-675.
- SCHWARTZ, R. G., & CAMARATA, S. (1985). Examining relationships between input and language development: Some statistical issues. *Journal of Child Language*, 12, 199-207.
- SCHWARTZ, R. G., LEONARD, L. B., FROME-LOEB, D. M., & SWANSON, L. A. (1987). Attempted sounds are sometimes not: An expanded view of phonological selection and avoidance. *Journal of Child Language*, 14, 411-418.
- SCHWEINHART, L. J., & WEIKART, D. P. (1991). Response to "Beyond IQ in Preschool Programs?" *Intelligence*, 15, 313-315.
- SCOTT, J. P. (1987). Critical periods in the processes of social organization. In M. H. Bornstein (Ed.), *Sensitive periods in development: Interdisciplinary perspectives*. Hillsdale, NJ: Erlbaum.
- SCOTT, M. M. (1997, April). *Children's problems and solution strategies in the natural habitat*. Paper presented at the meeting of the Society for Research in Child Development, Washington, DC.
- SEARS, R. R. (1977). Sources of life satisfactions of the Terman gifted men. *American Psychologist*, 32, 119-128.
- SEASHORE, M. J., LEIFER, A. D., BARNETT, C. R., & LEIDERMAN, P. H. (1978). The effects of denial of early mother-infant interaction on maternal self-confidence. *Journal of Personality and Social Psychology*, 26, 369-378.
- SEBALD, H. (1989). Adolescent peer orientation: Changes in the support system during the last three decades. *Adolescence*, 24, 937-945.
- SEGAL, L. B., OSTER, H., COHEN, M., CASPI, B., MYERS, M., & BROWN, D. (1995). Smiling and fusing in seven-month-old preterm and full-term black infants in the still-face situation. *Child Development*, 66, 1829-1843.
- SEIDMAN, E., ALLEN, L., ABER, J. L., MITCHELL, C., & FEINMAN, J. (1994). The impact of school transition in early adolescence on the self-system and perceived social context of poor urban youth. *Child Development*, 65, 507-522.
- SEIFER, R., & SCHILLER, M. (1995). The role of parenting sensitivity, infant temperament, and dyadic interaction in attachment theory and assessment. In E. Waters, B. E. Vaughn, G. Posada, & K. Kondo-Ikemura (Eds.), *Caregiving, cultural, and cognitive perspectives on secure-base behavior and working models. Monographs of the Society for Research in Child Development*, 60 (2-3, Serial No. 244).
- SEIFER, R., SCHILLER, M., SAMEROFF, A. J., RESNICK, S., & RIORDAN, K. (1996). Attachment, maternal sensitivity, and infant temperament during the first year of life. *Developmental Psychology*, 32, 12-25.
- SELMAN, R. L. (1980). *The growth of interpersonal understanding: Development and clinical analyses*. New York: Academic Press.
- SELMAN, R. L., & JAQUETTE, D. (1977). *The development of interpersonal awareness*. Unpublished manuscript.
- SERBIN, L. A., & SPRAFKIN, C. (1986). The salience of gender and the process of sex typing in three- to seven-year-old children. *Child Development*, 57, 1188-1199.
- SERBIN, L. A., POWLSHTA, K. K., & GULKO, J. (1995). The development of sex typing in middle childhood. *Monographs of the Society for Research in Child Development*, 58 (Serial No. 232).
- SERBIN, L. A., SPRAFKIN, C., ELMAN, M., & DOYLE, A. (1994). The early development of sex differentiated patterns of social influence. *Canadian Journal of Social Science*, 14, 950-963.
- SERBIN, L. A., TONICK, I. J., & STERNGLANZ, S. H. (1977). Shaping cooperative cross-sex play. *Child Development*, 48, 924-929.
- SHAKIN, M., SHAKIN, D., & STERNGLANZ, S. H. (1985). Infant clothing: Sex labeling for strangers. *Sex Roles*, 12, 955-963.
- SHANTZ, C. U. (1983). Social cognition. In P. H. Mussen (Series Ed.) & J. H. Flavell & E. M. Markman (Vol. Eds.), *Handbook of child psychology: Vol. 3. Cognitive development*. New York: Wiley.
- SHANTZ, C. U. (1987). Conflicts between children. *Child Development*, 58, 283-305.
- SHANTZ, C. U., & HARTUP, W. W. (Eds.). (1995). *Conflict in child and adolescent development*. New York: Cambridge University Press.
- SHARPE, R. M., & SHARKEBAEK, N. E. (1995). Are oestrogens involved in falling sperm counts and disorders of the male reproductive tract? *Lancet*, 341, 1392-1395.
- SHATZ, M. (1983). On transition, continuity, and coupling: An alternative approach to communicative development. In R. M. Golinkoff (Ed.), *The transition from prelinguistic to linguistic communication*. Hillsdale, NJ: Erlbaum.
- SHATZ, M. (1991). Using cross-cultural research to inform us about the role of language development: Comparisons of Japanese, Korean, and English, and of German, American English, and British English. In M. H. Bornstein (Ed.), *Cultural approaches to parenting*. Hillsdale, NJ: Erlbaum.
- SHATZ, M., & GELMAN, R. (1973). The development of communication skills: Modifications in the speech of young children as a function of the listener. *Monographs of the Society for Research in Child Development*, 38 (5, Serial No. 152).
- SHATZ, M., & McCLOSKEY, L. (1984). Answering appropriately: A developmental perspective on conversational knowledge. In S. A. Kuczaj (Ed.), *Discourse development: Progress in cognitive developmental research*. New York: Springer-Verlag.
- SHAYER, M., & WYLAM, H. (1978). The distribution of Piagetian stages of thinking in British middle and secondary school children: II. 14 to 16 year old and sex differentials. *British Journal of Educational Psychology*, 48, 62-70.
- SHAYER, M., KUCHEMAN, D. E., & WYLAM, H. (1976). The distribution of Piagetian stages of thinking in British middle and secondary school children. *British Journal of Educational Psychology*, 46, 164-173.
- SHELDON, A. (1990). Pickle fights: Gendered talk in preschool disputes. *Discourse Processes*, 13, 5-31.
- SHELDON, A. (1992). Conflict talk: Sociolinguist challenges to self-assertion and how young girls meet them. *Merrill-Palmer Quarterly*, 38, 95-117.
- SHEPARD, T. H. (1986). Human teratogenicity. *Advances in Pediatrics*, 33, 225-268.
- SHERIF, M., HARVEY, O. J., WHITE, B. J., HOOD, W. R., & SHERIF, C. W. (1961). *Inter-group conflict and cooperation: The Robbers Cave experiment*. Norman: University of Oklahoma Press.
- SHIGETOMI, C. C., HARTMANN, D. P., & GELFAND, D. M. (1981). Sex differences in children's altruistic behavior and reputations for helpfulness. *Developmental Psychology*, 17, 434-437.
- SHORE, C. M. (1995). *Individual differences in language development*. Thousand Oaks, CA: Sage.

- SHUCARD, J. L., & SHUCARD, D. W. (1990). Auditory evoked potentials and hand preference in 6-month-old infants: Possible gender-related differences in cerebral organization. *Developmental Psychology*, 26, 923-930.
- SHUCARD, J. L., SHUCARD, D. W., CUMMINS, K. R., & CAMPOS, J. J. (1981). Auditory evoked potentials and sex-related differences in brain development. *Brain and Language*, 13, 91-102.
- SHULMAN, S., & COLLINS, W. A. (Eds.). (1987). *New directions for child development*. No. 78. *Romantic relationships in adolescence. Developmental perspectives*. San Francisco: Jossey-Bass.
- SHULTZ, T. R., & DARLEY, J. M. (1991). An information-processing model of retributive moral judgments based on "legal reasoning." In W. M. Kurtines & J. L. Gewirtz (Eds.), *Handbook of moral behavior and development*. Vol. 2. *Research*. Hillsdale, NJ: Erlbaum.
- SHULTZ, T. R., & WRIGHT, K. (1985). Concepts of negligence and intention in the assignment of moral responsibility. *Canadian Journal of Behavioral Science*, 17, 97-108.
- SHULTZ, T. R., WRIGHT, K., & SCHLEIFER, M. (1986). Assignment of moral responsibility and punishment. *Child Development*, 57, 177-184.
- SHURE, M. B. (1989). Interpersonal competence training. In W. Damon (Ed.), *Child development today and tomorrow*. San Francisco: Jossey-Bass.
- SHURKIN, J. N. (1992). *Termin's kids. The groundbreaking study of how the gifted grow up*. Boston: Little, Brown.
- SHWE, H. L., & MARKMAN, E. M. (1997). Young children's appreciation of the mental impact of their communicative signals. *Developmental Psychology*, 33, 630-636.
- SHWEDER, R. A., & MUCH, M. C. (1987). Determinants of meaning: Discourse and moral socialization. In W. M. Kurtines & J. L. Gewirtz (Eds.), *Moral development through social interaction*. New York: Wiley.
- SHWEDER, R. A., GOODNOW, J., HATANO, G., LEVINE, H. M., & MILLER, P. (1998). The cultural psychology of development: One mind, many mentalities. In W. Damon (Ed.), *Handbook of child psychology*. Vol. 1. *Theoretical models of human development*. New York: Wiley.
- SHWEDER, R. A., MAHAPATRA, M., & MILLER, J. (1987). Culture and moral development. In J. Kagan & S. Lamb (Eds.), *The emergence of morality in young children*. Chicago: University of Chicago Press.
- SIEBER, J. E. (1992). *Planning ethically responsible research. A guide for students and internal review boards*. Newbury Park, CA: Sage.
- SIEGAL, M. (1987). Are sons and daughters treated more differently by fathers than by mothers? *Developmental Review*, 7, 183-209.
- SIEGAL, M. (1991). *Knowing children. Experiments in conversation and cognition*. Hillsdale, NJ: Erlbaum.
- SIEGEL, L. S. (1984). Home environment influences on cognitive development in preterm and full-term children during the first 5 years. In A. W. Gottfried (Ed.), *Home environment and early cognitive development*. New York: Academic Press.
- SIEGEL, L. S. (1989). A reconceptualization of prediction from infant test scores. In M. H. Bornstein & N. Krasner (Eds.), *Stability and continuity in mental development*. Hillsdale, NJ: Erlbaum.
- SIEGEL, L. S. (1992). Infant, motor, and language behaviors as predictors of achievement at school age. In C. Rowe-Collier & L. P. Lipsitt (Eds.), *Advances in infancy research* (Vol. 7). Norwood, NJ: Ablex.
- SIEGEL, L. S. (1993a). The development of reading. In H. W. Reese (Ed.), *Advances in child development and behavior* (Vol. 24). San Diego: Academic Press.
- SIEGEL, L. S. (1993b). Phonological processing deficits as the basis of a reading disability. *Developmental Review*, 13, 246-257.
- SIEGLER, R. S. (1976). Three aspects of cognitive development. *Cognitive Psychology*, 8, 481-520.
- SIEGLER, R. S. (1978). The origins of scientific reasoning. In R. S. Siegler (Ed.), *Children's thinking. What develops?* Hillsdale, NJ: Erlbaum.
- SIEGLER, R. S. (1981). Developmental sequences within and between concepts. *Monographs of the Society for Research in Child Development*, 46 (2, Serial No. 189).
- SIEGLER, R. S. (1988). Individual differences in strategy choices: Good students, not-so-good students, and perfectionists. *Child Development*, 59, 833-851.
- SIEGLER, R. S. (1995). How does change occur? A microgenetic study of number conservation. *Cognitive Psychology*, 28, 225-273.
- SIEGLER, R. S. (1996a). *Emerging minds. The process of change in children's thinking*. New York: Oxford University Press.
- SIEGLER, R. S. (1996b). A grand theory of development. *Monographs of the Society for Research in Child Development*, 61 (1-2, Serial No. 246).
- SIEGLER, R. S. (1998). *Children's thinking* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- SIEGLER, R. S., & JENKINS, E. (1989). *How children discover new strategies*. Hillsdale, NJ: Erlbaum.
- SIEGLER, R. S., & SHIPLEY, C. (1995). Variation, selection, and cognitive change. In T. J. Simon & G. S. Halford (Eds.), *Developing cognitive competence. New approaches to process modeling*. Hillsdale, NJ: Erlbaum.
- SIEGLER, R. S., & SHRAGER, J. (1984). Strategy choices in addition and subtraction: How do children know what to do? In C. Sophian (Ed.), *Origins of cognitive skills*. Hillsdale, NJ: Erlbaum.
- SIEGLMAN, C. K., & WAITZMAN, K. A. (1991). The development of distributive justice orientations: Contextual influences of children's resource allocations. *Child Development*, 62, 1367-1378.
- SIGMAN, M. (1995). Nutrition and child development: More food for thought. *Current Directions in Psychological Science*, 4, 52-55.
- SIGNORELLA, M. L. (1987). Gender schemata. Individual differences and context effects. In L. S. Liben & M. L. Signorella (Eds.), *New directions for child development*. No. 38. *Children's gender schemata*. San Francisco: Jossey-Bass.
- SIGNORELLA, M. L., & LIBEN, L. S. (1984). Recall and reconstruction of gender-related pictures: Effects of attitude, task difficulty, and age. *Child Development*, 55, 393-405.
- SIGNORELLA, M. L., BIGLER, R. S., & LIBEN, L. S. (1993). Developmental differences in children's gender schemata about others: A meta-analytic review. *Developmental Review*, 13, 147-183.
- SIGNORIELLI, N. (1993). Television, the portrayal of women, and children's attitudes. In G. Berry & J. K. Asamen (Eds.), *Children and television. Images in a changing sociocultural world*. Newbury Park, CA: Sage.
- SILVER, L. B. (1992). *Attention deficit hyperactivity disorder*. Washington, DC: American Psychiatric Association.
- SILVERMAN, I., & EALS, M. (1992). Sex differences in spatial abilities: Evolutionary theory and data. In J. H. Barkow, I. Cosmides, & J. Tooby (Eds.), *The adapted mind: Evolutionary psychology and the generation of culture*. New York: Oxford University Press.
- SIMMONS, R. G., & BLYTH, D. A. (1987). *Moving into adolescence. The impact of pubertal change and social context*. Hawthorne, NY: Aldine de Gruyter.
- SIMMONS, R. G., CARLTON-FORD, S. L., & BLYTH, D. A. (1987). Predicting how a child will age with the transition to junior high school. In R. M. Lerner & I. M. Foch (Eds.), *Biological-psychosocial interactions in early adolescence*. Hillsdale, NJ: Erlbaum.
- SIMON, T. J. (1997). Reconceptualizing the origins of number knowledge: A "non-numerical" account. *Cognitive Development*, 12, 349-372.
- SIMON, T. J., & HALFORD, G. S. (Eds.). (1995). *Developing cognitive competence. New approaches to process modeling*. Hillsdale, NJ: Erlbaum.
- SIMON, T. J., HESPOS, S. J., & ROCHAT, P. (1995). Do infants understand simple arithmetic? A replication of Wynn. *Cognitive Development*, 10, 258-269.
- SKINNER, B. F. (1953). *Science and human behavior*. New York: Macmillan.
- SKINNER, B. F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.
- SKOWRONSKI, J. J., BETZ, A. L., THOMPSON, C. P., & LARSEN, S. E. (1995). Long-term performance in autobiographical event dating: Patterns of accuracy and error across a two-and-a-half year time span. In A. L. Heath & L. B. Bourne (Eds.), *Acquisition and long-term re-*

- tion of knowledge and skills. *The durability and specificity of cognitive procedures*. Newbury Park, CA: Sage.
- SLABY, R. G., & FREY, K. S. (1975). Development of gender constancy and selective attention to same-sex models. *Child Development*, 46, 849-856.
- SLADE, A. (1987). Quality of attachment and early symbolic play. *Developmental Psychology*, 23, 78-85.
- SLATER, A. (1995). Individual differences in infancy and later IQ. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 36, 69-112.
- SLATER, A. (1995). Visual perception and memory at birth. In C. Rovee-Collier & L. P. Lipsitt (Eds.), *Advances in infancy research* (Vol. 9). Norwood, NJ: Ablex.
- SLATER, A., & MORISON, V. (1985). Shape constancy and slant perception at birth. *Perception*, 14, 397-344.
- SLATER, A., COOPER, R., ROSE, D., & MORISON, V. (1989). Prediction of cognitive performance from infancy to early childhood. *Human Development*, 32, 137-147.
- SLATER, A., JOHNSON, S. P., BROWN, E., & BADENOCH, M. (1996). Newborn infants' perception of partly occluded objects. *Infant Behavior and Development*, 19, 145-148.
- SLATER, A., JOHNSON, S. P., KELLMAN, P. J., & SPELKE, E. S. (1994). The role of three-dimensional depth cues in infants' perception of partly occluded objects. *Early Development and Parenting*, 3, 187-191.
- SLATER, A., MATTOCK, A., & BROWN, E. (1990). Size constancy at birth: Newborn infant's responses to retinal and real size. *Journal of Experimental Child Psychology*, 49, 314-322.
- SLATER, A., MATTOCK, A., BROWN, E., & BREMNER, J. G. (1994). Form perception at birth. Cohen and Younger (1984) revisited. *Journal of Experimental Child Psychology*, 51, 395-406.
- SLAUGHTER-DEFOE, D. T., NAKAGAWA, K., TAKANISHI, R., & JOHNSON, D. J. (1996). Toward cultural-ecological perspectives on schooling and achievement in African and Asian-American children. *Child Development*, 61, 363-383.
- SLOBIN, D. I. (1982). Universal and particular in the acquisition of language. In E. Wanner & L. R. Gleitman (Eds.), *Language acquisition. The state of the art*. Cambridge: Cambridge University Press.
- SLOBIN, D. I. (Ed.). (1985). *The crosslinguistic study of language* (Vols. 1 and 2). Hillsdale, NJ: Erlbaum.
- SLOMKOWSKI, C., & DUNN, J. (1993, March). *Conflict in close relationships*. Paper presented at the meeting of the Society for Research in Child Development, New Orleans.
- SLOMKOWSKI, C. L., & KILLEN, M. (1992). Young children's conceptions of transgressions with friends and nonfriends. *International Journal of Behavioral Development*, 15, 247-258.
- SLUCKIN, A. (1980). Dominance relationships in preschool children. In D. R. Osoick, F. F. Strayer, & D. G. Freedman (Eds.), *Dominance relations. An ethological view of human conflict and social interaction*. New York: Garland.
- SMETANA, J. G. (1986). Preschool children's conceptions of sex-role transgressions. *Child Development*, 57, 862-871.
- SMETANA, J. G. (1989). Toddlers' social interactions in the context of moral and conventional transgressions in the home. *Developmental Psychology*, 25, 499-508.
- SMETANA, J. G. (1993). Morality in context: Abstractions, ambiguities, and applications. In R. Vasta (Ed.), *Annals of child development* (Vol. 10). London: Kingsley.
- SMETANA, J. G., & BRAFFGES, J. L. (1990). The development of toddlers' moral and conventional judgments. *Merrill-Palmer Quarterly*, 36, 329-346.
- SMETANA, J. G., KILLEN, M., & TURIEL, E. (1993). Children's reasoning about interpersonal and moral conflicts. *Child Development*, 62, 629-644.
- SMETANA, J. G., SCHLAGMAN, N., & ADAMS, P. (1993). Preschoolers' judgments about hypothetical and actual transgressions. *Child Development*, 64, 202-214.
- SMILEY, P., & HUTTENLOCHER, J. (1989). Young children's acquisition of emotion concepts. In C. Saarni & P. L. Harris (Eds.), *Children's understanding of emotion*. Cambridge: Cambridge University Press.
- SMILEY, P. A., & DWECK, C. S. (1994). Individual differences in achievement goals among young children. *Child Development*, 65, 1725-1745.
- SMITH, B. A., & BLASS, E. M. (1996). Taste-mediated calming in premature, preterm, and full-term human infants. *Developmental Psychology*, 32, 1084-1089.
- SMITH, B. A., STEVENS, K., TORGERSON, W. S., & KIM, J. H. (1992). Diminished reactivity of postmature human infants to sucrose compared with term infants. *Developmental Psychology*, 28, 811-820.
- SMITH, C. L. (1979). Children's understanding of natural language hierarchies. *Journal of Experimental Child Psychology*, 27, 437-458.
- SMITH, E. A. (1989). A biosocial model of adolescent sexual behavior. In G. R. Adams, R. Montemayor, & T. P. Gullotta (Eds.), *Biology of adolescent behavior and development*. Newbury Park, CA: Sage.
- SMITH, P. K. (1978). A longitudinal study of social participation in preschool children: Solitary and parallel play reexamined. *Developmental Psychology*, 14, 517-523.
- SMITH, P. K. (1995). Grandparenthood. In M. H. Bornstein (Ed.), *Handbook of parenting. Vol. 7. Status and social conditions of parenting*. Mahwah, NJ: Erlbaum.
- SMITH, P. K., & CONNOLLY, K. J. (1981). *The ecology of preschool behavior*. Cambridge: Cambridge University Press.
- SNAREY, J. R., & KELJO, K. (1991). In a *Gemeinschaft* voice: The cross-cultural expansion of moral development theory. In W. M. Kurtines & J. L. Gewirtz (Eds.), *Handbook of moral behavior and development. Vol. 1. Theory*. Hillsdale, NJ: Erlbaum.
- SNAREY, J. R., REIMER, J., & KOHLBERG, L. (1985). Development of social-moral reasoning among kibbutz adolescents: A longitudinal cross-cultural study. *Developmental Psychology*, 21, 3-17.
- SNAREY, J. R. (1985). Cross-cultural universality of social-moral development: A critical review of Kohlbergian research. *Psychological Bulletin*, 97, 202-232.
- SNOW, C. E. (1981). The uses of imitation. *Journal of Child Language*, 8, 205-212.
- SNOW, C. E. (1983). Saying it again: The role of expanded and deferred imitations in language acquisition. In K. E. Nelson (Ed.), *Children's language* (Vol. 4). Hillsdale, NJ: Erlbaum.
- SNOW, C. E., & FERGUSON, C. (1977). *Talking to children. Language input and acquisition*. Cambridge: Cambridge University Press.
- SNOW, C. E., & GOLDFELD, B. A. (1983). Turn the page please: Situation-specific language acquisition. *Journal of Child Language*, 10, 551-569.
- SNOW, C. E., PAN, B. E., IMBENS-BAILEY, A., & HERMAN, J. (1996). Learning how to say what one means: A longitudinal study of children's speech act use. *Social Development*, 5, 56-84.
- SNOW, C. E., PERLMAN, R., & NATHAN, D. (1987). Why routines are different: Toward a multiple-factors model of the relation between input and language acquisition. In K. E. Nelson & A. VanKleeck (Eds.), *Children's language* (Vol. 6). Hillsdale, NJ: Erlbaum.
- SNOW, R. E., & YALOW, E. (1982). Education and intelligence. In R. J. Sternberg (Ed.), *Handbook of human intelligence*. Cambridge: Cambridge University Press.
- SNYDER, J. J., & PATTERSON, G. R. (1995). Individual differences in social aggression: A test of a reinforcement model of socialization in the natural environment. *Behavior Therapy*, 26, 371-391.
- SNYDER, J., WEST, L., STOCKEMER, V., & GIBBONS, S. (1996). A social learning model of peer choice in the natural environment. *Journal of Applied Developmental Psychology*, 17, 215-237.
- SOKOLOV, E. N. (1960). *Penetration and the conditional reflex*. New York: Macmillan.
- SOLOMON, G. E. A., JOHNSON, S. C., ZAITCHIK, D., & CAREY, S. (1996). Like father, like son: Young children's understanding of how and why offspring resemble their parents. *Child Development*, 67, 151-171.
- SOMMERVILLE, J. (1978). English Puritans and children: A social-cultural explanation. *Journal of Psychohistory*, 6, 113-137.
- SOMMERVILLE, J. (1982). *The rise and fall of childhood*. Beverly Hills, CA: Sage.

- SONNENSCHNEIN, S. (1988). The development of referential communication: Speaking to different listeners. *Child Development*, 59, 694-702.
- SONTAG, L. W. (1944). War and fetal maternal relationship. *Marriage and Family Living*, 6, 1-5.
- SONTAG, L. W. (1966). Implications of fetal behavior and environment for adult personalities. *Annals of the New York Academy of Sciences*, 134, 782-786.
- SOPHIAN, C. (1995). *Children's numbers*. Madison, WI: Brown & Benchmark.
- SORCE, J. F., EMDE, R. N., CAMPOS, J. J., & KLINNERT, M. D. (1985). Maternal emotional signaling. Its effect on the visual cliff behavior of 1-year-olds. *Developmental Psychology*, 21, 195-200.
- SOSTEK, A. M., SMITH, Y. F., KATZ, E. S., & GRANT, E. G. (1987). Developmental outcome of preterm infants with intraventricular hemorrhage at one and two years of age. *Child Development*, 58, 779-786.
- SPEARMAN, C. (1927). *The abilities of man*. New York: Macmillan.
- SPEER, J. R., & FLAVELL, J. H. (1979). Young children's knowledge of the relative difficulty of recognition and recall memory tasks. *Developmental Psychology*, 15, 214-217.
- SPELKE, E. S. (1976). Infants' intermodal perception of events. *Cognitive Psychology*, 8, 553-560.
- SPELKE, E. S. (1985). Perception of unity, persistence, and identity: Thoughts on infants' conceptions of objects. In J. Mehler & R. Fox (Eds.), *Neonate cognition: Beyond the blooming buzzing confusion*. Hillsdale, NJ: Erlbaum.
- SPELKE, E. S. (1988). Where perceiving ends and thinking begins: The apprehension of objects in infancy. In A. Yonas (Ed.), *Minnesota symposia on child psychology: Vol. 20. Perceptual development in infancy*. Hillsdale, NJ: Erlbaum.
- SPELKE, E. S. (1991). Physical knowledge in infancy: Reflections on Piaget's theory. In S. Carey & R. Gelman (Eds.), *The epigenesis of mind*. Hillsdale, NJ: Erlbaum.
- SPELKE, E. S., & HERMER, L. (1996). Early cognitive development: Objects and space. In R. Gelman & T. Au (Eds.), *Perceptual and cognitive development*. San Diego: Academic Press.
- SPELKE, E. S., & OWSLEY, C. J. (1979). Intermodal exploration and knowledge in infancy. *Infant Behavior and Development*, 2, 13-28.
- SPELKE, E. S., BREINLINGER, K., MACCOMBER, J., & JACOBSON, K. (1992). Origins of knowledge. *Psychological Review*, 99, 605-632.
- SPENCE, J. T. (1985). Gender identity and its implications for concepts of masculinity and femininity. In T. B. Sonderegger (Ed.), *Nebraska symposium on motivation: Psychology and gender* (Vol. 32). Lincoln: University of Nebraska Press.
- SPENCE, J. T., & HELMREICH, R. L. (1978). *Masculinity and femininity: Their psychological dimensions, correlates, and antecedents*. Austin: University of Texas Press.
- SPENCE, J. T., HELMREICH, R. L., & HOLA-HAN, C. K. (1979). Negative and positive components of psychological masculinity and femininity and their relationships to self-reports of neurotic and acting out behaviors. *Journal of Personality and Social Psychology*, 37, 1675-1682.
- SPERGER, I. A., & CURRY, G. D. (1993). The National Youth Gang Survey: A research and development process. In A. P. Goldstein & C. R. Huff (Eds.), *The gang intervention handbook*. Champaign, IL: Research Press.
- SPERGER, I. A., CHANCE, R. L., & CURRY, G. (1990, June). *National Youth Gang Suppression and Intervention Program* (National Institute of Justice Reports, No. 222, pp. 1-4).
- SPERRY, L. L., & SPERRY, D. E. (1995). Young children's presentations of self in conversational narration. In L. L. Sperry & P. A. Smiley (Eds.), *Exploring young children's concepts of self and other through conversation*. San Francisco: Jossey-Bass.
- SPEYER, S. J., & BENSLEY, L. (1994). Roles of living arrangements and grandmother social support in adolescent mothering and infant attachment. *Developmental Psychology*, 30, 102-111.
- SPITZ, R. (1945). Hospitalism: An inquiry into the genesis of psychiatric conditions in early childhood. *Psychoanalytic Study of the Child*, 1, 53-74.
- SPRINGER, K. (1996). Young children's understanding of a biological basis for parent-offspring relations. *Child Development*, 67, 2841-2856.
- SPRINGER, K., & KEIL, F. C. (1991). Early differentiation of causal mechanisms appropriate to biological and nonbiological kinds. *Child Development*, 62, 767-781.
- SPRINGER, S. P., & DEUTSCH, G. (1989). *Left brain, right brain* (3rd ed.). New York: W. H. Freeman.
- SROUFE, L. A., BENNETT, C., ENGLUND, M., URBAN, J., & SHULMAN, S. (1993). The significance of gender boundaries in preadolescence: Contemporary correlates and antecedents of boundary violation and maintenance. *Child Development*, 64, 455-466.
- SROUFE, L. A. (1986). Bowlby's contribution to psychoanalytic theory and developmental psychology: Attachment: Separation: Loss. *Journal of Child Psychology and Psychiatry*, 27, 841-849.
- SROUFE, L. A. (1990). An organizational perspective on the self. In D. Cicchetti & M. Beeghly (Eds.), *The self in transition: Infancy to childhood*. Chicago: University of Chicago Press.
- SROUFE, L. A. (1996). *Emotional development*. New York: Cambridge University Press.
- STACK, D. M., & MUIR, D. W. (1992). Adult tactile stimulation during face-to-face interactions modulates five-month-olds' affect and attention. *Child Development*, 63, 1509-1525.
- STAKE, J. E. (1997). Integrating expressiveness and instrumentality in real-life settings: A new perspective on the benefits of androgyny. *Sex Roles*, 37, 541-564.
- STAMBAK, M., & SINCLAIR, H. (1993). *Pre-tend play among 3-year-olds*. Hillsdale, NJ: Erlbaum.
- STANGOR, C., & RUBLE, D. N. (1987). Development of gender role knowledge and gender constancy. In L. S. Liben & M. L. Signorella (Eds.), *New directions for child development: No. 38. Children's gender schemata*. San Francisco: Jossey-Bass.
- STANHOPE, R. (1989). The endocrine control of puberty. In J. M. Tanner & M. A. Preceol (Eds.), *The physiology of human growth*. London: Cambridge University Press.
- STANOVICH, K. E. (Ed.). (1993). The development of rationality and critical thinking [Special issue]. *Merrill-Palmer Quarterly*, 39 (1).
- STANOVICH, K. E. (1993). Does reading make you smarter? Literacy and the development of verbal intelligence. In H. W. Reese (Ed.), *Advances in child development and behavior* (Vol. 24). San Diego: Academic Press.
- STARK, E. E. (1986). Pre-speech segmental feature development. In P. Fletcher & M. Garman (Eds.), *Language acquisition: Studies in first language development* (2nd ed.). New York: Cambridge University Press.
- STARKEY, P., & COOPER, R. (1980). Perception of numbers by human infants. *Science*, 210, 1035-1034.
- STAUB, E. (1996). Cultural-societal roots of violence: Examples of genocidal violence and of contemporary youth violence in the United States. *American Psychologist*, 51, 117-132.
- STEELE, H., STEELE, M., & PONAGY, P. (1996). Associations among attachment classifications of mothers, fathers, and their infants. *Child Development*, 67, 541-555.
- STEIN, A. H., & FRIEDRICH, L. K. (1975). The impact of television on children and youth. In E. M. Hetherington (Ed.), *Review of child development research* (Vol. 5). Chicago: University of Chicago Press.
- STEINBERG, L. D. (1988). Pubertal maturation and family relations: Evidence for the distancing hypothesis. In G. Adams, R. Montemayor, & T. Gullotta (Eds.), *Advances in adolescent development*. Beverly Hills, CA: Sage.
- STEINBERG, L., DARLING, N. E., FLETCHER, A. C., BROWN, B. B., & DORNBUSCH, S. M. (1995). Authoritative parenting and adolescent adjustment: An ecological journey. In P. Moen, G. H. Elder, Jr., & K. Luscher (Eds.), *Examining lives in context: Perspectives on the ecology of human development*. Washington, DC: American Psychological Association.
- STEINBERG, L., LAMBORN, S. D., DARLING, N., MOUNTS, N. S., & DORNBUSCH, S. M. (1994). Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 65, 754-770.

- STEINER, J. E. (1979). Human facial expressions in response to taste and smell stimulation. In H. W. Reese & L. P. Lipsitt (Eds.), *Advances in child development and behavior* (Vol. 13). New York: Academic Press.
- STENBERG, C. R., CAMPOS, J. J., & EMDE, R. N. (1983). The facial expression of anger in seven-month-old infants. *Child Development*, 54, 178-184.
- STEPHENS, T. (1990). Blocking fetal AIDS: Immune intervention paces science. *Journal of NIH Research*, 3, 53-54.
- STERN, M., & KARRAKER, K. (1989). Sex stereotyping of infants: A review of gender labeling studies. *Sex Roles*, 20, 501-522.
- STERN, M., & KARRAKER, K. (1992). Modifying the prematurity stereotype in matters of premature and ill full-term infants. *Journal of Clinical Child Psychology*, 21, 76-82.
- STERNBERG, R. J., & POWELL, J. S. (1983). The development of intelligence. In P. H. Mussen (Series Ed.) & J. H. Flavell & E. M. Markman (Vol. Eds.), *Handbook of child psychology*, Vol. 3. *Cognitive development*. New York: Wiley.
- STERNBERG, R. J. (1985). *Beyond IQ: A triarchic theory of human intelligence*. New York: Cambridge University Press.
- STERNBERG, R. J. (1991). Death, taxes, and bad intelligence tests. *Intelligence*, 15, 257-269.
- STEVENS, H. W., & STIGLER, J. W. (1992). *The learning gap: Why our schools are failing and what we can learn from Japanese and Chinese education*. New York: Summit Books.
- STEVENS, H. W., CHEN, C., & LEE, S. Y. (1993). Mathematics achievement of Chinese, Japanese, and American children: Ten years later. *Science*, 259, 53-58.
- STEVENS, H. W., LEE, S., CHEN, C., STIGLER, J. W., HSU, C., & KITAMURA, S. (1990). Contexts of achievement: A study of American, Chinese, and Japanese children. *Monographs of the Society for Research in Child Development*, 55 (1-2, Serial No. 221).
- STEVENS, H. W., LEE, S. Y., & STIGLER, J. W. (1986). Mathematics achievement of Chinese, Japanese, and American children. *Science*, 231, 693-699.
- STEVENS, M. R., & BLACK, K. N. (1988). Paternal absence and sex-role development: A meta-analysis. *Child Development*, 59, 793-814.
- STEWART, S. L., & RUBIN, K. H. (1995). The social problem solving skills of anxious-withdrawn children. *Development and Psychopathology*, 7, 323-336.
- STIFTER, C. A., & BRAUNGART, J. M. (1995). The regulation of negative reactivity in infancy: Function and development. *Developmental Psychology*, 31, 448-455.
- STIFTER, C. A., & FOX, N. A. (1990). Infant reactivity: Physiological correlates of newborn and 5-month temperament. *Developmental Psychology*, 26, 582-588.
- STIFTER, C. A., COULEHAN, C. M., & FISH, M. (1993). Linking employment to attachment: The mediating effects of maternal separation anxiety and interactive behavior. *Child Development*, 64, 1451-1460.
- STIGLER, J. W., & FERNANDEZ, C. (1985). Learning mathematics from classroom instruction: Cross-cultural and experimental perspectives. In C. A. Nelson (Ed.), *Minnesota symposium on child psychology*, Vol. 28. *Basic and applied perspectives on learning, cognition, and development*. Mahwah, NJ: Erlbaum.
- STIPEK, D. (1992). The child at school. In M. E. Lamb & M. H. Bornstein (Eds.), *Developmental psychology: An advanced textbook* (3rd ed.). Hillsdale, NJ: Erlbaum.
- STIPEK, D., & MacIVER, D. (1989). Developmental change in children's assessment of intellectual competence. *Child Development*, 60, 521-538.
- STIPEK, D., & TANNATT, L. (1984). Children's judgments of their own and their peers' academic competence. *Journal of Educational Psychology*, 76, 75-84.
- STIPEK, D., GRALINSKI, J. H., & KOPP, C. B. (1990). Self-concept development in the toddler years. *Developmental Psychology*, 26, 972-977.
- STIPEK, D., RECCHIA, S., & McCLINTIC, S. (1992). Self-evaluation in young children. *Monographs of the Society for Research in Child Development*, 57(1, Serial No. 226).
- STJERNFELDT, M., BERGLUND, K., LINDSTEN, J., & LUDVIGSSON, J. (1986). Maternal smoking during pregnancy and risk of childhood cancer. *Lancet*, 1, 1350-1352.
- STOCKER, C., & DUNN, J. (1990). Sibling relationships in childhood: Links with friendships and peer relationships. *British Journal of Developmental Psychology*, 8, 227-244.
- STOCKER, C. M., & MANTZ-SIMMONS, L. M. (1993). *Children's friendship and peer status: Links with family relationships, temperament, and social skills*. Unpublished manuscript.
- STODDART, T., & TURIEL, E. (1985). Children's concepts of cross-gender activities. *Child Development*, 56, 1241-1252.
- STOLL, C., DOTT, B., ALEMBIK, Y., & ROTH, M. (1993). Evaluation of routine prenatal ultrasound examination in detecting fetal chromosomal abnormalities in a low risk population. *Human Genetics*, 91, 37-41.
- STONE, C. A., & DAY, M. C. (1978). Levels of availability of a formal operational strategy. *Child Development*, 49, 1054-1065.
- STOTT, D. H. (1969). The child's hazards in utero. In J. G. Howells (Ed.), *Modern perspectives in international child psychiatry*. Edinburgh: Oliver & Boyd.
- STRAKER, G. (1992). *Faces in the revolution*. Cape Town, South Africa: David Philip.
- STRAUGHAN, R. (1986). Why act on Kohlberg's moral judgments? (Or how to reach Stage 6 and remain a bastard). In S. Modgil & C. Modgil (Eds.), *Lawrence Kohlberg: Consensus and controversy*. Philadelphia: Falmer.
- STRAYER, F. E. (1980). Social ecology of the preschool peer group. In W. A. Collins (Ed.), *Minnesota symposium on child psychology*, Vol. 13. *Development of cognition, affect, and social relations*. Hillsdale, NJ: Erlbaum.
- STRAYER, F. E., & NOEL, J. M. (1986). The prosocial and antisocial functions of preschool aggression: An ethological study of triadic conflict among young children. In C. Zahn-Waxler, E. M. Cummings, & R. Iannotti (Eds.), *Altruism and aggression: Biological and social origins*. Cambridge: Cambridge University Press.
- STRAYER, F. E., & STRAYER, J. (1976). An ethological analysis of social agonism and dominance relations among preschool children. *Child Development*, 47, 980-989.
- STREISSGUTH, A. P., BARR, H. M., JOHNSON, J. C., MARTIN, D. C., & KIRCHNER, G. L. (1985). Attention and distraction at age 7 years related to maternal drinking during pregnancy. *Alcoholism: Clinical and Experimental Research*, 9, 195.
- STREISSGUTH, A. P., SAMPSON, P. D., & BARR, H. M. (1989). Neurobehavioral dose-response effects of prenatal alcohol exposure in humans from infancy to adulthood. *Annals of the New York Academy of Sciences*, 562, 145-158.
- STUDDERT-KENNEDY, M. (1986). Sources of variability in early speech in infancy. In G. Yeni-Komshian, C. Kavanagh, & C. Ferguson (Eds.), *Child phonology: Perception and production*. New York: Academic Press.
- SUE, S., & OZAKI, S. (1990). Asian-American educational achievements: A phenomenon in search of an explanation. *American Psychologist*, 45, 918-920.
- SULLIVAN, M. W. (1982). Reactivation: Priming forgotten memories in human infants. *Child Development*, 53, 516-529.
- SULLIVAN, M. W., LEWIS, M., & ALESSANDRI, S. M. (1992). Cross-age stability in emotional expressions: During learning and extinction. *Developmental Psychology*, 28, 58-63.
- SULS, J., & WILLS, T. A. (Eds.). (1991). *Social comparison: Contemporary theory and research*. Hillsdale, NJ: Erlbaum.
- SUN, M. (1988). Anti-ratne drug poses dilemma for FDA. *Science*, 240, 714-715.
- SUOMI, S. J., & HARLOW, H. F. (1975). The role and reason of peer relationships in rhesus monkeys. In M. Lewis & L. A. Rosenblum (Eds.), *Friendship and peer relations*. New York: Wiley.
- SUPER, C. M. (1981). Cross-cultural research on infancy. In H. C. Triandis & A. Heron (Eds.), *Handbook of cross-cultural psychology*, Vol. 4. *Developmental psychology*. Boston: Allyn & Bacon.
- SUPER, C. M., HERRERA, M. G., & MORA, J. O. (1990). Long-term effects of food supplementation and psychosocial intervention on the physical growth of Colombian infants at risk of malnutrition. *Child Development*, 61, 29-49.

- SURBER, C. F.** (1982). Separable effects of motives, consequences, and presentation order on children's moral judgments. *Developmental Psychology*, 18, 257-266.
- SUSMAN, E. J., INOFF-GERMAIN, G., NOTTELMANN, E. D., LORIAUX, L., CUTLER, G. B., & CHROUSOS, G. P.** (1987). Hormones, emotional dispositions, and aggressive attributes in young adolescents. *Child Development*, 58, 1114-1134.
- SUZUKI, L. A., & VALENCIA, R.** (1997). Race-ethnicity and measured intelligence. *American Psychologist*, 52, 1103-1114.
- SVARE, B.** (1983). Psychobiological determinants of maternal aggressive behavior. In E. C. Simmel, M. F. Hahn, & J. K. Walters (Eds.), *Aggressive behavior: Genetic and neural approaches*. Hillsdale, NJ: Erlbaum.
- SVEJDA, M. J., PANNABECKER, B. J., & EMDE, R. N.** (1982). Parent-to-infant attachment: A critique of the early "bonding" model. In R. N. Emde & R. J. Harmon (Eds.), *The development of attachment and affiliative systems*. New York: Plenum.
- SWAAB, D. F., GOOREN, L. J. G., & HOFMAN, M. A.** (1992). The human hypothalamus in relation to gender and sexual orientation. *Progress in Brain Research*, 93, 205-219.
- SWAIN, I. U., ZELAZO, P. R., & CLIFTON, R. K.** (1993). Newborn infants' memory for speech sounds retained over 24 hours. *Developmental Psychology*, 29, 313-323.
- SWAIN, M.** (1977). Bilingualism, monolingualism, and code acquisition. In W. Mackey & T. Andersson (Eds.), *Bilingualism in early child hood*. Rowley, MA: Newbury House.
- SWANSON, H. L.** (1986). *Swanson Cognitive Processing Test*. Austin, TX: PRO-ED.
- St. PETERS, M., FITCH, M., HUSTON, A. C., WRIGHT, J. C., & EAKINS, D. J.** (1991). Television and families: What do young children watch with their parents? *Child Development*, 62, 1409-1423.
- TAGER-FLUSBERG, H., & CALKINS, S.** (1990). Does imitation facilitate the acquisition of grammar: Evidence from a study of autistic, Down's syndrome and normal children. *Journal of Child Language*, 17, 591-606.
- TAKAHASHI, K.** (1986). Examining the Strange Situation procedure with Japanese mothers and 12-month-old infants. *Developmental Psychology*, 22, 265-270.
- TAKAHASHI, K.** (1990). Are the key assumptions of the "Strange Situation" procedure universal: A view from Japanese research. *Human Development*, 33, 23-30.
- TAMIS-LEMONDA, C. S., & BORNSTEIN, M. H.** (1994). Specificity in mother-toddler language-play relations across the second year. *Developmental Psychology*, 30, 283-292.
- TANGNEY, J., & FISCHER, K.** (Eds.). (1995). *Self-conscious emotions: The psychology of shame, guilt, embarrassment, and pride*. New York: Guilford.
- TANNER, J. M.** (1963). The regulation of human growth. *Child Development*, 34, 817-847.
- TANNER, J. M.** (1974). Variability of growth and maturity in newborn infants. In M. Lewis & L. A. Rosenblum (Eds.), *The effect of the infant on its caregiver*. New York: Wiley.
- TANNER, J. M.** (1987). Issues and advances in adolescent growth and development. *Journal of Adolescent Health Care*, 8, 470-478.
- TANNER, J. M.** (1990). *Fetus into man: Physical growth from conception to maturity* (2nd ed.). Cambridge: Harvard University Press.
- TAPPAN, M. B.** (1997). Language, culture, and moral development: A Vygotskian perspective. *Developmental Review*, 17, 78-100.
- TATE, D. C., REPPUCCI, N. D., & MULVEY, E. P.** (1995). Violent juvenile delinquents: Treatment effectiveness and implications for future action. *American Psychologist*, 50, 777-781.
- TAYLOR, H. J.** (1980). *The IQ game: A methodological inquiry into the heredity-environment controversy*. New Brunswick, NJ: Rutgers University Press.
- TAYLOR, M.** (1986). A theory of mind perspective on social cognitive development. In R. Gelman & T. Au (Eds.), *Perceptual and cognitive development*. San Diego: Academic Press.
- TAYLOR, M., CARTWRIGHT, B. S., & BOWDEN, T.** (1991). Perspective taking and theory of mind: Do children predict interpretive diversity as a function of differences in observers' knowledge? *Child Development*, 62, 1334-1351.
- TAYLOR, M., ESBENSEN, B. M., & BENNETT, R. T.** (1994). Children's understanding of knowledge acquisition: The tendency for children to report that they have always known what they have just learned. *Child Development*, 65, 1581-1604.
- TAYLOR, M. G.** (1996). The development of children's beliefs about social and biological aspects of gender differences. *Child Development*, 67, 1555-1571.
- TELLER, D. Y., & BORNSTEIN, M. H.** (1987). Infant color vision and color perception. In P. Salapatek & L. Cohen (Eds.), *Handbook of infant perception: Vol. 1. From sensation to perception*. New York: Academic Press.
- TELZROW, R., CAMPOS, J., ATWATER, S., BERTENTHAL, B., BENSON, J., & CAMPOS, J.** (1988). Delays and spurts in spatial cognitive development in locomotor-handicapped infants. *Infant Behavior and Development*, 11, 312.
- TEO, T., BECKER, G., & EDELSTEIN, W.** (1995). Variability in structured wholeness: Context factors in L. Kohlberg's data on the development of moral judgment. *Merrill-Palmer Quarterly*, 41, 381-393.
- TERMAN, L. M.** (1925). *Genetic studies of genius: Vol. 1. Mental and physical traits of a thousand gifted children*. Stanford, CA: Stanford University Press.
- TERRY, R., & COIE, J. D.** (1991). A comparison of methods for defining sociometric status among children. *Developmental Psychology*, 27, 867-880.
- TESSER, A.** (1984). Self-evaluation maintenance processes: Implications for relationships and for development. In J. C. Masters & K. Yarkin-Levin (Eds.), *Boundary areas in social and developmental psychology*. New York: Academic Press.
- TETI, D. M.** (1992). Sibling interaction. In V. B. Van Hasselt & M. Hersen (Eds.), *Handbook of social development*. New York: Plenum.
- THARP, R. G.** (1989). Psychocultural variables and constants: Effects on teaching and learning in schools. *American Psychologist*, 44, 349-359.
- THELEN, E.** (1994). Three-month-old infants can learn task-specific patterns of interlimb coordination. *Psychological Science*, 5, 280-285.
- THELEN, E.** (1995). Motor development: A new synthesis. *American Psychologist*, 50, 79-95.
- THELEN, E., & ADOLPH, K. E.** (1992). Arnold L. Gesell: The paradox of nature and nurture. *Developmental Psychology*, 28, 368-380.
- THELEN, E., & FISHER, D. M.** (1982). Newborn stepping: An explanation for a "disappearing reflex." *Developmental Psychology*, 18, 760-775.
- THELEN, E., & FISHER, D. M.** (1983). The organization of spontaneous leg movements in newborn infants. *Journal of Motor Behavior*, 15, 353-377.
- THELEN, E., & SMITH, L. B.** (1998). Dynamic systems theories. In W. Damon (Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development*. New York: Wiley.
- THELEN, E., CORBETTA, D., & SPENCER, J.** (1996). The development of reaching during the first year: The role of movement speed. *Journal of Experimental Psychology: Human Perception and Performance*, 22, 1059-1076.
- THOMA, S. J.** (1986). Estimating gender differences in the comprehension and preference of moral issues. *Developmental Review*, 6, 165-180.
- THOMAN, E. B.** (1990). Sleeping and waking states in infants: A functional perspective. *Neuroscience and Behavioral Reviews*, 14, 95-107.
- THOMAN, E. B.** (1993). Obligation and option in the premature nursery. *Developmental Review*, 13, 1-30.
- THOMAN, E. B., INGERSOLL, E. W., & ACEBO, C.** (1991). Premature infants seek rhythmic stimulation, and the experience facilitates neurobehavioral development. *Journal of Developmental and Behavioral Pediatrics*, 12, 11-18.
- THOMAS, A., & CHESS, S.** (1977). *Temperament and development*. New York: Brunner/Mazel.
- THOMAS, A., & CHESS, S.** (1984). Genesis and evaluation of behavioral disorder: From infancy to early adult life. *American Journal of Psychiatry*, 141, 1-9.
- THOMAS, A., & CHESS, S.** (1986). The New York Longitudinal Study: From infancy to early

- adult life. In R. Plomin & J. Dunn (Eds.), *The study of temperament. Changes, continuities and challenges*. Hillsdale, NJ: Erlbaum.
- THOMAS, A., CHESSE, S., & BIRCH, H. G.** (1968). *Temperament and behavior disorders in children*. New York: New York University Press.
- THOMAS, H.** (1983). Familial correlational analyses, sex differences, and the X-linked gene hypothesis. *Psychological Bulletin*, 95, 427-440.
- THOMAS, H.** (1993). A theory explaining sex differences in high mathematical ability has been around for some time. *Behavioral and Brain Sciences*, 16, 187-215.
- THOMAS, R. M.** (1979). *Comparing theories of child development*. Belmont, CA: Wadsworth.
- THOMPSON, C. P., SKOWRONSKI, J. J., LARSEN, S. F., & BETZ, A. L.** (1996). *Autobiographical memory. Remembering what and whom being when*. Mahwah, NJ: Erlbaum.
- THOMPSON, R. A.** (1988). Early sociopersonality development. In W. Damon (Ed.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development*. New York: Wiley.
- THOMPSON, R. A., & LIMBER, S.** (1990). "Sexual anxiety" in infancy: Stranger wariness and separation distress. In H. Lichtenberg (Ed.), *Handbook of social and evaluation anxiety*. New York: Plenum.
- THOMPSON, R. A., CONNELL, J. P., & BRIDGES, L. J.** (1988). Temperament, emotion, and social interactive behavior in the Strange Situation: A component process analysis of attachment system functioning. *Child Development*, 59, 1102-1110.
- THOMPSON, R. A., FLOOD, M. F., & LUNDQUIST, L.** (1995). Emotion regulation. Its relations to attachment and developmental psychopathology. In D. Cicchetti & S. L. Toth (Eds.), *Emotion, cognition, and representation. Rochester Symposium on Developmental Psychopathology* (Vol. 6). Rochester, NY: University of Rochester Press.
- THOMPSON, T. L., & ZERBINOS, E.** (1995). Gender roles in animated cartoons. Has the picture changed in 20 years? *Sex Roles*, 32, 651-674.
- THOMPSON, T. L., & ZERBINOS, E.** (1997). Television cartoons: Do children notice it's a boy's world? *Sex Roles*, 37, 415-432.
- THOMPSON, W. R., & GRUSEC, J. E.** (1970). Studies of early experience. In P. H. Mussen (Ed.), *Carmichael's manual of child psychology* (3rd ed., Vol. 1). New York: Wiley.
- THOMSON, J. R., & CHAPMAN, R. S.** (1977). Who is "Daddy" revisited: The status of two-year-olds' over-extended words in use and comprehension. *Journal of Child Language*, 4, 359-375.
- THORNDIKE, R. L., HAGEN, E. P., & SATTLER, J. M.** (1986). *Stanford-Binet Intelligence Scale* (4th ed.). Chicago: Riverside Publishing Company.
- THORNE, B.** (1996). Girls and boys together . . . but mostly apart: Gender arrangements in elementary schools. In W. W. Hartup & Z. Rubin (Eds.), *Relationships and development*. Hillsdale, NJ: Erlbaum.
- THURSTONE, L. L.** (1938). *Primary mental abilities*. Chicago: University of Chicago Press.
- THURSTONE, L. L., & THURSTONE, T. G.** (1962). *MRA Primary Mental Abilities*. Chicago: Science Research Associates.
- TIESZEN, H. R.** (1979). Children's social behavior in a Korean preschool. *Journal of Korean Home Economics Association*, 17, 71-84.
- TIETJEN, A. M., & WALKER, L. J.** (1985). Moral reasoning and leadership among men in Papua New Guinea society. *Developmental Psychology*, 21, 982-992.
- TINBERGEN, N.** (1973). *The animal in us world. Explorations of an ethologist, 1932-1972* (Vols. 1 and 2). Cambridge: Harvard University Press.
- TINSLEY, B. J., & PARKE, R. D.** (1988). The role of grandfathers in the context of the family. In P. Bronstein & C. P. Cowan (Eds.), *En threshold today. Men's changing roles in the family*. New York: Wiley.
- TISAK, M. S.** (1995). Domains of social reasoning and beyond. In R. Vasta (Ed.), *Annals of child development* (Vol. 11). London: Kingsley.
- TISAK, M. S., & TURIEL, E.** (1988). Variation in seriousness of transgressions and children's immoral and conventional concepts. *Developmental Psychology*, 24, 352-357.
- TITTLE, C. K.** (1986). Gender research in education. *American Psychologist*, 41, 1161-1168.
- TOBEY, A. E., & GOODMAN, G. S.** (1992). Children's eyewitness memory: Effects of participation and forensic context. *Child Abuse and Neglect*, 16, 779-796.
- TODA, S., & FOGEL, A.** (1993). Infant response to the still-face situation at 3 and 6 months. *Developmental Psychology*, 29, 532-538.
- TOMADA, G., & SCHNEIDER, B. H.** (1987). Relational aggression, gender, and peer acceptance: Invariance across culture, stability over time, and concordance among informants. *Developmental Psychology*, 37, 601-609.
- TOMASELLO, M.** (1996). Piagetian and Vygotskian approaches to language acquisition. *Human Development*, 39, 260-276.
- TOMASELLO, M., & FARRAR, M. J.** (1986). Joint attention and early language. *Child Development*, 57, 1454-1463.
- TOMASELLO, M., & MERRIMAN, W. E.** (Eds.). (1995). *Beyond names for things. Young children's acquisition of verbs*. Hillsdale, NJ: Erlbaum.
- TOMASELLO, M., CONTI-RAMSDEN, G., & EWERT, B.** (1989). Young children's conversations with their mothers and fathers: Differences in breakdown and repair. *Journal of Child Language*, 17, 115-130.
- TORRANCE, E. P.** (1970). Influence of dyadic interaction on creative functioning. *Psychological Reports*, 26, 391-394.
- TOUCHETTE, N.** (1990). Evolution's Fertilization. *Journal of NIH Research*, 2, 91-97.
- TRACY, D. M.** (1987). Toys, spatial ability, and science and mathematics achievement: Are they related? *Sex Roles*, 17, 115-138.
- TRACY, R. L., & AINSWORTH, M. D. S.** (1981). Maternal affectionate behavior and infant-mother attachment patterns. *Child Development*, 52, 1341-1343.
- TRAUTNER, H. M.** (1992). The development of sex-typing in children: A longitudinal analysis. *German Journal of Psychology*, 16, 183-199.
- TRAVERS, J. R., & LIGHT, R. J.** (Eds.). (1982). *Learning from experience: Evaluating early childhood demonstration programs*. Washington, DC: National Academy Press.
- TREHUB, S. E.** (1976). The discrimination of foreign speech contrasts by infants and adults. *Child Development*, 47, 466-472.
- TREHUB, S. E., & HENDERSON, J.** (1994, July). Caregivers' songs and their effect on infant listeners. *Proceedings of the Meeting of the International Conference for Music Perception and Cognition*. Liege, Belgium.
- TREHUB, S. E., & SCHELLENBERG, E. G.** (1995). Music: Its relevance to infants. In R. Vasta (Ed.), *Annals of child development* (Vol. 11). London: Kingsley.
- TREHUB, S. E., & SCHNEIDER, B. A.** (1983). Recent advances in the behavioral study of infant audition. In S. E. Gerber & G. E. Mencher (Eds.), *Development of auditory behavior*. New York: Grune & Stratton.
- TREHUB, S. E., SCHNEIDER, B. A., MORRONGIELLO, B. A., & THORPE, L. A.** (1986). Auditory sensitivity in school-age children. *Journal of Experimental Child Psychology*, 46, 273-285.
- TREHUB, S. E., THORPE, L. A., & COHEN, A. J.** (1991, April). *Infants' auditory processing of numerical information*. Paper presented at the meeting of the Society for Research in Child Development, Seattle.
- TREXLER, R. C.** (1973). The foundations of Florence, 1395-1455. *History of Childhood Quarterly*, 1, 259-284.
- TRICKETT, P. K., & McBRIDE-CHANG, C.** (1995). The developmental impact of different forms of child abuse and neglect. *Developmental Review*, 15, 311-337.
- TRIVERS, R. L.** (1971). The evolution of reciprocal altruism. *Quarterly Review of Biology*, 46, 35-57.
- TRIVERS, R. L.** (1983). The evolution of cooperation. In D. I. Bridgeman (Ed.), *The nature of prosocial development*. New York: Academic Press.
- TRONICK, E. Z.** (1989). Emotions and emotional communication in infants. *American Psychologist*, 44, 112-119.
- TSUSHIMA, T., TAKIZAWA, O., SASAKI, M., SHIRAKI, S., NUSHI, K., KOHNO, M., MENYUK, P., & BEST, C.** (1994). *Discrimination of English /r/ and /l/ by Japanese infants at 6-12 months. Language specific developmental changes in speech perception abilities*. Paper presented at the International Conference on Spoken Language Processing, 4, Yokohama, Japan.

- TUBMAN, J. G., LERNER, R. M., LERNER, J. V., & VON EYE, A. (1992). Temperament and adjustment in young adulthood: A 15-year longitudinal analysis. *American Journal of Orthopsychiatry*, 62, 564-574.
- TUDGE, J., & ROGOFF, B. (1989). Peer influences on cognitive development: Piagetian and Vygotskian perspectives. In M. H. Bornstein & J. S. Bruner (Eds.), *Interaction in human development*. Hillsdale, NJ: Erlbaum.
- TURIEL, E. (1966). An experimental test of the sequentiality of developmental stages in the child's moral judgments. *Journal of Personality and Social Psychology*, 3, 611-618.
- TURIEL, E. (1987). Potential relations between the development of social reasoning and childhood aggression. In D. H. Crowell, I. M. Evans, & C. R. O'Donnell (Eds.), *Childhood aggression and violence: Sources of influence, prevention, and control*. New York: Plenum.
- TURIEL, E. (1998). The development of morality. In W. Damon (Ed.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development*. New York: Wiley.
- TURIEL, E., & WAINRYB, C. (1994). Social reasoning and the varieties of social experiences in cultural contexts. In H. W. Reese (Ed.), *Advances in child development and behavior* (Vol. 25). San Diego: Academic Press.
- TURIEL, E., HILDEBRANDT, C., & WAINRYB, C. (1991). Judging social issues. *Monograph of the Society for Research in Child Development*, 56(Serial No. 224).
- TURIEL, E., KILLEN, M., & HELWIG, C. C. (1987). Morality: Its structure, functions, and varieties. In J. Kagan & S. Lamb (Eds.), *The emergence of moral concepts in young children*. Chicago: University of Chicago Press.
- TURKHEIMER, E. (1991). Individual and group differences in adoption studies of IQ. *Psychological Bulletin*, 110, 392-405.
- TURNER, P. J., & GERVAL, J. (1995). A multidimensional study of gender typing in preschool children and their parents: Personality, attitudes, preferences, behavior, and cultural differences. *Developmental Psychology*, 31, 759-772.
- TURNER-BOWKER, D. M. (1996). Gender stereotyped descriptors in children's picture books: Does "Curious Jane" exist in the literature? *Sex Roles*, 35, 461-488.
- U. S. BUREAU OF THE CENSUS. (1990). *Current population reports*. Washington, DC: U.S. Government Printing Office.
- UMBEL, V. M., PEARSON, B. Z., FERNANDEZ, M. C., & OLLER, D. K. (1992). Measuring bilingual children's receptive vocabularies. *Child Development*, 63, 1012-1020.
- UNDERWOOD, B., & MOORE, B. (1982). Perspective-taking and altruism. *Psychological Bulletin*, 91, 143-173.
- UNDERWOOD, M. K., COLE, J. D., & HERBSMAN, C. R. (1992). Display rules for anger and aggression in school-age children. *Child Development*, 63, 366-380.
- UNGER, D., & COOLEY, M. (1992). Partner and grandmother contact in black and white teen parent families. *Journal of Adolescent Health*, 13, 546-552.
- UNGERER, J. A., DOLBY, R., WATERS, B., BARNETT, B., KEIK, N., & LEWIN, V. (1990). The early development of empathy: Self-regulation and individual differences in the first year. *Motivation and Emotion*, 14, 93-106.
- URBAIN, E. S., & KENDELL, P. C. (1980). Review of social-cognitive problem-solving interventions with children. *Psychological Bulletin*, 88, 109-143.
- URBERG, K. A., DEGIRMENCIOGLU, S. M., & PILGRIM, C. (1997). Close friend and group influence on adolescent cigarette smoking and alcohol use. *Developmental Psychology*, 33, 834-844.
- UZGIRIS, I. C., & HUNT, J. McV. (1975). *Assessment in infancy: Original scales of psychological development*. Urbana: University of Illinois Press.
- VALDEZ-MENCHACA, M. C., & WHITEHURST, G. J. (1992). Accelerating language development through picture book reading: A systematic extension to Mexican day-care. *Developmental Psychology*, 28, 1106-1114.
- VALLIAN, V. (1996). *Parental replies: Linguistic status and didactic role*. Cambridge: MIT Press.
- VALSINER, J. (1998). The development of the concept of development: Historical and epistemological perspectives. In W. Damon (Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development*. New York: Wiley.
- VAN DEN BOOM, D. C. (1994). The influence of temperament and mothering on attachment and exploration: An experimental manipulation of sensitive responsiveness among lower-class mothers with irritable infants. *Child Development*, 65, 1457-1477.
- VAN DEN BOOM, D. C. (1995). Do first-year intervention effects endure? Follow-up during toddlerhood of a sample of Dutch irritable infants. *Child Development*, 66, 1798-1816.
- VAN DER VEER, R., & VALSINER, J. (1988). Lev Vygotsky and Pierre Janet: On the origin of the concept of sociogenesis. *Developmental Review*, 8, 52-65.
- VAN GIFFEN, K., & HAITH, M. M. (1984). Infant visual response to gestalt geometric forms. *Infant Behavior and Development*, 7, 335-346.
- VAN IJZENDOORN, M. H. (1992). Intergenerational transmission of parenting: A review of studies in nonclinical populations. *Developmental Review*, 12, 76-99.
- VAN IJZENDOORN, M. H. (1995). Associations between adult attachment representations and parent-child attachment, parent responsiveness, and clinical status: A meta-analysis on the predictive validity of the Adult Attachment Interview. *Psychological Bulletin*, 117, 387-403.
- VAN IJZENDOORN, M. H., & De WOLFF, M. S. (1997). In search of the absent father—Meta-analyses of infant-father attachment: A rejoinder to our discussants. *Child Development*, 68, 604-609.
- VAN IJZENDOORN, M. H., & KROONENBERG, P. M. (1988). Cross-cultural patterns of attachment: A meta-analysis of the Strange Situation. *Child Development*, 59, 147-156.
- VAN IJZENDOORN, M. H., GOLDBERG, S., KROONENBERG, P. M., & FRENKEL, O. J. (1992). The relative effects of maternal and child problems on the quality of attachment: A meta-analysis of attachment in clinical samples. *Child Development*, 63, 840-858.
- VAN IJZENDOORN, M. H., JUFFER, F., & DUUVESTEYN, M. G. C. (1995). Breaking the intergenerational cycle of insecure attachment: A review of the effects of attachment-based interventions on maternal sensitivity and infant security. *Journal of Child Psychology and Psychiatry*, 36, 225-248.
- VAN LOOSBROEK, E., & SMITSMAN, A. W. (1990). Visual perception of numerosity in infancy. *Developmental Psychology*, 26, 916-922.
- VAN TUINEN, I., & WOLFF, S. M. (1993). *Unnecessary cesarean sections: Halting a national epidemic*. Washington, DC: Public Citizens' Health Research Group.
- VANDELL, D. L., MINNET, A. M., JOHNSON, B. S., & SANTROCK, J. W. (1990). *Siblings and friends: Experiences of school-aged children*. Unpublished manuscript, University of Texas at Dallas.
- VANDELL, D. L., WILSON, K. S., & BUCHANAN, N. R. (1980). Peer interaction in the first year of life: An examination of its structure, content, and sensitivity to toys. *Child Development*, 51, 481-488.
- VARGAS, E. A. (1986). Intraverbal behavior. In P. N. Chase & L. J. Parrott (Eds.), *Psychological aspects of language: The West Virginia Lectures*. Springfield, IL: Thomas.
- VASTA, R. (1982a). Child study: Looking toward the eighties. In R. Vasta (Ed.), *Strategies and techniques of child study*. New York: Academic Press.
- VASTA, R. (Ed.). (1982b). *Strategies and techniques of child study*. New York: Academic Press.
- VASTA, R., & GREEN, P. J. (1982). Differential cue utilization by males and females in pattern copying. *Child Development*, 53, 1102-1105.
- VASTA, R., & LIBEN, L. S. (1996). The water-level task: An intriguing puzzle. *Current Directions in Psychological Science*, 5, 171-177.
- VAUGHN, B. E., & WATERS, E. (1990). Attachment behavior at home and in the laboratory: Q-sort observations and Strange Situation classifications of one-year-olds. *Child Development*, 61, 1965-1990.
- VAUGHN, B. E., BRADLEY, C. F., JOFFE, L. S., SEIFER, R., & BARGLOW, P. (1987). Maternal characteristics measured prenatally are predictive of ratings of temperamental "difficulty" on the Carey Infant Temperament Questionnaire.

- tionnaire. *Developmental Psychology*, 23, 152-161.
- VAUGHN, B. E., KOPP, C. B., & KRAKOW, J. B. (1984). The emergence and consolidation of self-control from eighteen to thirty months of age: Normative trends and individual differences. *Child Development*, 55, 990-1004.
- VAUGHN, V. C., MCKAY, J. R., & BEHRMAN, R. E. (1984). *Nelson textbook of pediatrics* (12th ed.). Philadelphia: Saunders.
- VEDAM, S., & KOLODJI, Y. (1995). Guidelines for client selection in the home birth midwifery practice. *Journal of Nurse-Midwifery*, 40, 508-521.
- VENTURA, S. J. (1989). Trends and variations in first births to older women, United States, 1970-1986 (Vital and Health Statistics Series 21, No. 47). Bethesda, MD: National Center for Health Statistics.
- VERNON, P. A. (1993). *Biological approaches to the study of human intelligence*. Norwood, NJ: Ablex.
- VERSCHEUREN, K., MARCOEN, A., & SCHOEFS, V. (1996). The internal working model of the self, attachment, and competence in five-year-olds. *Child Development*, 67, 2495-2511.
- VESPO, J. E., & CAPLAN, M. (1995). Preschoolers' differential conflict behavior with friends and acquaintances. *Early Education and Development*, 4, 45-58.
- VIETZE, P. M., & VAUGHAN, H. G. (1988). *Early identification of infants with developmental disabilities*. Philadelphia: Grune & Stratton.
- VIHMAN, M. M. (1985). Language differentiation by the bilingual infant. *Journal of Child Language*, 12, 297-324.
- VIHMAN, M. M., & MILLER, R. (1988). Words and babble at the threshold of language acquisition. In M. D. Smith & J. I. Locke (Eds.), *The emergent lexicon*. Orlando, FL: Academic Press.
- VIHMAN, M. M., FERGUSON, C. A., & ELBERT, M. (1986). Phonological development from babbling to speech: Common tendencies and individual differences. *Applied Psycholinguistics*, 7, 3-40.
- VINCENT, K. R. (1991). Black/White IQ differences: Does age make the difference? *Journal of Clinical Psychology*, 47, 266-270.
- VINDEN, P. G. (1996). Junin Quechua children's understanding of mind. *Child Development*, 67, 1707-1716.
- VOCATE, D. R. (1987). *The theory of A. R. Luria*. Hillsdale, NJ: Erlbaum.
- VOLLING, B. L., & BELSKY, J. (1991). Multiple determinants of father involvement during infancy in dual-earner and single-earner families. *Journal of Marriage and the Family*, 53, 461-474.
- VOLLING, B. L., YOUNGBLADE, L. M., & BELSKY, J. (1997). Young children's social relationships with siblings and friends. *American Journal of Orthopsychiatry*, 67, 102-111.
- VOLTERRA, V., & TAESCHNER, T. (1978). The acquisition and development of language by bilingual children. *Journal of Child Language*, 5, 311-326.
- VON HOFSTEN, C. (1982). Eye-hand coordination in the newborn. *Developmental Psychology*, 18, 450-461.
- VON SENDEN, M. (1960). *Space and sight*. New York: Free Press.
- VOORHEES, C. V., & MOLLNOW, E. (1987). Behavioral teratogenesis: Long-term influences on behavior from early exposure to environmental agents. In J. D. Osofsky (Ed.), *Handbook of infant development* (2nd ed.). New York: Wiley.
- VOSNIADOU, S., & BREWER, W. F. (1992). Mental models of the earth: A study of conceptual change in childhood. *Cognitive Psychology*, 24, 535-585.
- VOSNIADOU, S., & BREWER, W. F. (1994). Mental models of the day/night cycle. *Cognitive Science*, 18, 123-183.
- VOYER, D., VOYER, S., & BRYDEN, M. P. (1995). Magnitude of sex differences in spatial abilities: A meta-analysis and consideration of crucial variables. *Psychological Bulletin*, 117, 250-270.
- VUCHINICH, S., BANK, L., & PATTERSON, G. R. (1992). Parenting, peers, and the stability of antisocial behavior in preadolescent boys. *Developmental Psychology*, 28, 510-521.
- VURPILLOT, E. (1968). The development of scanning strategies and their relation to visual differentiation. *Journal of Experimental Child Psychology*, 6, 632-650.
- VURPILLOT, E., & BALL, W. A. (1979). The concept of identity and children's selective attention. In G. A. Hale & M. Lewis (Eds.), *Attention and cognitive development*. New York: Plenum.
- VYGOTSKY, L. S. (1962). *Thought and language*. Cambridge: MIT Press. (Original work published 1934)
- VYGOTSKY, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- VYGOTSKY, L. S. (1987). *The collected works of L. S. Vygotsky: Vol. 1. Problems of general psychology*. New York: Plenum.
- WAAS, G. A. (1988). Social attributional biases of peer-rejected and aggressive children. *Child Development*, 59, 969-975.
- WACHS, T. D. (1988). Relevance of physical environment influences for toddler temperament. *Infant Behavior and Development*, 11, 431-445.
- WACHS, T. D. (1992). *The nature of nurture*. Newbury Park, CA: Sage.
- WACHS, T. D. (1994). Fit, context, and the transition between temperament and personality. In C. F. Halverson, Jr., G. A. Kohnstamm, & R. P. Martin (Eds.), *The developing structure of temperament and personality from infancy to adulthood*. Hillsdale, NJ: Erlbaum.
- WAGHORN, L., & SULLIVAN, E. V. (1970). The exploration of transition rules in conservation of quantity (substance) using film mediated modeling. *Acta Psychologica*, 32, 65-80.
- WAGNER, B. M., & PHILLIPS, D. A. (1992). Beyond beliefs: Parent and child behaviors and children's perceived academic competence. *Child Development*, 63, 1380-1391.
- WAGNER, R. K., & McBRIDE-CHANG, C. (1996). The development of reading-related phonological processing abilities. In R. Vasta (Ed.), *Annals of child development* (Vol. 12). London: Kingsley.
- WAINRYB, C. (1993). The application of moral judgments to other cultures: Relativism and universality. *Child Development*, 64, 924-935.
- WALDMAN, I. D. (1996). Aggressive boys' hostile perceptual and response biases: The role of attention and impulsivity. *Child Development*, 67, 1015-1033.
- WALDMAN, I. D., WEINBERG, R. A., & SCARR, S. (1994). Racial-group differences in IQ in the Minnesota Transracial Adoption Study: A reply to Levin and Lynn. *Intelligence*, 19, 29-44.
- WALDROP, M. F., & HALVERSON, C. F., JR. (1975). Intensive and extensive peer behavior: Longitudinal and cross-sectional analyses. *Child Development*, 46, 19-26.
- WALKER, A. S. (1982). Intermodal perception of expressive behaviors by human infants. *Journal of Experimental Child Psychology*, 33, 514-535.
- WALKER, L. J. (1980). Cognitive and perspective-taking prerequisites for moral development. *Child Development*, 51, 131-139.
- WALKER, L. J. (1983). Sources of cognitive conflict for stage transition in moral development. *Developmental Psychology*, 19, 103-110.
- WALKER, L. J. (1986). Cognitive processes in moral development. In G. L. Sapp (Ed.), *Handbook of moral development: Models, processes, techniques, and research*. Birmingham, AL: Religious Education Press.
- WALKER, L. J. (1988). The development of moral reasoning. In R. Vasta (Ed.), *Annals of child development* (Vol. 5). Greenwich, CT: JAI Press.
- WALKER, L. J. (1989). A longitudinal study of moral reasoning. *Child Development*, 60, 157-166.
- WALKER, L. J. (1991). Sex differences in moral reasoning. In W. M. Kurtines & J. L. Gewirtz (Eds.), *Handbook of moral behavior and development: Vol. 2. Research*. Hillsdale, NJ: Erlbaum.
- WALKER, L. J. (1995). Sexism in Kohlberg's moral psychology? In W. M. Kurtines & J. L. Gewirtz (Eds.), *Moral development: An introduction*. Needham Heights, MA: Allyn & Bacon.
- WALKER, L. J., & RICHARDS, B. S. (1979). Stimulating transitions in moral reasoning as a

- function of stage of cognitive development. *Developmental Psychology*, 15, 95-103.
- WALKER, L. J., & TAYLOR, J. H. (1991a). Family interactions and the development of moral reasoning. *Child Development*, 62, 264-283.
- WALKER, L. J., & TAYLOR, J. H. (1991b). Stage transitions in moral reasoning: A longitudinal study of developmental processes. *Developmental Psychology*, 27, 330-337.
- WALKER, L. J., DeVRIES, B., & BICHARD, S. L. (1984). The hierarchical nature of stages of moral development. *Developmental Psychology*, 20, 960-966.
- WALKER, L. J., DeVRIES, B., & TREVARTHEN, S. D. (1987). Moral stages and moral orientations in real-life and hypothetical dilemmas. *Child Development*, 58, 842-858.
- WALKER-ANDREWS, A. S. (1997). Infants' perception of expressive behaviors: Differentiation of multimodal information. *Psychological Bulletin*, 121, 437-456.
- WALKER-ANDREWS, A. S., BAHRICK, L. E., RAGLIONI, S. S., & DIAZ, I. (1991). Infants' bimodal perception of gender. *Ecological Psychology*, 3, 55-75.
- WALLACH, L., WALL, A. J., & ANDERSON, L. (1967). Number conservation: The role of reversibility, addition-subtraction, and misleading perceptual cues. *Child Development*, 38, 425-442.
- WALLER, N. G., KOJETIN, B. A., BOUCHARD, T. J., JR., LYKKEN, D. T., & TELLEGEN, A. (1990). Genetic and environmental influences on religious interests, attitudes, and values: A study of twins reared apart and together. *Psychological Science*, 1, 138-142.
- WALLERSTEIN, J. S., CORBIN, S. B., & LEWIS, J. M. (1988). Children of divorce: A 10-year study. In E. M. Hetherington & J. D. Arasteh (Eds.), *Impact of divorce, single parenting, and stepfamilying on children*. Hillsdale, NJ: Erlbaum.
- WALTON, G. E., BOWER, N. J., & BOWER, T. G. (1992). Recognition of familiar faces by newborns. *Infant Behavior and Development*, 15, 265-269.
- WARD, M. J., & CARLSON, E. A. (1995). Associations among adult attachment representations, maternal sensitivity, and infant-mother attachment in a sample of adolescent mothers. *Child Development*, 66, 69-79.
- WARK, G. R., & KREBS, D. L. (1996). Gender and dilemma differences in real-life moral judgment. *Developmental Psychology*, 32, 220-230.
- WARKANY, J. (1977). History of teratology. In J. G. Wilson & F. C. Fraser (Eds.), *Handbook of teratology*. Vol. 1. *General principles and etiology*. New York: Plenum.
- WARKANY, J. (1981). Prevention of congenital malformations. *Teratology*, 23, 175-189.
- WARREN, K. R., & BAST, R. J. (1988). Alcohol-related birth defects: An update. *Public Health Reports*, 103, 638-642.
- WARREN-LEUBECKER, A., & BOHANNON, J. N. (1989). *Pragmatic Language in social contexts*. In J. B. Gleason (Ed.), *The development of language* (2nd ed.). Columbus, OH: Charles E. Merrill.
- WARTNER, U. G., GROSSMANN, K., FREMMER-BOMBIK, E., & SUESS, G. (1994). Attachment patterns at age six in south Germany: Predictability from infancy and implications for preschool behavior. *Child Development*, 65, 1014-1027.
- WASHINGTON, J., MINDE, K., & GOLDBERG, S. (1986). Temperament in premature infancy: Style and stability. *Journal of the American Academy of Child Psychiatry*, 25, 493-502.
- WASSERMAN, G. A., & LEWIS, M. (1985). Infant sex differences: Ecological effects. *Sex Roles*, 12, 665-675.
- WASSERMAN, P. M. (1988). Fertilization in mammals. *Scientific American*, 259, 78-84.
- WASZ-HOCKERT, O., MICHELSSON, K., & LIND, J. (1965). Twenty-five years of Scandinavian cry research. In B. M. Lester & C. Z. Boukydis (Eds.), *Infant crying: Theoretical and research perspectives*. New York: Plenum.
- WATERS, E. (1995). The Attachment Q-Set (Version 3.0) (Appendix A). In E. Waters, B. F. Vaughn, G. Posada, & K. Kondo-Ikemura (Eds.), *Caregiving, cultural, and cognitive perspectives on secure-base behavior and working models*. *Monographs of the Society for Research in Child Development*, 60(2-3, Serial No. 244).
- WATERS, E., & DEANE, K. E. (1985). Defining and assessing individual differences in attachment relationships: Q-methodology and the organization of behavior in infancy and early childhood. In I. Bretherton & E. Waters (Eds.), *Growing points of attachment theory and research*. *Monographs of the Society for Research in Child Development*, 50(1-2, Serial No. 209).
- WATERS, E., VAUGHN, B. E., POSADA, G., & KONDO-IKEMURA, K. (Eds.). (1995). *Caregiving, cultural, and cognitive perspectives on secure-base behavior and working models*. *Monographs of the Society for Research in Child Development*, 60(2-3, Serial No. 244).
- WATERS, H. S., & SCHREIBER, L. L. (1991). Sex differences in elaborative strategies: A developmental analysis. *Journal of Experimental Child Psychology*, 52, 319-335.
- WATERS, H. S., & TINSLEY, V. S. (1982). The development of verbal self-regulation: Relationships between language, cognition, and behavior. In S. Kuczaj (Ed.), *Language development: Language, cognition, and culture*. Hillsdale, NJ: Erlbaum.
- WATERS, H. S. (1981). Organization strategies in memory for prose: A developmental analysis. *Journal of Experimental Child Psychology*, 32, 223-246.
- WATSON, J. B., & RAYNER, R. (1920). Conditioned emotional reactions. *Journal of Experimental Psychology*, 3, 1-14.
- WATSON, J. D. (1968). *The double helix: A personal account of the discovery of the structure of DNA*. New York: Atheneum.
- WATSON, J. D. (1980). The Human Genome Project: Past, present, and future. *Science*, 208, 44-49.
- WATSON, J. D., & CRICK, F. H. C. (1953). Molecular structure of nucleic acid: A structure for deoxyribose nucleic acid. *Nature*, 171, 737-738.
- WAXMAN, S. R. (1990). Linguistic biases and the establishment of conceptual hierarchies. *Cognitive Development*, 5, 123-150.
- WECHSLER, D. (1989). *Wechsler Preschool and Primary Scale of Intelligence—Revised*. New York: The Psychological Corporation.
- WECHSLER, D. (1981). *Wechsler Intelligence Scale for Children—Third Edition*. New York: The Psychological Corporation.
- WEGMAN, M. E. (1994). Annual summary of vital statistics—1993. *Pediatrics*, 94, 792-803.
- WEINRAUB, M., & BROWN, L. M. (1983). The development of sex-role stereotypes in children: Crushing realities. In V. Franks & E. D. Rothblum (Eds.), *The stereotyping of women: Its effects on mental health*. New York: Springer.
- WEINRAUB, M., & JAEGER, E. (1980). The timing of mothers' return to the workplace: Effects on the developing mother-infant relationship. In J. S. Hyde & M. J. Essex (Eds.), *Parental leave and child care: Setting a research and policy agenda*. Philadelphia: Temple University Press.
- WEINRAUB, M., CLEMENS, L. P., SOCKLOFF, A., ETHRIDGE, T., GRACEY, E., & MYERS, B. (1984). The development of sex role stereotypes in the third year: Relationships to gender labeling, gender identity, sex-typed toy preference, and family characteristics. *Child Development*, 55, 1498-1503.
- WEISNER, T. S., & EIDUSON, B. T. (1986). Children of the 60's as parents. *Psychology Today*, 20, 60-66.
- WEISNER, T. S., & WILSON-MITCHELL, J. E. (1990). Nonconventional family life styles and sex typing in six-year-olds. *Child Development*, 61, 1915-1935.
- WEISS, B., DODGE, K. A., BATES, J. E., & PETTIT, G. S. (1992). Some consequences of early harsh discipline: Child aggression and a maladaptive social information processing style. *Child Development*, 63, 1321-1335.
- WEISS, M. G., & MILLER, P. H. (1983). Young children's understanding of displaced aggression. *Journal of Experimental Child Psychology*, 35, 529-539.
- WEISSBERG, R. P. (1985). Designing effective social problem-solving programs for the classroom. In B. H. Schneider, K. H. Rubin, & J. E. Leedingham (Eds.), *Children's peer relations: Issues in assessment and intervention*. New York: Springer-Verlag.
- WEISZ, J. R., CHAIYASIT, W., WEISS, B., EASTMAN, K. L., & JACKSON, E. W. (1995). A multimethod study of problem behavior among Thai and American children in school: Teacher reports versus direct observations. *Child Development*, 66, 402-415.

- WEISZ, J. R., SIGMAN, M., WEISS, B., & MOSK, J. (1993). Parent reports of behavioral and emotional problems among children in Kenya, Thailand, and the United States. *Child Development*, 64, 98-109.
- WEITZMAN, N., BIRNS, B., & FRIEND, R. (1985). Traditional and nontraditional mothers' communication with their sons and daughters. *Child Development*, 56, 894-898.
- WEKSELMAN, K., SPIERING, K., HETTEBERG, C., KENNER, C., & FLANDERMEYER, A. (1995). Fetal alcohol syndrome from infancy to childhood: A review of the literature. *Journal of Pediatric Nursing*, 10, 296-303.
- WELCH-ROSS, M. K. (1995). An integrative model of the development of autobiographical memory. *Developmental Review*, 15, 338-365.
- WELCH-ROSS, M. K. (1997). Mother-child participation in conversation about the past: Relationships to preschoolers' theory of mind. *Developmental Psychology*, 33, 618-629.
- WELCH-ROSS, M. K., & SCHMIDT, E. R. (1986). Gender schema development and children's constructive story memory: Evidence for a developmental model. *Child Development*, 67, 820-835.
- WELD, N. (1968). Some possible genetic implications of Carthaginian child sacrifice. *Perspectives in Biology and Medicine*, 12, 69-78.
- WELLMAN, H. M. (1977). Preschoolers' understanding of memory-relevant variables. *Child Development*, 48, 1720-1723.
- WELLMAN, H. M. (1988). The early development of memory strategies. In F. E. Weinert & M. Perlmutter (Eds.), *Memory development: Universal changes and individual differences*. Hillsdale, NJ: Erlbaum.
- WELLMAN, H. M., & GELMAN, S. A. (1998). Knowledge acquisition in foundational domains. In W. Damon (Series Ed.), & D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of child psychology* (Vol. 2, *Cognition, perception, and language* (5th ed.)). New York: Wiley.
- WELLMAN, H. M., RITTER, K., & FLAVELL, J. H. (1975). Deliberate memory behavior in the delayed reactions of very young children. *Developmental Psychology*, 11, 780-787.
- WENTZEL, K. R. (1988). Gender differences in math and English achievement: A longitudinal study. *Sex Roles*, 18, 691-689.
- WENTZEL, K. R., & ERDLEY, C. A. (1993). Strategies for making friends: Relations to social behavior and peer acceptance in early adolescence. *Developmental Psychology*, 29, 819-826.
- WERKER, J. F., & DESJARDINS, R. N. (1995). Listening to speech in the 1st year of life: Experiential influences on phonemic perception. *Current Directions in Psychological Science*, 4, 76-81.
- WERNER, L. A., & BARGONES, J. Y. (1992). Psychoacoustic development of human infants. In C. Rovee-Collier & L. P. Lipsitt (Eds.), *Advances in infancy research* (Vol. 7). Norwood, NJ: Ablex.
- WERTHEIMER, M. (1985). The evolution of the concept of development in the history of psychology. In G. Eckardt, W. G. Benjamin, & I. Sprung (Eds.), *Contributions to a history of developmental psychology*. Berlin: Mouton.
- WERTSCH, J. V., & TULVISTE, P. (1982). I. S. Yegorov and contemporary developmental psychology. *Developmental Psychology*, 28, 548-557.
- WESTINGHOUSE LEARNING CENTER. (1969). *The impact of Head Start: An evaluation of the effects of Head Start on children's cognitive and affective development*. Washington, DC: Clearinghouse for Federal Scientific and Technical Information.
- WHITAM, F. L., DIAMOND, M., & MARTIN, J. (1993). Homosexual orientation in twins: A report on 61 pairs and three triplet sets. *Archives of Sexual Behavior*, 22, 187-206.
- WHITE, B. L., CASTLE, P., & HELD, R. (1964). Observations on the development of visually directed teaching. *Child Development*, 35, 349-364.
- WHITE, B. L., KABAN, B. T., ATTANUCCI, J., & SHAPIRO, B. B. (1978). *Experience and environment: Monozygotic twins in the development of the young child* (Vol. 2). Englewood Cliffs, NJ: Prentice-Hall.
- WHITE, P. C., NEW, M. I., & DUPONT, B. (1987). Congenital adrenal hyperplasia. *New England Journal of Medicine*, 316, 1519-1524.
- WHITE, S., & THARP, R. G. (1988). April: *Questioning and wait time: A cross-cultural analysis*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- WHITE, S. H. (1992). G. Stanley Hall: From philosophy to developmental psychology. *Developmental Psychology*, 28, 25-34.
- WHITE, T. G. (1982). Naming practices, typicality, and underextension in child language. *Journal of Experimental Child Psychology*, 33, 321-346.
- WHITEHURST, G. J. (1997). Language processes in context: Language learning in children reared in poverty. In L. B. Adamson & M. A. Romski (Eds.), *Research on communication and language disorders: Contributions to theories of language development*. Baltimore: Brookes.
- WHITEHURST, G. J., & DEBARYSHE, B. D. (1989). Observational learning and language acquisition: Principles of learning, systems, and tasks. In G. E. Spirdel & K. E. Nelson (Eds.), *The many faces of imitation in language learning*. New York: Springer-Verlag.
- WHITEHURST, G. J., & LONIGAN, C. J. (in press). Child development and emergent literacy. *Child Development*.
- WHITEHURST, G. J., & NOVAK, G. (1975). Modeling, imitation training and the acquisition of sentence phrases. *Journal of Experimental Child Psychology*, 16, 332-345.
- WHITEHURST, G. J., & SONNENSCHNEIN, S. (1985). The development of communication: A functional analysis. In G. J. Whitehurst (Ed.), *Annals of child development* (Vol. 2). Greenwich, CT: JAI Press.
- WHITEHURST, G. J., & VALDEZ-MENCHACA, M. C. (1988). What is the role of reinforcement in language acquisition? *Child Development*, 59, 130-140.
- WHITEHURST, G. J., ARNOLD, D. H., EPSTEIN, J. N., ANGELL, A. L., SMITH, M., & FISCHEL, J. E. (1991). A picture book reading intervention in daycare and home for children from low-income families. *Developmental Psychology*, 27, 679-689.
- WHITEHURST, G. J., EPSTEIN, J. N., ANGELL, A. L., PAYNE, A. C., CRONE, D., & FISCHEL, J. E. (1994). Outcomes of an emergent literacy intervention in Head Start. *Journal of Educational Psychology*, 84, 541-556.
- WHITEHURST, G. J., FISCHEL, J. E., CAULFIELD, M., DEBARYSHE, B., & VALDEZ-MENCHACA, M. C. (1989). Assessment and treatment of early expressive language delay. In P. Zelazo & R. Barr (Eds.), *Challenges to developmental paradigms: Implications for theory, assessment, and treatment*. Hillsdale, NJ: Erlbaum.
- WHITELY, B. E. (1985). Sex-role orientation and psychological well-being: Two meta-analyses. *Sex Roles*, 12, 207-225.
- WHITING, B. B. (1988). The genesis of prosocial behavior. In D. Budigman (Ed.), *The nature of prosocial development: Interdisciplinary theories and strategies*. London: Academic Press.
- WHITING, B. B., & EDWARDS, C. P. (1988). *Children of different worlds: The formation of social behavior*. Cambridge: Harvard University Press.
- WHITLEY, R., & GOLDENBERG, R. (1990). Infectious disease in the prenatal period and the recommendations for screening. In I. R. Merikata & J. E. Thompson (Eds.), *New perspectives on prenatal care*. New York: Elsevier.
- WHYTE, M., & PARISH, W. (1981). *Urban life in contemporary China*. Chicago: University of Chicago Press.
- WIDAMAN, K. F., LITTLE, T. D., GEARY, D. C., & CORMIER, P. (1992). Individual differences in the development of skill in mental arithmetic: Internal and external validation of chromometric models. *Learning and Individual Differences*, 4, 167-213.
- WIGFIELD, A., ECCLES, J. S., MACIVER, D., REUMAN, D. A., & MIDDLEY, C. (1991). Transitions during early adolescence: Changes in children's domain-specific self-perceptions and general self-esteem across the transition to junior high school. *Developmental Psychology*, 27, 552-565.
- WILCOX, A. J., & SKJOERVEN, R. (1992). Birthweight and perinatal mortality: The effect of gestational age. *American Journal of Public Health*, 82, 378-382.
- WILDER, G., MACKIE, D., & COOPER, J. (1985). Gender and computers: Two surveys of computer-related attitudes. *Sex Roles*, 13, 215-228.
- WILLIAMS, J. (1987). *Psychology of women: Behavior in a bisexual context*. New York: Norton.

- WILLIAMS, J. E., & BEST, D. L. (1990). Measuring sex stereotypes: A multinational study. Newbury Park, CA: Sage.
- WILLIAMS, T. M. (1986). *The impact of television*. New York: Academic Press.
- WILLINGER, M., JAMES, L., & CATZ, C. (1991). Defining sudden infant death syndrome (SIDS). *Developmental Pediatric Pathology*, 11, 677-684.
- WILLINGER, M. (1995). SIDS prevention. *Pediatric Annals*, 24, 358-364.
- WILSON, E. O. (1975). *Sociobiology: The new synthesis*. Cambridge: Harvard University Press.
- WILSON, R. S. (1983). The Louisville Twin Study: Developmental synchronies in behavior. *Child Development*, 54, 298-316.
- WILSON, R. S. (1986). Growth and development of human twins. In F. Falkner & J. M. Tanner (Eds.), *Human growth: A comprehensive treatise*. New York: Plenum.
- WINDLE, M., & LERNER, R. M. (1986). The "goodness-of-fit" model of temperament-context relations: Interaction or correlation? In J. V. Lerner & R. M. Lerner (Eds.), *New directions for child development*. No. 31. *Temperament and social interaction in infants and children*. San Francisco: Jossey-Bass.
- WINDSOR, J. (1993). The functions of novel word compounds. *Journal of Child Language*, 20, 119-138.
- WINEBERG, S. S. (1987). The fulfillment of the self-fulfilling prophecy. *Educational Researcher*, 16, 28-36.
- WINSTON, R. M. L., & HANDYSIDE, A. H. (1993). New challenges in human in vitro fertilization. *Science*, 260, 932-936.
- WITELSON, S. F., & KIGAR, S. (1989). Anatomical development of the corpus callosum in humans. A review with reference to sex and cognition. In D. L. Molfese & S. J. Segalowitz (Eds.), *Brain lateralization in children: Developmental implications*. New York: Guilford.
- WITELSON, S. F. (1976). Sex and the single hemisphere: Specialization of the right hemisphere for spatial processing. *Science*, 193, 425-427.
- WOLFF, P. H. (1959). Observations on newborn infants. *Psychosomatic Medicine*, 21, 110-118.
- WOLFF, P. H. (1966). The causes, controls and organization of behavior in the neonate. *Psychological Issues*, 5 (17).
- WOLFF, P. H. (1969). The natural history of crying and other vocalizations in early infancy. In B. Foss (Ed.), *Determinants of infant behavior* (Vol. 4). London: Methuen.
- WOLFNER, G. D., & GELLES, R. J. (1993). A profile of violence toward children: A national study. *Child Abuse and Neglect*, 17, 197-212.
- WOODWARD, A. L., & MARKMAN, E. M. (1998). Early word learning. In W. Damon (Series Ed.) & D. Kuhn & R. S. Siegler (Vol. Eds.), *Handbook of child psychology*. Vol. 2. *Cognition, perception, and language* (5th ed.). New York: Wiley.
- WOOLLETT, A., WHITE, D., & LYON, L. (1982). Observations of fathers at birth. In N. Beal & J. McGuire (Eds.), *Fathers: Psychological perspectives*. London: Junction Books.
- WOROBAY J., & BLAJDA, V. M. (1989). Temperament ratings at 2 weeks, 2 months, and 1 year: Differential stability of activity and emotionality. *Developmental Psychology*, 25, 257-263.
- WYNN, K. (1992). Addition and subtraction by human infants. *Nature*, 358, 749-750.
- WYNN, K. (1995). Origins of numerical knowledge. *Mathematical Cognition*, 1, 36-60.
- YANG, B., OLLENDICK, T. H., DONG, Q., XIA, Y., & LIN, L. (1995). Only children and children with siblings in the People's Republic of China: Levels of fear, anxiety, and depression. *Child Development*, 66, 1301-1311.
- YATES, G. C. R., YATES, S. M., & BEASLEY, C. J. (1987). Young children's knowledge of strategies in delay of gratification. *Merrill-Palmer Quarterly*, 33, 159-169.
- YEATES, K. O., SCHULTZ, L. H., & SELMAN, R. L. (1991). The development of interpersonal negotiation strategies in thought and action: A social-cognitive link to behavioral adjustment and social status. *Merrill-Palmer Quarterly*, 37, 369-406.
- YONAS, A. (1981). Infants' responses to optical information for collision. In R. N. Aslin, J. R. Alberts, & M. R. Peterson (Eds.), *Development of perception: Psychological perspectives*. Vol. 2. *The visual system*. New York: Academic Press.
- YONAS, A., & OWSLEY, C. (1987). Development of visual space perception. In P. Salapatek & L. Cohen (Eds.), *Handbook of infant perception*. Vol. 2. *From perception to cognition*. New York: Academic Press.
- YOUNGBLADE, L. M., & BELSKY, J. (1992). Parent-child antecedents of 5-year-olds' close friendships: A longitudinal analysis. *Developmental Psychology*, 28, 700-713.
- YOUNGER, A. J., & PICCININ, A. M. (1989). Children's recall of aggressive and withdrawn behaviors: Recognition memory and likability judgments. *Child Development*, 60, 580-590.
- YOUNGER, A. J., SCHWARTZMAN, A. E., & LEDINGHAM, J. E. (1985). Age-related changes in children's perceptions of aggression and withdrawal in their peers. *Developmental Psychology*, 21, 70-75.
- YOUNISS, J., & VOLPE, J. (1978). A relational analysis of children's friendship. In W. Damon (Ed.), *New directions for child development*. No. 1. *Social cognition*. San Francisco: Jossey-Bass.
- YUILL, N., & PERNER, J. (1988). Intentionality and knowledge in children's judgments of actor's responsibility and recipient's emotional reaction. *Developmental Psychology*, 24, 358-365.
- YUSSEN, S. R., & LEVY, V. M. (1975). Developmental changes in predicting one's own span of short-term memory. *Journal of Experimental Child Psychology*, 19, 502-508.
- ZABRISKI, A. L., & COIE, J. D. (1996). A comparison of aggressive-rejected and nonaggressive-rejected children's interpretations of self-directed and other-directed rejection. *Child Development*, 67, 1048-1070.
- ZAHN-WAXLER, C., CUMMINGS, E. M., & LANOTTI, R. (Eds.). (1986). *Altruism and aggression: Biological and social origins*. Cambridge: Cambridge University Press.
- ZAHN-WAXLER, C., RADKE-YARROW, M., WAGNER, E., & CHAPMAN, M. (1992). Development of concern for others. *Developmental Psychology*, 28, 126-136.
- ZAHN-WAXLER, C., ROBINSON J. L., & EMDE, R. N. (1992). The development of empathy in twins. *Developmental Psychology*, 28, 1038-1047.
- ZAMETKIN, A. J., NORDAHL, T. E., GROSS, M., KING, A. C., SEMPLE, W. E., RUMSEY, J., HAMBURGER, S., & COHEN, R. M. (1990). Cerebral glucose metabolism in adults with hyperactivity of childhood onset. *The New England Journal of Medicine*, 20, 1361-1366.
- ZARBATANY, L., HARTMANN, D. P., & GELFAND, D. M. (1985). Why does children's generosity increase with age: Susceptibility to experimenter influence or altruism? *Child Development*, 56, 746-756.
- ZARBATANY, L., HARTMANN, D. P., ELFAND, D. M., & VINCIGUERRA, P. (1985). Gender differences in altruistic reputation: Are they artificial? *Developmental Psychology*, 21, 97-101.
- ZELAZO, N. A., ZELAZO, P. R., COHEN, K. M., & ZELAZO, P. D. (1993). Specificity of practice effects on elementary neuromotor patterns. *Developmental Psychology*, 29, 686-691.
- ZELAZO, P. D., HELWIG, C. C., & LAU, A. (1996). Intention, act, and outcome in behavioral prediction and moral judgment. *Child Development*, 67, 2478-2492.
- ZELAZO, P. R. (1971). Smiling to social stimuli: Eliciting and conditioning effects. *Developmental Psychology*, 4, 32-42.
- ZELAZO, P. R., WEISS, M. J. S., & TARQUINO, N. (1991). Habituation and recovery of neonatal orienting to auditory stimuli. In M. J. S. Weiss & P. R. Zelazo (Eds.), *Newborn attention: Biological constraints and the influence of experience*. Norwood, NJ: Ablex.
- ZELAZO, P. R., ZELAZO, N., & KOLB, S. (1972). "Walking" in the newborn. *Science*, 177, 314-315.
- ZESKIND, P. S. (1983). Production and spectral analysis of neonatal crying and its relation to other biobehavioral systems in the infant at risk. In T. Field & A. Sostek (Eds.), *Infants born at risk: Psychological and perceptual processes*. New York: Grune & Stratton.
- ZESKIND, P. S., & MARSHALL, T. R. (1988). The relation between variations in pitch and maternal perceptions of infant crying. *Child Development*, 59, 193-196.
- ZESKIND, P. S., & RAMEY, C. T. (1981). Preventing intellectual and interactional sequelae of fetal malnutrition: A longitudinal, transac-

- tional and synergistic approach to development (*Child Development*, 52, 213-218).
- ZESKIND, P. S., KLEIN, L., & MARSHALL, T. R.** (1992). Adult's perceptions of experimental modifications of durations of pauses and expiratory sounds in infant crying. *Developmental Psychology*, 28, 1153-1162.
- ZIGLER, E. F., & FINN-STEVENSON, M.** (1992). Applied developmental psychology. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental psychology: An advanced textbook* (3rd ed.). Hillsdale, NJ: Erlbaum.
- ZIGLER, E. F., & MUENCHOW, S.** (1992). *Head Start: The inside story of America's most successful educational experiment*. New York: Basic Books.
- ZIGLER, E. F., & STYFCO, S. J. (Eds.)**. (1993). *Head Start and beyond: A national plan for extended childhood intervention*. New Haven, CT: Yale University Press.
- ZIGLER, E. F., HOPPER, P., & HALL, N. W.** (1993). Infant mental health and social policy. In C. H. Zeanah, Jr. (Ed.), *Handbook of infant mental health*. New York: Guilford.
- ZILL, N., MORRISON, D. R., & COIRO, M. J.** (1993). Long-term effects of parental divorce on parent-child relationships, adjustment, and achievement in young adulthood. *Journal of Family Psychology*, 7, 1-13.
- ZIMMERMAN, B. J.** (1983). Social learning theory: A contextualist account of cognitive functioning. In C. J. Brainerd (Ed.), *Recent advances in cognitive-developmental theory: Progress in cognitive development research*. New York: Springer-Verlag.
- ZIMMERMAN, B. J., & BLOM, D. E.** (1983). Toward an empirical test of the role of cognitive conflict in learning. *Developmental Review*, 3, 18-38.
- ZINOBER, B., & MARTLEW, M.** (1985). The development of communicative gestures. In M. D. Barrett (Ed.), *Children's single-word speech*. New York: Wiley.
- ZIVIN, G.** (1979). Removing common confusions about egocentric speech, private speech, and self-regulation. In G. Zivin (Ed.), *The development of self-regulation through private speech*. New York: Wiley.
- ZUCKER, K. J.** (1992). Gender identity disorder. In S. R. Hooper, G. W. Hynd, & R. E. Mattison (Eds.), *Child psychopathology: Diagnostic criteria and clinical assessment*. Hillsdale, NJ: Erlbaum.
- ZUCKER, K. J., & BRADLEY, S. J. (Eds.)**. (1995). *Gender identity disorder and psychosexual problems in children and adolescents*. New York: Guilford.
- ZUCKER, K. J., BRADLEY, S. J., & IPP, M.** (1993). Delayed naming of a newborn boy: Relationship to the mother's wish for a girl and subsequent cross-gender identity in the child by the age of two. *Journal of Psychology and Human Sexuality*, 6, 57-68.
- ZUCKER, K. J., WILD, J., BRADLEY, S. J., & LOWRY, C. B.** (1993). Physical attractiveness of boys with gender identity disorder. *Archives of Sexual Behaviour*, 22, 23-34.
- ZUKOW, P. G. (Ed.)**. (1989). *Sibling interaction across cultures*. New York: Springer-Verlag.
- ZUPAN, B. A., HAMMEN, C., & JAENICKE, C.** (1987). The effects of current mood and prior depressive history on self-schematic processing in children. *Journal of Experimental Child Psychology*, 43, 149-158.