

Contents

The 39th Annual Meeting of the Jean Piaget Society

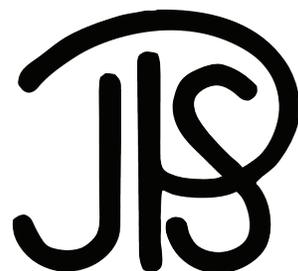
Development at Risk: Typical & Atypical Developmental Pathways

Park City, Utah, 4–6 June 2009

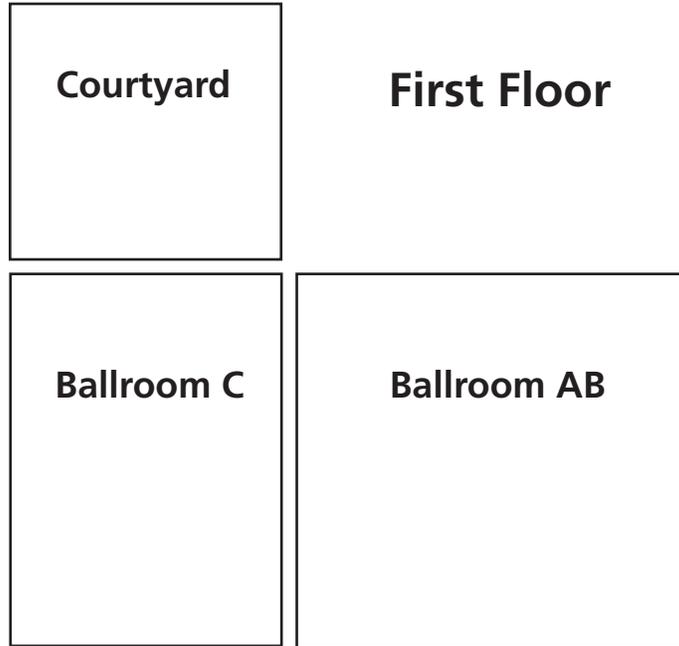
Program Organizers: Jake Burack & Louis Schmidt

Table of Contents

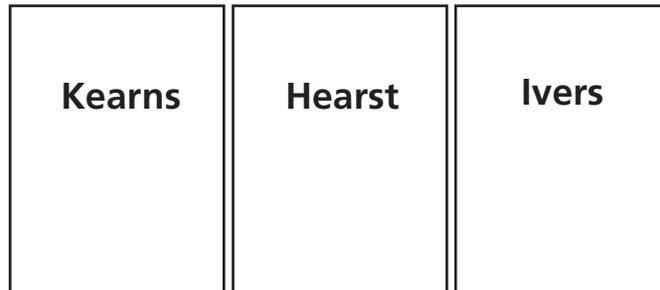
Hotel Floor Plan.....	2
Program at a glance	3
Overview: Thursday, June 4.....	4
Overview: Friday, June 5.....	5
Overview: Saturday, June 6.....	6
Thursday, A.M. Sessions.....	7
Thursday, P.M. Sessions.....	14
Friday, A.M. Sessions	29
Friday, P.M. Sessions.....	34
Saturday, A.M. Sessions.....	47
Saturday, P.M. Sessions.....	52
Participant Directory	56
Acknowledgements.....	80
JPS Officers & Board Members.....	81
Want to organize an Annual Meeting?	82
<i>Cognitive Development</i> — Special Issues.....	83
About JPS 2010 — St. Louis, Missouri.....	84



Hotel Floor Plan



Second Floor



Program at a glance

THURSDAY	Ballroom AB	Ballroom C	Ivers	Kearns
9:00-9:15	OR Opening Remarks			
9:15-10:30	PL01 Plenary 1			
10:30-10:45	break			
10:45-12:15	IS01	SY01	PS01	SY02
12:15-1:45	Lunch			
1:45-3:00	PL02 Plenary 2			
3:00-3:15	break			
3:15-4:45	SY03	SY04	SY05	SY06
4:45-5:00	break			
5:00-6:00	PS02	PS03	PS04	
6:00-6:15	break			
6:15-7:15	PT01 Poster Session 1 (Courtyard)			
6:30-7:30	Reception 1: President's Reception — sponsored by Taylor & Francis			

FRIDAY	Ballroom AB	Ballroom C	Ivers	Kearns
9:00-10:30		PS05	PS06	SY07
10:30-10:45	break			
10:45-12:00	PL03 Plenary 3			
12:00-1:30	MEM	Lunch		
1:30-3:00	IS02	SY08	PS07	PS08
3:00-3:15	break			
3:15-4:30	PL04 Plenary 4			
4:30-4:45	break			
4:45-5:45		PS09	SY09	PS10
5:45-6:00	break			
6:00-7:00	PT02 Poster Session 2 (Courtyard)			
6:30-7:30	Reception 2: Publisher's Reception — sponsored by Elsevier			

SATURDAY	Ballroom AB	Ballroom C	Ivers	Kearns
9:30-10:30		SY10	PS11	PS12
10:30-10:45	break			
10:45-12:00	PL05 Plenary 5			
12:00-1:30	Lunch			
1:30-2:45	PL06 Plenary 6			
2:45-3:00	break			
3:00-4:30	IS03		SY11	SY12
4:30-4:45	break			
4:45-5:45	Reception 3: Synthesis and Integration — Wine & Closing Remarks			

Program Overview—Thursday

Time	ID	Location	Event
8:30-5:00		Lobby	Registration (Conference Desk)
8:30-5:00		Hearst	Book Display
9:00-9:15	OR	Ballroom AB	Opening Remarks: JPS President and Program Organizers
9:15-10:30	PL01	Ballroom AB	Plenary Session 1: L Alan Sroufe The place of development in developmental psychopathology
10:30-10:45	break		
10:45-12:15	ISO1	Ballroom AB	Invited Symposium Session 1: Issues in Autism
	SY01	Ballroom C	Symposium Session 1: Epistemology and mathematical reasoning
	PS01	Ivers	Paper Session 1: Adolescence
	SY02	Kearns	Symposium Session 2: Studies of natural interaction in children with Autism Spectrum Disorders: strengths and challenges in everyday communication
12:15-1:45	Lunch		
1:45-3:00	PL02	Ballroom AB	Plenary Session 2: Nathan Fox Thinking about the effects of early experience on brain and behavior: Lessons from the Bucharest Early Intervention Project
3:00-3:15	break		
3:15-4:45	SY03	Ballroom AB	Symposium Session 3: From developmental psychology to artificial intelligence and robotics and back
	SY04	Ballroom C	Symposium Session 4: Development and learning by college psychology students: New perspectives
	SY05	Ivers	Symposium Session 5: Protective factors during a “Day in the Life” of resilient, relocated, adolescents in eight communities around the globe
	SY06	Kearns	Symposium Session 6: Piaget and Levels
4:45-5:00	break		
5:00-6:00	PS02	Ballroom AB	Paper Session 2: Atypical development
	PS03	Ballroom C	Paper Session 3: Cognitive development
	PS04	Ivers	Paper Session 4: Social relations in children
6:00-6:15	break		
6:15-7:15	PT01	Courtyard	Poster Session 1
6:30-7:30	REC1	Courtyard	Reception 1: President’s Reception — sponsored by Taylor & Francis

Program Overview—Friday

Time	ID	Location	Event
8:30-5:00		Lobby	Registration (Conference Desk)
8:30-5:00		Hearst	Book Display
9:00-10:30	PS05	Ballroom C	Paper Session 5: Mathematical and spatial reasoning
	PS06	Ivers	Paper Session 6: Theory of Mind
	SY07	Kearns	Symposium Session 7: The canalization of developing systems: A process perspective on “pathways of development”
10:30-10:45	break		
10:45-12:00	PL03	Ballroom AB	Plenary Session 3: Laurence Kirmayer Rethinking resilience from Indigenous perspectives
12:00-12:30	MEM	Ballroom AB	Annual Member’s Meeting (all members are welcome to attend)
12:00-1:30	Lunch		
1:30-3:00	IS02	Ballroom AB	Invited Symposium 2: Frontal lobe functioning in the regulation and dysregulation of behavior
	SY08	Ballroom C	Symposium Session 8: Embracing and eschewing the typical and atypical: Critical exploration in teaching and teacher education
	PS07	Ivers	Paper Session 7: Moral development
	PS08	Kearns	Paper Session 8: Piagetian theory
3:00-3:15	break		
3:15-4:30	PL04	Ballroom AB	Plenary Session 4: Stephanie Fryberg Cryin’ over spilt milk? How at-risk children’s self-views influence academic performance
4:30-4:45	break		
4:45-5:45	PS09	Ballroom C	Paper Session 9: Representations: Action and social interaction
	SY09	Ivers	Symposium Session 9: Personality disorders and the stage of social perspective-taking
	PS10	Kearns	Paper Session 10: Theoretical issues in development
5:45-6:00	break		
6:00-7:00	PT02	Courtyard	Poster Session 2
6:30-7:30	REC2	Courtyard	Reception 2: Publisher’s Reception — sponsored by Elsevier

Program Overview—Saturday

Time	ID	Location	Event
9:30-12:00		Hearst	Book Display
9:30-10:30	SY10	Ballroom C	Symposium Session 10: The development of dual process regulation: Theoretical issues and empirical findings
	PS11	Ivers	Paper Session 11: Context and culture in development
	PS12	Kearns	Paper Session 12: Adulthood
10:30-10:45		break	
10:45-12:00	PL05	Ballroom AB	Plenary Session 5: Thomas M Achenbach Using multicultural research to expand the scope of developmental psychopathology
12:00-1:30		Lunch	JPS Board of Directors Meeting
1:30-2:45	PL06	Ballroom AB	Plenary Session 6: Jeanne Brooks-Gunn Social class and ethnic disparities in school readiness: Causes, consequences and policy solutions
2:45-3:00		break	
3:00-4:30	IS03	Ballroom AB	Invited Symposium 3 Developmental trajectories and risk
	SY11	Ivers	Symposium Session 11: Reconceptualizing respect: Empirical approaches
	SY12	Kearns	Symposium Session 12: Development: Domain specific, or not?
4:30-4:45		break	
4:45-5:45	REC3	Ballroom AB	Reception 3: Synthesis and integration Wine, tearful good byes...

Thursday—A.M.

9:00-9:15 OR Opening Remarks Ballroom AB
Geoff Saxe (JPS President)
Jake Burack and Louis Schmidt (Conference Organizers)

9:15-10:30 PL01 Plenary Session 1 Ballroom AB

The place of development in developmental psychopathology

L Alan Sroufe (University of Minnesota)

So important is the perspective of development to understanding psychopathology that it spawned a new discipline; namely, "developmental psychopathology." When the concept of development is taken seriously, it has numerous implications for how we understand psychopathology. It changes the way we describe and conceptualize the origins and course of disorder. Disorders are not seen as simply endogenous conditions that some individuals "have" but rather are the complex products of development and the successive adaptations of individuals. It changes how we interpret and explain research findings. For example, neurophysiological associates or child characteristics that are correlated with disorder are viewed not as causes but as markers, the development of which is to be understood. Such findings generally raise developmental questions rather than suggest definitive answers. We want to understand, among other things, how this association arose. And it dramatically changes the research agenda, away from a preoccupation with simply the contemporary associates of disorder to the complex, transactional developmental history of problem behavior, beginning in early life. In this developmental view, no specific domain of functioning or level of analysis has a privileged causal status. The multiple interactive features of adaptation and maladaptation (contextual, experiential, physiological, and genetic) are united by the concept of development. The essay begins with some general considerations regarding the nature of development. Countless examples from embryology and normal and abnormal human development show that behavior and development are not simply the product of genes and environment, as we have all been taught, but of genes, current environment, and past developmental history. It is, in fact, this third neglected feature that is paramount in this early stage of this discipline. Finally, I describe how all constructs of interest—adaptation, resilience, temperament, and psychopathology itself—are developmental constructs. All are the result of development.

10:30-10:45 break

10:45-12:15 IS01 Invited Symposium Session 1 Ballroom AB

Issues in Autism

Chair: Mary Stewart (Heriot-Watt University - Edinburgh)

Autism Spectrum Disorder (ASD) is characterized by impairments in communication, as well as in social and imaginative activities (APA, 1994). ASD is a growing problem with recent estimates suggesting that 1% of children are affected (Baird et al., 2006). In this symposium, the presenters will address a range of issues that affect the quality of life of those with ASD and their caregivers. Marsha Seltzer examines the ways that the family environment influences the development of individuals with ASDs and developmental disabilities (DDs), and how lifelong caregiving affects the well-being of parents and siblings of individuals with ASD or DDs. Her research is focused on the effects of factors such as transition, placements, parental community involvement affect the entire family. Tony Charman integrates developmental and clinical backgrounds in the study of social cognition in children of autism spectrum disorders (ASDs). In this work, he seeks to better understand the early markers of ASDs and relate them to issues of diagnosis, prevalence, genetics and characteristics of the disorder. In addition, and his collaborators have a

Thursday—A.M.

programme of research aimed at developing targeted treatments. Mary Stewart studies how symptoms link to behaviour among persons with ASD, both by describing the profile that is associated with this spectrum of disorders and also by testing within the context of current cognitive theories. She and her collaborators assess aspects of language processing, such as contrastive stress, emotional prosody and segmental identification and the mechanisms behind processing across the autism spectrum.

Psychosocial and biological markers of stress in the lives of mothers of adolescents and adults with autism

Marsha Seltzer (University of Wisconsin - Madison)

Developmental approaches to understanding and treating autism

Tony Charman (University of London)

Prosodic and phonological processing across the autism spectrum

Mary Stewart (Heriot-Watt University - Edinburgh)

10:45-12:15 SY01 Symposium Session 1 Ballroom C

Epistemology and mathematical reasoning

Organizer: Abel Rubén Hernández-Ulloa (Universidad de Guanajuato)

Organizer: Luis Mauricio Rodríguez Salazar (Instituto Politécnico Nacional)

Discussant: José Huerta Ibarra (UNAM)

Chair: Mark Bickhard (Lehigh University)

The aim of this symposium is twofold. First, we shall outline several key notions from the Piagetian framework to maintain that these can remain conceptually useful enough so that they are able to anchor certain research programs. Second, we will present a number of empirical instances and theoretical work that we have developed which strongly bolsters these theses. A common theme throughout the material of this symposium will be the notion of “epistemic system”, which will refer -among other things- to development histories and stages of cognitive development. We shall contend that such epistemic system is the current perspective with which cognitive agents observe and interact with the world—articulating it, ascribing it coherence and structure so that it serves its adaptive purpose.

The symposium is divided in two sections, and two papers will be delivered in each part. Section one will deal with theoretical work from an interdisciplinary perspective. The first paper undertakes an epistemological analysis of the work on electromagnetism carried out by Hans Christian Oersted. It will be argued that paradigmatic instances of Piagetian action schemes yield novel conceptual models in the mathematical realm. The second paper addresses the possibility of training in programming algorithms to solve algebraic problems in order to foster understanding of the mathematical operations required to solve such problems. Section two presents the results from empirical research. Thus, the third paper will show the results from an intervention program designed to improve mathematical learning through the practicing of solving reasoning problems that require nonmonotonic reasoning. The fourth and last paper will feature the implementation of a computer-based evaluation program that tests algebra learning and also produces a profile that integrates the level of performance according to Piaget’s stages of cognitive development.

Thursday—A.M.

The mathematical realm as the empirical field of imagination

Luis Mauricio Rodríguez Salazar (Instituto Politécnico Nacional)

We will begin with a theoretical study that describes various features of Hans Christian Oersted's work on electromagnetism as paradigmatic instances of Piagetian action schemes yielding novel conceptual models in the mathematical realm. It shall be demonstrated how transformations and coordinations of the symbolic-imaginative actions of the subject limit salient abstract characteristics of such mathematical models. But the latter won't be posited as faithful "copies of reality"; rather, they will reveal themselves as constructed configurations that enable agents to navigate through the problems found in their field. Furthermore, it will be also shown how Oersted's managed incoming empirical findings to balance them with, offset them against, or (sometimes) outright substituted them for the original assumptions of the working theory. In addition, these considerations will significantly help to narrow the perceived gap between scientific theory, practice and technology; for it shall be clearer how all these components conform different aspects of the nature of experimental design, and are not isolated stages in the processes of scientific endeavor. As a result, scientific instruments and theory become the extension of possible realities generated by the imagination, where they both constitute enabling and constraining mechanisms of the empirical field. As result, the mathematical instruments used in describing the experiments within the empirical field can constitute by themselves another type of empirical field – that which corresponds to the imagination.

Learning objects: Towards a new maths pedagogy

Omar Cecilio Martínez (Instituto Politécnico Nacional)

Carmen Patricia Rosas-Colin (Instituto Politécnico Nacional)

The second paper will continue to elaborate, albeit through a different empirical strategy, on the thought of conceiving reality as a projection of the "empirical field" of imaginative processes. Mathematical inference, in this view, would fit squarely under the association of the schemas from the empirical objects of the world and the "sensorial attributes" of the cognitive agent. There will be, however, a methodological caveat concerning the influence of the 'senses' in processes of accommodation: that which will prevent the epistemic problems associated with British Empiricists (in particular, John Locke). That is, mathematical objects will be regarded not only as contained within the empirical field of that which is imagined; but, precisely because these objects are a product of the coordination of actions and sensorial processes of subjects, they yield a certain type of cognitive field that emanates, distinguishes and eventually constitutes itself as symbolic abstract algebra. Training in programming algorithms to solve algebraic problems, therefore, will enhance the understanding of the mechanisms which underpin the required operations to assimilate objects in symbolic terms.

Promoting non-monotonic reasoning to enhance mathematical performance: An intervention program

Abel R Hernández-Ulloa (Universidad de Guanajuato)

Jorge Elias Salden (UNAM)

This paper reports the results of a study designed to evaluate a model for an intervention program. This study aimed to enhance mathematical performance at a high school level. It implemented a series of exercises that required the use of nonmonotonic reasoning strategies to solve problems settled within contexts of uncertainty. In these contexts, the challenge was directed at using limited information to draw temporary conclusions, and then to adjust (change, or even reject) such conclusions after new information was acquired through the rapid flux of changes in incoming information. The working hypothesis was, therefore, whether the training used in improving the tolerance of working under incomplete infor-

Thursday—A.M.

mation when solving nonmonotonic reasoning tasks could also help in improving tolerance in managing similar ambiguous situations when solving algebraic problems. Furthermore, a second hypothesis was that training in sustaining arguments that explain the reasons for maintaining a particular conclusion would help in improving meta-cognitive skills — skills which are also fundamental when solving mathematical problems.

Evaluating stages of cognitive development and algebra learning

Marta Ezcurra (Universidad Autónoma Metropolitana)

The last presentation will analyze, within a conceptual synthesis of genetic and differential psychology, the epistemic interrelation between actual cognitive development and algebraic skills, at a given time in a subject. A series of computer-based tasks were designed for this purpose, which have attempted to collectively measure the history of subjects' epistemic strategies in mathematical learning against other general criteria indicative of their concurrent cognitive development. These results will be furthered compared and contrasted with those obtain by, among others, G. Vergnaud (1991) and G. Krutietsky (1968). Within the framework suggested in this paper, it will be possible to match and analyze a particular stage of mathematical development against its more general counterpart, and to postulate various cognitive causes or histories that can explain such discrepancy. Knowledge construction will be better accounted for in terms of Piagetian 'preformed schemas', along with the potentialities and limitations that such schemas liberate and restrict with respect to the processes involved in the construction of knowledge.

10:45-12:15 PS01 Paper Session 1 Ivers

Adolescence

Chair: Judi Smetana (University of Rochester)

Assessing variability in reasoning about self-continuity

James W Allen (University of Victoria)

Christopher E Lalonde (University of Victoria)

An understanding of self-continuity—that the self must persist through time and despite change—is a necessary part of a developing sense of identity in adolescence. Using a semi-structured interview methodology, Chandler, Lalonde, Sokol & Hallet (2003) report that individuals differ in terms of both the overall style and the level of complexity with which they reason about this issue. This presentation will summarize the results of a factor analysis of a newly developed questionnaire meant to assess the style of reasoning a respondent employs when discussing the concept of self-continuity. The results of the factor analysis will then be interpreted with reference to the reasoning styles proposed by Chandler et al. (2003). The evidence suggests that this questionnaire could be a useful instrument with important theoretical and therapeutic implications in understanding variability in the course of adolescent identity development.

Drugs and violence in adolescence: Two faces in the same coin?

Gema Martin Seoane (Complutense University)

Rosa Pulido (Complutense University)

Beatriz Lucas (Complutense University)

Sonsoles Calderon (Complutense University)

This study focus on the relationship among risk behaviours as violence among peers, drugs consumption, in a representative sample of 1475 Spanish high school students (aged 14-18 years). Students filled out questionnaires that included measures of substance use (tobacco, alcohol and illegal substance), types

Thursday—A.M.

of violence (exclusion, verbal violence, physical violence and vandalism). Results showed significant mean differences between the groups of alcohol consumption in the case of victim medium. Adolescents who do not drink alcohol daily showed a higher mean in victim medium (exclusion and psychological violence) than those who use this substance daily. This suggests that probably consumption of alcohol is being used by peers as a way of integration in the group and those who do not drink are in higher risk to be discriminated at school. Additionally, results showed significant correlation between dimensions aggression extreme at school and risk behaviours as antisocial behaviour or substance use. The pattern of the interrelations among school violence, antisocial behaviour and substance use suggests the existence of a syndrome of adolescent problem behaviour as an aspect of a more general life-style.

Adolescents' autonomy and identity negotiation with mothers vs. friends: Processes, issues, and outcomes

Trisha Weeks (University of Utah)

Monisha Pasupathi (University of Utah)

Narrative is an ideal vehicle for identity construction and autonomy assertion, which are a primary concerns during adolescence. Life experiences are narrated in a variety of contexts, however. In this paper, we examine two key audiences for teenagers, namely mothers and friends. Qualitative analysis of a small number of adolescents conversing with their mothers and then again with their friends about the same autobiographical events of the adolescent's choosing suggests that mothers and friends provide complementary audiences for these complex issues, such that teens were able to discuss with parents aspects of their experiences that could not be explored with friends, and vice versa. Also, conversations about the same events took on different meanings across audiences, so that adolescents were sometimes able to negotiate a strikingly different version of themselves in conversation with their mothers, than with friends. However, processes teens used to explore or stunt conversation, such as self-silencing or open negotiation, were consistent across audiences, suggesting that the tool set available to young people does not vary across contexts. The data suggest that examining only parents or only friends as a context for identity development will yield a picture that is incomplete. Implications for future research are addressed.

Differentiated aggression: Influence of temperament and authoritative parenting on subtypes of adolescent aggressive behaviour

Dana L Reker (Trent University)

A Dane (Brock University)

The present study examined the differential association of adolescent temperament and authoritative parenting on four subtypes of aggression. Participants included mothers, fathers, and one adolescent (between the ages of 10-19) from 663 families, recruited through random digit dialing. Multiple regression analyses confirmed predictions that some aspects of temperament and parenting provide motivation towards the engagement of different aggressive behaviours. For example, higher negative affect was related to reactive types of aggression, whereas a strong desire for novel or risky behaviours related to proactive aggression. However, differences in effortful control altered the trajectory for both relationships. Higher levels of self-regulation reduced the impact of negative affect on reactive-overt aggression. Greater self-regulation also reduced the impact of surgency on proactive-overt aggression. In addition, maternal monitoring was found to off-set the relation between surgency and proactive-overt aggression, such that increased maternal monitoring reduced the impact of high levels of surgency on proactive-overt aggression. Structural equation modeling was then used to assess the process through which adolescents become susceptible to impulsive behaviours. Overall, temperament mediated the relation between

Thursday—A.M.

parenting and reactive-overt and reactive-relational aggression, providing less evidence for the evocative gene-environment correlation but support for temperament being an open-system that is shaped by experience and authoritative parenting.

10:45-12:15 SY02 Symposium Session 2..... Kearns

Studies of natural interaction in children with Autism Spectrum Disorders: Strengths and challenges in everyday communication

Organizer: Edy Veneziano (Université Paris Descartes – CNRS)

Organizer: Marie-Hélène Plumet (Université Paris Descartes – CNRS)

Most studies of children with autistic syndrome disorders (ASD) evaluate communicative and pragmatic skills in experimental settings. To understand ASD children's capabilities, or how to enhance their social adaptation, studies of natural interaction with familiar partners in familiar settings appear crucial, but are still rare. The aim of this symposium is to bring together researchers who analyze in detail everyday naturally-occurring social interaction between ASD children and their familiar partners (parents, siblings, peers and trained dogs), all focusing on communicative and pragmatic skills.

Conversational turn-taking in children with ASD (J. Cassell, J. Merryman, M. Arie & A. Tartaro), focuses on the dynamics of turn-taking during conversation. 6 ASD children matched with typical peers (7-10 years), and 6 dyads of typical children were observed conversing with a peer or with virtual characters. Findings support similarities and differences in the construction of turns, with some unexpected advantages for conversations with virtual characters, and are discussed in the context of assessments of "reciprocity" in interaction.

Joint attention and mental state terms in children with ASD and their typical peers (P. Prelock & T. Hutchins), examines joint attention and the use of mental state terms during interaction. 6 ASD children and their typical peers (4 to 7 years) participated in a play intervention for 15 weeks during which they interacted in the ASD children's home. Results indicate increased response to and initiation of joint attention for most dyads. Use of mental state terms is discussed in the context of "theory of mind".

Typical and atypical pragmatic functioning in the everyday interactions of ASD children (E. Veneziano & MH Plumet), examines the dyads' negotiation of oppositional episodes occurring spontaneously in everyday interaction with parents or siblings during home observations, focusing on justifications and on their social effects. 8 ASD and 12 typically developing children matched on verbal age or younger were studied. Findings support the existence of similarities and differences in 4 measures of pragmatic functioning, and are discussed in light of children's practical "theory of mind".

Intersubjectivity in Autism as Alternative Ontology: Children with Autism, Therapy Dogs and Family Members in Social Coordination of Action (O. Solomon), examines displays of social orientation and affective attunement in five children with autism interacting with therapy dogs, parents and siblings. The micro-level analysis of video-recorded natural interaction shows that inclusion of therapy dogs in social interaction mediates the children's ability to display intersubjectivity and empathy toward others.

Thursday—A.M.

Conversational turn-taking in children with ASD

Justine Cassell (Northwestern University)

Julia Merryman (Northwestern University)

Miri Arie (Northwestern University)

Andrea Tartaro (Northwestern University)

Joint attention and mental state terms in children with ASD and their typical peers

Patricia A Prelock (University of Vermont)

Tiffany Hutchins (University of Vermont)

Typical and atypical pragmatic functioning in the everyday interactions with ASD children

Edy Veneziano (Université Paris Descartes – CNRS)

Marie-Hélène Plumet (Université Paris Descartes – CNRS)

Intersubjectivity in autism as alternative ontology: Children with autism, therapy dogs and family members in social coordination of action

Olga Solomon (University of Southern California)

Thursday—P.M.

12:15-1:45 Lunch

1:45-3:00 PL02 Plenary Session 2 Ballroom AB

Thinking about the effects of early experience on brain and behavior: Lessons from the Bucharest Early Intervention Project

Nathan Fox (University of Maryland)

Developmental psychologists have an approach-avoidance relationship regarding the influence of early experiences on development. On the one hand, there is a great deal of research and theory suggesting that experiences in the first years of life have profound effects upon a child's social, emotional and cognitive functioning over the course of development. Much of the empirical research on the effects of early experience has been with rodents or non-human primates, and the data there suggest that experiences in the first days, weeks, and months of life can irrevocably alter typical trajectories of development. There are fewer experimental studies in human infants, with most of the work on the importance of early experiences being correlational in nature. But for decades now, psychologists have come to believe that for human infants early experience was critical in the formation of adaptive social and cognitive functioning. On the other hand, there is reason to believe that effective intervention and learning later in childhood can have a positive effect, modifying maladaptive behavior and altering negative trajectories to more positive outcomes. Children, from circumstances of poverty or neglect, if placed in the appropriate circumstances, appear to recover and thrive. The debate over the effect of early experience has been sharpened, on both sides, by work in human neuroscience. Basic neuroscience work informs us that brain architecture is laid down via genetic plan but strongly influenced with regard to the strength and complexity of that architecture by the timing of early experience. There are also behavioral data, particularly in areas of language and vision, which speak to the presence of sensitive periods during which early experience plays a particularly critical role. On the other hand, there are recent studies of brain plasticity that speak to the continued ability of the nervous system to respond in a positive fashion to organized information. Hence, neuroscience at once presents issues of the importance of sensitive periods and at the same time for continued plasticity throughout life. These tensions will be addressed both conceptually and empirically in my talk through presentation of work on the Bucharest Early Intervention Project. This study is the first randomized clinical trial of family care for infants who experienced extreme psychosocial deprivation. These children have been followed for eight years and multiple domains of functioning have been assessed across infancy and childhood. The data speak to the importance of understanding the issues of early experience and sensitive periods as specific to certain domains rather than as having a general effect on development and learning. The data from this project present insight into the limits of an early experience model for some areas of functioning as well as the importance of environments over time influencing behavior.

3:00-3:15 break

3:15-4:45 SY03 Symposium Session 3 Ballroom AB

From developmental psychology to artificial intelligence and robotics and back

Organizer: Georgi Stojanov (The American University of Paris)

Discussant: Mark Bickhard (Lehigh University)

The symposium that we want to propose here can be seen as a continuation of the symposium that we've organized during the JPS 2004 meeting in Toronto. Its title was "Piagetian theory in artificial intelligence

Thursday—P.M.

and robotics practice” and presenters were mainly practitioners from AI and robotics who have adopted some of the key piagetian ideas.

At the JPS meeting 2009, 5 years after the first symposium we want to look at the state of the art and critically examine the concepts that have emerged in the already well established disciplines of constructivist AI and epigenetic robotics.

We will follow the path of these concepts (like schemas, embodiment, autonomy, change, creativity, emergence, self-organization, to mention some of the most prominent ones) from psychology to AI and robotics and how they returned back into psychology and cognitive sciences.

It looks like the overall effect is that we’ve ended up with richer concepts, sometimes more precisely/operationally defined, often leading to original experimental set-ups as well as methodological innovations in psychology in general and, for example, in constructivist approach to learning in particular. Thus, apart from the specialized conferences that emerged (like International Conference on Development and Learning as well as Epigenetic Robotics) and which, so far, were mainly attended by computer scientists, several well established psychology journals have already published special issues on developmental robotics (e.g. *Infant and Child Development* 17(1)).

Presenters at this symposium will include philosophers, AI and robotics practitioners, as well as psychologists. Approaching the main theme of the symposium from different aspects presentations include following topics:

- update on latest developments in constructivist AI and developmental robotics
- computational models of rhythm recognition and handwriting, using mechanism based on schema evolution
- “popperian” robots and the relation between Kant’s a priori knowledge and the notion of schema,
- embodiment as a must for cognitive agents
- a constructivist approach to the “research/application” loop

Robots as children, children as scientists, robots as scientists?

Georgi Stojanov (The American University of Paris)

This short paper sets the stage for the rest of the symposium by way of summarizing briefly the latest development in Constructivist AI and developmental robotics. We analyze the variety of ways that concepts from developmental psychology were construed and implemented by AI and robotics communities (communities traditionally dominated by engineers). Old theories got new twists and turns, as computational models for curiosity, anticipation, creativity, schemas, adaptation, accommodation and other cognitive constructs and phenomena are proposed. The loop closes when psychologists come up with new experimental setups inspired by these computational or physical artifacts.

Rhythm, anticipation and regulation in Piaget sensorimotor schemes; application to computer simulations and robotics

Jean-Christophe Buisson (Institut de Recherche en Informatique de Toulouse)

In this paper, we show that Piaget schemes can be successfully used to implement sensorimotor competences in robotic devices and computer simulations. In order to model such assimilation schemes correctly, we argue that rhythm, anticipation and regulation are all crucial aspects which have to be dealt with necessarily in the computer models. A rhythm recognition computer program is presented, able to assimilate real rhythms played on a keyboard and to accommodate to new rhythms. Each known rhythm is internally represented by an assimilating scheme and such schemes are able to accommodate to new

Thursday—P.M.

situations by regulating their timing or by spawning modified copies of themselves. This program demonstrates the necessity of anticipating future events, as well as synchronizing and regulating the timing of external events to anticipated ones. A second computer program, able to perform realistic handwriting with a robotic arm, show how such performance can only be achieved with internal rhythm generators, in this case a pair of orthogonal and coupled oscillators. We show how our program replicates timing features found in human handwriting. Finally we present a computer program simulating saccadic eye movements when visually assimilating moving objects. An internal rhythm generator causes eye saccades; regulation and anticipation are used by visual schemes to accommodate and keep following tracked objects.

Observing, hypothesizing and explicit theory forming - On “Popperian” robot exploration

Matthias Schlemmer (Vienna University of Technology)

Aaron Sloman (University of Birmingham)

Markus Vincze (Vienna University of Technology)

Autonomous Robot Learning in terms of storing sensorimotor correlations as well as applying (un-) supervised machine learning techniques to this end have become quite popular within the last years. Those approaches, however, are statistical approaches that lack the power of explicit formulations of learned concepts and often they fail if not supplied with a well-chosen set of good and bad examples during learning. In fact, they are forms of pure bottom-up (Humean) concept empiricism. Kant refuted Hume’s position and argued for the existence of some a priori knowledge which we use to make sense of perceived data. Furthermore, humans are able to do much more than sensorimotor correlation, e.g., thinking about things not directly perceived. Kant might argue that we detect and work with “necessary truths” as opposed to only deal with observed “empirical generalizations”. Questions entailed involve how these capabilities are developed in humans, and how AI needs to proceed to come up with such a mode of thinking. Our work is centered around these considerations, focusing on the idea of providing and exploiting such a priori knowledge. A central issue concerns the amount and type of “innate” knowledge, e.g., whether the mechanism for extending one’s knowledge about the world is such a Kantian a priori concept (this implies interesting crosslinks to Piagetian “schemas” with respect to the “motor level”). From a science-theoretical standpoint, we adhere to Quine’s notion of total science as being a force-field and Popper’s (falsificationist) approach of theories being permanently prone to revision and possible rejection. Our practical approach therefore uses a technique for explicit hypothesis formation. Experiments conducted deal with a simulated agent in a simple tile-world in which objects can be observed and movements made. Output are the established and currently valid hypotheses, which are in turn used for prediction. The “quality” of induced rules is assessed by testing its reliability in each time step. Wrong theories are refuted, correct ones are strengthened. Another important result is that due to random initialization, experiments and time to find - behaviouristically judged - “right” theories differ according to the generated distribution of objects – a plausible way of how science (in general and for the individual) proceeds: there is not one objective truth, but the constructed history of one’s own inductions of what has been experienced.

Is cognition necessarily embodied?

Mark Bickhard (Lehigh University)

Every known genuine instance of a cognitive agent is embodied. Is there a sense in which embodiment is necessary to cognition? Or is it a secondary and non-essential aspect of cognitive agents? I will argue that representation and cognition require embodiment. This proceeds in three parts: First, I consider some approaches to representation that do not require embodiment, and show that they cannot be correct.

Thursday—P.M.

Second, I outline an alternative approach to representation, one that does in fact require embodiment. And third, I will look briefly at what kind of embodiment is required for this interactive model.

A constructivist approach to the “research/application” loop: The example of a numeracy competencies diagnostic software

Sandra Bruno (Université Paris 8)

An important branch of AI today operates within the cooperative paradigm. Researchers there try to design not autonomous cognizing agents but rather agents that help humans to improve their performance. In this context, researchers, engineers and other experts explore solutions as to how their ideas, innovations, solutions, and artefacts affect users’ development, and their new demands, rather than in answering their established needs. In this sense, we would like to explore more deeply the “research/application” loop, as possibly self-organized, and producing creativity. Empirically, we will analyze how a program (“DIANE”) aimed at diagnosing students’ numeracy competency is comprehended by both students and teachers. The analysis so far shows that the output given by the diagnostics program complements teachers’ comments for the same answer of the student. On the other hand students proceeded pretty much in the same manner regardless whether they were working with the program or simply with pen and paper. The question we wanted to answer here is: should we encourage teachers to accommodate their repertoire of schemas by making them better understand and use the software (not for intrinsic characteristic of being an artificial system but for the additional layer of cognitive knowledge it can offer), or should the designers improve the software? Another possibility would be to allow for both and thus, in this loop, letting the system evolve into unknown, potentially more creative solutions.

3:15-4:45 SY04 Symposium Session 4.....Ballroom C

Development and learning by college psychology students: New perspectives

Organizer: Michael Bamberg (Clark University)

Discussant: Nancy Budwig (Clark University)

Discussant: Cynthia Lightfoot (Penn State Brandywine)

The symposium addresses classic questions about development and learning by examining how psychology students come to understand the discipline. Standard views of science learning are challenged in favor of alternative accounts focusing on social-relational and identity processes. The first speaker will present a conceptual model of Identity Education (Id-Ed) based on a theoretical analysis of distinctions made in developmental psychology regarding the concept of identity. Id-Ed requires consideration of the following five issues: 1) What ultimate goal is to be served by educating for identity (i.e., why should this be done); 2) What psychological level of identity is being targeted (social, personal, or ego-identity); 3) What aspects of identity are being addressed (content / structure / process); 4) What specific psychological processes of identity are being targeted (identification, exploration, commitment; positioning, negotiation); and lastly 5) What are the contexts in which Id-Ed is taking place. The model will be applied to undergraduate students’ learning the discipline of psychology. The second speaker will discuss the results of a series of interviews he conducted with freshmen and senior undergraduate psychology students at a research university about their decision to major in psychology. He will describe the undergraduate learning experience as an interim phase of identity development. Sandwiched between an orientation toward the development of an adolescent identity before college and the development of a professional portfolio identity after college, the focus of these four years and the decision to major in psychology is the engagement in academic/scholarly practices. Implications of the findings for curricular and other institutional practices to promote such an identity transformation will be discussed. The third

Thursday—P.M.

speaker will present a series of studies exploring undergraduate psychology students' understanding of the epistemological core of the discipline. Psychology students, it will be argued, adopt elements of Folk Psychology, which holds that psychological claims are validated subjectively and intuitively. However, additional evidence will also show that students are readily able to represent their professor's commitment to scientific psychology, which values the objective and systematic validation of psychological claims. The findings will be described in terms of students' skepticism, not ignorance, of core disciplinary ideas of a science they are learning. The implications of the findings for teaching and learning will be discussed. The discussants will provide perspective on the central ideas of the symposium.

Teaching psychology at the university level: An identity education perspective

Elli Schachter (Bar-Ilan University)

What do psychology students bring to the table and what do they take away four years later? College and identity transformation

Michael Bamberg (Clark University)

Folk psychology, scientific psychology and conceptual change in college students

Eric Amsel (Weber State University)

3:15-4:45 SY05 Symposium Session 5 Ivers

Protective factors during a "Day in the Life" of resilient, relocated, adolescents in eight communities around the globe

Organizer: Catherine Ann Cameron (University of British Columbia)

Organizer: Nora Didkowsky (Dalhousie University)

Discussant: Nora Didkowsky (Dalhousie University)

This symposium reports an international ecological resilience study of relocated youths in eight partnered communities around the globe: Chiang Mai Thailand and Vancouver Canada, Jinan China and Saskatoon Canada, Vaal Triangle South Africa and Halifax Canada, and Guahati India and Montreal Canada. The study adapted the "Day in the Life" observational methodology (Gillen, Cameron, Tapanya, Pinto, Hancock, Young, Accorti Gamannossi, 2006) that films an entire day in a participant's life (DITL). The adapted procedure engages adolescent participants in reflecting on their experiences through iterative interviews, in their production of photo essays, and in their responses to a resilience interview and questionnaire. Sixteen youths (eight girls and eight boys) between 13- and 15-years-of-age were nominated by youth advocates in their communities as thriving in spite of migration and other potential social and economic adversities. The youths reflected on the resources they brought to bear to thrive in the face of daily challenges. The researchers interviewed participants about their experiences and perspectives and the teenagers took photographs of important people, places and things in their lives for later analysis. A preliminary trial filming session was completed to accustom the youths and their families to the procedures. The actual "day's" filming was completed by two researchers, one who served as a cameraperson, and the other took field notes and drew plans of the home and local environments encountered during the "day". After the filming was accomplished, at least two international research team members independently viewed the day and nominated passages that seemed exemplary in terms of protective factors or were in some other way noteworthy. In discussion approximately six five-minute clips were assembled into a compilation what was returned to the youth along with developed pictures that participants had taken, for comment, and reflection. Many themes emerged from these visual data, some of which are similar across contexts and others, divergent. Such themes reported in this symposium include the teens' unique personal perspectives on risk and resilience; their use of humour to

Thursday—P.M.

navigate sometimes-tricky social terrain, that at the same time enhanced successful interpersonal functioning; their negotiations of self-identities in the face of perceived racism and stigma; and the relationship between family cohesion and future orientation. The symposium will conclude with an analysis of the unique contributions of visual methodologies in drawing forth understanding of adolescent perspectives on their daily lives and their reflections on their own resilience.

Introduction of visual methodologies

'A Day in the life': Adapting visual methodologies to investigate daily lives of youths in diverse global locations

Catherine Ann Cameron (University of British Columbia)

Teens' perspectives on risk and resilience

Cindy Lau (University of British Columbia)

Sombat Tapanya (Chiang Mai University)

"I'd rather have a dog!": Negotiating a resilient "day" with humour

E Leslie Cameron (Carthage College)

Catherine Ann Cameron (University of British Columbia)

Resilience through Our Eyes: Urban Aboriginal youth negotiate self-identity

Carolyn Brooks (University of Saskatchewan)

The family context, future orientation and youth resiliency

Chun Li (Shandong Normal University)

Wenxin Zhang (Shandong Normal University)

Discussion of youth involvement in visual methodologies

The impacts of using visual methodologies to study youth resilience

Nora Didkowsky (Dalhousie University)

3:15-4:45 SY06 Symposium Session 6 Kearns

Piaget and levels

Organizer: Jeremy Burman (York University)

This session has two components: the first half is historical, the second is theoretical. In combining these approaches, the pre-history of Piaget's "new theory" will be made to come alive. The first paper (Burman) shows that Piaget changed his use of Gödel's incompleteness theorem prior to making the other changes that led to the emergence of his new theory. In particular, this change enabled the replacement of the old developmental "stages" with a new "hierarchy of levels." The second paper (Campbell) extends this historical examination into Piaget's later psychological research, showing how the new hierarchy of levels was vying for priority with remnants of the old theory. In making the two competing conceptions clear, however, we also see that there is still work to be done to clarify questions regarding how we build new cognitive structures that are actually about old structures. It also helps us to move beyond "stages" and think instead about the "constructive process." The third paper (Nelson) then builds on related notions, such as the "widening" and "strengthening" of structures. It is in this sense that notions of "increasing scope" help to clarify our conception of the meaning of "hierarchy." (When a structure is proved incomplete and replaced, the new structure incorporates the functions of the old operations and extends them into new areas; in Piaget's words, they are made "more powerful.") Finally,

Thursday—P.M.

the fourth paper (Zelazo) examines implications of the resulting conception of levels from the perspective of cognitive neuroscience. The contribution of this symposium to contemporary research therefore comes in synthesizing the perspectives offered by all four papers: perturbations from the environment (natural or social) disprove the reflex-like “rules” generated by the orbitofrontal cortex (OFC) and force their further elaboration at the level of the lateral prefrontal cortex (PFC). But since these new rules come in time to be “overlearned,” and the amount of their cortical real estate reduces through practice, all complex rules are constructed through the same process: proof of incompleteness (disequilibrium) leading to reflection up to the lateral PFC (abstraction), followed by replacement and refinement (overlearning and generalization). The result is the provision of directionality to development: proofs of incompleteness lead to increases in the scope and power of operational schemes, such that the mind (i.e., those activities of the brain which can be perturbed by external events) is extended out further and further from the body and into the world.

The results of a Foucauldian archaeology of Piaget’s appeals to Kurt Gödel

Jeremy Trevelyan Burman (York University)

Levels in Piaget’s theories of abstracting and generalizing

Robert L Campbell (Clemson University)

Levels of scope in the development of consciousness

Katherine Nelson (CUNY)

Implications of ‘levels of consciousness’ for the development of subjective experience and cognitive control

Philip D Zelazo (University of Minnesota)

4:45-5:00 break

5:00-6:00 PS02 Paper Session 2..... Ballroom AB

Atypical Development

Chair: Robert L Campbell (Clemson University)

Cancer from the perspective of ill and healthy preadolescents. What do they know and what do they feel?

Ileana Enesco (Universidad Complutense de Madrid)

Oliva Lago (Universidad Complutense de Madrid)

Purificación Rodríguez (Universidad Complutense de Madrid)

Cristina Dopico (Universidad Complutense de Madrid)

Irene Solbes (Universidad Complutense de Madrid)

In the last decades we have advanced much in the study of children’s beliefs about illness, but we still know little about their specific ideas of cancer, and even less about the role of the experience of suffering cancer in their comprehension of this disease. This study aimed to highlight preadolescents’ ideas about cancer and to explore whether the condition of having cancer or being health influences their beliefs, explanations and feelings about cancer. Thirty-six preadolescents from 10 to 14 years of age participated in the research: 14 of them were diagnosed with some kind of cancer, and 22 were healthy. They were presented with a fictitious character who had cancer (represented in a set of comic strips), and were asked about the probable causes of the illness and its prognosis; the emotions associated with this experience, its consequences for parents and peer relations, etc. The results showed few differences between

Thursday—P.M.

the healthy and the sick preadolescents in their level of causal comprehension and in the proportion of false beliefs about cancer, but large differences in the content of those false beliefs, the prognosis of the disease, the risk of death, and the social consequences and negative emotions associated with the experience of being ill.

What's typical and atypical about pregnant adolescents? Risk status and relationships across the transition to parenthood

Paul Florsheim (University of Wisconsin-Milwaukee)

Cristina Hudak (University of Utah)

Eliza Tolley (University of Utah)

Kristi Miller (University of Utah)

Kim Frausto (University of Utah)

Jason Burrow-Sánchez (University of Utah)

Adolescents who have children are atypical in the sense that adolescent childbirth is associated with a wide range of psychological risks, leading up to and following the pregnancy (Moore and Brooks-Gunn, 2002). However, not all pregnant/parenting adolescents are at equal levels of risk for problem behavior, and it is important to understand variability in risk status, particularly as it relates to parenting. This study focuses on the differentiation between high- and low-risk status to understand the social development and parenting behavior of pregnant/parenting adolescents. One hundred pregnant adolescents were assessed prior to childbirth, and again at six and 18 months following childbirth. Results indicated that pregnant adolescents who reported high rates of depression, delinquent behavior, and/or high drug use were less interpersonally competent, reported strained family relations (over time), and were less nurturing with their children than pregnant adolescents reporting lower rates. These results underscore the importance of distinguishing between levels of risk among atypical groups, who are often assumed to be homogenous. Some pregnant/parenting adolescents require a great deal of support, particularly in area of developing positive relationships, including the parenting relationship. The presentation will end with a discussion of how to facilitate the interpersonal development of pregnant/parenting adolescents.

Early deprivation experience and features of the adoptive environment as predictors of behavioural adjustment in post-institutionalized Romanian adoptees

Lucy Le Mare (Simon Fraser University)

Karyn Audet (Simon Fraser University)

In the present study, we sought to examine the roles of duration of early deprivation and certain features of the adoptive environment in explaining behavioural outcomes in adolescents (mean age = 15.8 years) adopted in infancy and early childhood from extremely adverse institutional conditions. Participants included 135 adoptees (approximately half male) and their parents. All adolescent participants were adopted from Romanian institutions and at time of adoption had experienced from 2 weeks to 68 months global deprivation. Hierarchical regression results indicated a statistically significant association between duration of deprivation and behaviour problems. At separate steps, the parent-child relationship, children's comfort in talking about their adoption, and their perceptions of their parents' comfort in talking about their adoption each significantly added to the prediction of behaviour problems beyond the preceding step. The contribution of children's reported familiarity with Romanian culture was non-significant after accounting for duration of deprivation, the parent-child relationship, children's comfort in talking about their adoption, and their perceptions of their parents' comfort in talking about their adoption. The full model accounted for 54% of the variance in the outcome. Results are discussed in terms of implications for developmental theory and the practice of those involved in international adoptions.

Cognitive development

Chair: Brian D Cox (Hofstra University)

Relating executive functions and motivational orientations via self-directed speech

Dana Liebermann (University of Victoria)

Language may play a key role in determining the relation between motivation and higher-order cognitive processes, as language has been shown to have a motivational function in preschoolers (Chiu & Alexander, 2000) and has also been implicated in the development of executive functioning (EF; Hughes & Graham, 2002). The particular aspect of language which may best serve to connect these processes is self-directed speech as its production is an indication of language and thought merging to form a new level of cognitive organization. This talk will describe a study which explored whether the relation between motivational orientations and EF can be mediated by self-directed speech. In the study, 4- to 6-year-old children were administered two EF tasks, during which the impact of various reward contingencies on EF performance and self-directed speech elicitation was investigated. Although relations were found between measures of motivation, self-directed speech, and EF performance, self-directed speech did not act as a generative mechanism through which motivation influenced children's performance on EF tasks. The study represents the first attempt to explore such a mediational model in preschoolers and results provide preliminary information about how self-directed speech, motivation, and EF are related with regard to children's goal directed behaviors.

Applying social reasoning strengths to mathematics problem-solving

Allison G Butler (Bryant University)

This research rejects the "deficit model" of low-income children's cognition and educational experiences and, instead, promotes a "strengths-based" view. Specifically, this research sought to capitalize on low-SES children's strength in social reasoning. Such social-cognitive strength is rooted in the unique socialization experiences of low-income children and has also been revealed in recent studies of "theory of mind" development. The purpose was to investigate whether modifying mathematics word problems to make them more socially-based would impact the mathematics performance and/or mathematics self-efficacy of low- versus middle-SES children. To this aim, research questions regarding (1) the relative difficulty of symbolic equations versus word problems; (2) the impact of socially modifying word problems on children's accuracy and self-efficacy; and (3) the relation between children's mathematics performance and mathematics self-efficacy, were explored. Participants were 66 low-SES and 98 middle-SES fifth graders. Measures included a mathematics problem-solving test, a mathematics self-efficacy measure, a demographic information sheet, and mathematics and reading standardized test scores. Results showed that low-SES group performed significantly better on socially-based word problems than on the decontextualized word problems. Word problem variations did not have an effect for the middle-SES group. Overall, mathematics self-efficacy was shown to predict mathematics performance.

The role of functions and motor actions in early tool concepts

Elena Zinchenko (University of Chicago)

Jesse Snedeker (Harvard University)

Recent imaging studies have found premotor activation in a range of cognitive tasks involving tools, leading some researchers to conclude that motor information is central to the conceptual representation of tools. To explore this hypothesis, we used a two-alternative forced-choice task to examine whether children and adults use motor information to determine the extension of new tool categories. Adults,

Thursday—P.M.

5-year-olds and 3-year-olds were introduced to a novel tool (“a dax”) and shown its function and how to manipulate it. Then two unlabelled tools were presented, one with the same function and one with the same motor manipulation. All three groups systematically extended the novel label to the tool with the same function rather than the one with same motor manipulation. Three- and 5-year-old children continued to extend by function when the function was invisible, and despite having had motor experience with the novel tools. We conclude that function is central to tool concepts while motor information is not.

Personal epistemology and science learning

Jen Arner (Clark University)

The literature on personal epistemology shares concerns with the literature on science learning. For instance, personal epistemology is concerned with issues like student beliefs about authority as a valid source of knowledge, and how one should adjudicate between competing knowledge claims. Similarly, researchers of science learning ask whether and how students benefit from experiential learning, and how students understand theories. While the issues of concern overlap, the two literatures do not share a common language for discussing these concerns. This paper proposes an integrative understanding of issues common to research on science learning and personal epistemology, by framing those concerns around three sets of questions: what warrants knowledge, what is the nature of knowledge, and what are the limits or scope of knowledge. Analysis of a current research project will be discussed as illustration of these ideas. The research project explores the intersection between ninth grade girls’ personal epistemologies and scientific disciplinary epistemology; this paper focuses on the ways in which the lens described here allows for integration of the literatures on personal epistemology and science learning in those analyses.

5:00-6:00 PS04 Paper Session 4..... Ivers

Social relations in children

Chair: Paul A Klaczynski (University of Northern Colorado)

The assessment of racial awareness in preschoolers: Different stimuli, different outcomes?

Silvia Guerrero (Universidad de Castilla-La Mancha)

Purificación Sierra (Universidad Nacional de Educación a Distancia)

Carolina Callejas (Universidad Autónoma de Madrid)

Laura Jiménez (Universidad de Castilla-La Mancha)

Ana Escudero (Universidad Complutense de Madrid)

The studies of the development of racial awareness have used—albeit asystematically—stimuli with varying degrees of realism (dolls, drawings, photographs). Although authors have reflected about the advantages and disadvantages of using one or the other type of material with young children, there are no empirical studies that determine whether or not the nature of the material affects their responses. In this work, we examined whether the use of drawings or photos affected children’s responses when assessing diverse components of racial awareness. Ninety preschool children from the majority group of Madrid, divided into two groups according to the type of stimuli they worked with (Drawing-Group and Photo-Group), performed person description, social categorization, preferences, and matching tasks. The results revealed that the type of material affected the children’s action, although this influence was modulated by the type of task and the participants’ age.

Thursday—P.M.

The smarter they are, the more prejudiced? Cognitive abilities and racial awareness in three-to six-year-old children

Purificación Rodríguez (Universidad Complutense de Madrid)

Ileana Enesco (Universidad Complutense de Madrid)

Oliva Lago (Universidad Complutense de Madrid)

Silvia Guerrero (Universidad de Castilla-La Mancha)

Purificación Sierra (Universidad Nacional de Educación a Distancia)

The general purpose of this study was to analyze the developmental relationships between early forms of racial awareness and prejudice, and the cognitive and socio-emotional capacities of the young child. Aboud's socio-cognitive theory (1988) proposes that prejudices during childhood (in-group favouritism, out-group derogation) represent a developmental phenomenon rather than a personality characteristic. Accordingly, the theory predicts a curvilinear relationship between prejudice and the development of socio-cognitive abilities (i.e., due to the socio-cognitive changes that take place during these years, prejudice would first increase up to around 7 years of age, to decline afterwards). However, very few studies have assessed these relationships with young preschoolers. In this study, 75 White children from 3 to 6 years of age had to solve three sets of tasks to assess their abilities concerning: 1) logical-mathematical thinking, 2) theory of mind and socio-emotional comprehension; and 3) racial awareness and attitudes. All the tasks were designed as "solving-problem games," and were presented on a computer screen to each participant. Preliminary results showed that both the cognitive and the socio-emotional level of the participant, but not age, were significantly related to diverse components of racial awareness, in-group favouritism, and out-group derogation. The discussion will address the theoretical as well as the educational implications of these findings.

Negative attitudes toward overweight peers and body image among children

Irene Solbes (Universidad Complutense de Madrid)

Carolina Callejas (Universidad Autónoma de Madrid)

Cristina Dopico (Universidad Complutense de Madrid)

Ana Escudero (Universidad Complutense de Madrid)

Laura Jiménez (Universidad de Castilla la Mancha)

This study examined the relations between Explicit and Implicit Attitudes toward overweight peers and Body Image among children from 6 to 11 years old. For this purpose, we interviewed 120 children (60 girls and 60 boys) using a computer game that contained different tasks: Adjective Attribution Task for the explicit attitudes, a Child-IAT (Implicit Association Test) for implicit weight bias and several Body Image measures. Overall, our participants showed ubiquitous anti-fat bias, both in explicit and implicit form, although we found an asymmetry in the developmental pattern of these two different expressions of the attitude. Implicit pro-Thin/anti-Fat bias was evident in the two youngest groups, with self-reported attitudes revealing bias in the same direction. In the older group, the same magnitude of implicit weight bias was observed, although explicit attitudes became substantially less biased. On the other hand, we found some relations between anti-fat attitudes and body image. Our results point out that the relations between anti-fat attitudes and body image in children may be influenced by the nature of these attitudes (implicit versus explicit) and the age of the children.

Thursday—P.M.

6:00-6:15 break

6:15-7:15 PT01 Poster Session 1 Courtyard

Poster Session 1

Posters will be available for viewing all day, authors will be present only during this session

1. *Humor appreciation as a window into theory of mind development in 4- and 5-year-olds*
Melissa Smith (University of North Carolina at Asheville)
Katherine Englund (University of North Carolina at Asheville)
2. *Why do children lie or tell their parents the truth following misbehavior? Between and within person predictors of strategic non-disclosure*
Robert D Laird (University of New Orleans)
3. *The relationships between sibling status, language development, theory of mind, and early reading in preschoolers*
Carly Prusky (University of Toronto)
Janette Pelletier (University of Toronto)
4. *A closer look into verbal deception: Exploring the relationship between lie-telling behavior, false-belief understanding and pragmatic language*
Elizabeth Kelley (Queen's University)
Sevda A Bahtiyar (Queen's University)
Annie Li (Queen's University)
5. *When, why, and how do adolescents lie to their parents: Deception in the context of the family*
Matthew E Gingo (UC Berkeley)
Alona D Roded (UC Berkeley)
Elliot Turiel (UC Berkeley)
6. *Labels or attributes: Preswitch rule learning strategies and their effects on postswitch performance on the DCCS*
Lee-Ann McKay (University of Calgary)
Sophie Jacques (Dalhousie University)
7. *Executive function: What is the relation between the behavior rating scales of executive function and executive function tasks in 3-year-olds?*
Sarah Hutchison (University of Victoria)
Gerry Giesbrecht (University of Victoria)
Dana Liebermann (University of Victoria)
Ulrich Mueller (University of Victoria)
8. *Prospective memory in young children: Effects of intention number, delay, and relations with executive functioning*
Caitlin EV Mahy (University of Oregon)
Louis J Moses (University of Oregon)
9. *Role of cooperative communication in young children's social construction of knowledge in moral judgment tasks*
Yutaka Fujita (Kumamoto University)
Shunichi Maruno (Kyushu University)

Thursday—P.M.

10. *Children's understanding of acts of commission and omission: Exploring moral emotion attribution in prohibitory and discretionary situations*
 - Natalie Homa (Saint Louis University)
 - Snjezana Huerta (Arizona State University)
 - Stuart Hammond (Simon Fraser University)
 - Stephanie McKenzie (Simon Fraser University)
 - Jen Yan (Simon Fraser University)
 - Megan Wilson (Saint Louis University)
 - Bryan W Sokol (Saint Louis University)
12. *Age-related changes in reasoning about distributive justice*
 - Stefanie Sinno (Muhlenberg College)
 - Samantha Silverberg (Muhlenberg College)
13. *Reader development: Affective and cognitive aspects*
 - Ana Flavia Alonço Castanho (Universidade de São Paulo)
 - Maria Thereza Costa Coelho de Souza (Universidade de São Paulo)
14. *Ethnic Identity Among Multi-Ethnic and Multi-Racial People*
 - Brett R Coleman (Northeastern Illinois University)
15. *The dominant racial story about Latinos and education: What it is, how you can measure it, and why you should care*
 - Rick Sperling (New Mexico State University)
 - Dayna Defeo (New Mexico State University)
 - Nita Nichols (New Mexico State University)
 - Adelina Rodriguez (New Mexico State University)
 - Karla Thompson (New Mexico State University)
16. *Helping Brazilian students to learn by emotional motivation*
 - Maria Judith Sucupira da Costa Lins (Universidade Federal Rio de Janeiro)
 - Marcelo Duarte de Almeida (Universidade Federal Rio de Janeiro)
17. *Cognitive development of Indonesian adolescents in junior and high school educational programs*
 - Kusdwiratri Setiono (University of Padjadjaran)
 - N Wismaningsih Sudradjat (University of Padjadjaran)
 - Zeni Haryanto (University of Mulawarman)
 - Dian Kusumawati (University of Padjadjaran)
18. *The understanding of indirect instructions by 3- to 7-year old children*
 - Ewa Czaplewska (University of Gda sk)
 - Katarzyna Kaczorowska-Bray (University of Gda sk)
19. *Prosocial and emotion themes in preschool children's stories*
 - Marissa Diener (University of Utah)
 - Cheryl Wright (University of Utah)
 - Michael Burton (University of Utah)
 - Beverly Brehl (University of Utah)
 - Bing Ding (University of Utah)

Thursday—P.M.

20. *Of teapots and telephones: Toddlers' understanding of the symbolic transparency of ASL signs*
Lena Kadota (Bryn Mawr College)
Lauren J Myers (Bryn Mawr College)
Susanna Tolkin (Bryn Mawr College)
21. *Developmental sensitivity of delay tolerance and reaction time measures of A-not-B task performance*
Julia Noland (Vanderbilt University)
Kristen Cipriano (Vanderbilt University)
Katherine S Spencer (Vanderbilt University)
22. *Early mother-infant relationship quality and its impact on later cognitive and socio-cognitive development*
Carla Martins (University of Minho)
Ana Osório (University of Minho)
Eva Costa Martins (Instituto Superior da Maia)
Susana Tereno (Hôpital Bichat-Claude Bernard APHP)
23. *The role of language in guiding children's early tool concepts*
Elena Zinchenko (University of Chicago)
Jesse Snedeker (Harvard University)
25. *Patterns of co-regulation and affective regulatory behaviours during the Still-Face paradigm*
Tiziana Aureli (University "G. D'Annunzio" of Chieti-Pescara)
Gabrielle Coppola (University "G. D'Annunzio" of Chieti-Pescara)
Vittoria Calardo (University "G. D'Annunzio" of Chieti-Pescara)
Annalisa Grazia (University "G. D'Annunzio" of Chieti-Pescara)
Maria Concetta Garito (University "G. D'Annunzio" of Chieti-Pescara)
26. *Tandem instruction: The role of gesture as an aid to verbal instruction in spatial tasks*
Jayson Flores (Northeastern Illinois University)
Steven Andrew Jacobs (Northeastern Illinois University)
R Breckinridge Church (Northeastern Illinois University)
27. *The ecological influence of sensory table materials on preschoolers' play behavior*
James D Morgante (University of Massachusetts – Amherst)
28. *Animism in a technological world: Children's conceptions of a personified robot*
Rachel L Severson (University of Washington)
29. *When do siblings achieve compromise resolutions? Associations with conflict issues, culpability, and emotions*
Holly E Recchia (Concordia University)
Nina Howe (Concordia University)
30. *Rural college students' and their mothers' reasoning about gender*
Clare Conry-Murray (Penn State University, Beaver)
Ashley R Orillion (University of Rochester)
31. *Children and adults' use of conversational cues when selecting sources of information*
Maria D Vázquez (Vanderbilt University)

Thursday—P.M.

Sarah DeLisle (Vanderbilt University)

Megan Saylor (Vanderbilt University)

32. *Adolescent risk taking: Relations among socio-moral judgments, risk behavior, intentions, and subjective norms*

Kimberlee Ann Taylor (Weber State University)

Leigh A Shaw (Weber State University)

33. *Discontinuous development: Expressions of transformative change*

Jonathan Skalski (Brigham Young University)

Brent Melling (Brigham Young University)

6:30-7:30 REC1 Reception 1 Courtyard

President's Reception — sponsored by Taylor & Francis

Math and spatial reasoning

Chair: Yeh Hsueh (University of Memphis)

Young children's spatial representations of their kindergarten playground

Shu-Min Chen (National Pingtung University of Education)

The purpose of this study was to investigate kindergarteners' spatial representations of their kindergarten playground. Fifty-nine five- to six-year-old children were randomly selected from a public kindergarten in Pingtung, in southern Taiwan. Each child was shown the playground board and 13 scaled models of the equipment one by one. Each was then asked to identify each of the 13 scaled models of play equipment, and to arrange them on the board according to their locations on the actual playground. The results indicated that: 1) about forty-one percent of the children (71% of whom were girls) were completely unable to demonstrate spatial representation of their kindergarten playground; and 2) boys were more likely to remember the relative positions of the equipment and the layout of the playground, whereas girls seemed to ignore both the positions of individual pieces of equipment and their positions in relation to the other pieces of equipment.

Children's linking of arithmetic computations to base-ten manipulatives

Marta Laupa (Rhode Island College)

The purpose of the research is to investigate children's ability to link computations done with standard arithmetic algorithms with the same items performed with physical objects. Children were asked to perform written algorithms and then asked to imagine the computations done with real objects. When imagining the use of manipulatives in another country that has an alternative rule that produces an incorrect answer, 2nd graders thought that using marbles to solve the problems in another country would result in a number of marbles produced by calculating the problem according to the alternative rule. This study results show the vast disjunction between children's understanding of written computations and their relation to objects in the world.

The influence of a misleading context on a design copying task in learning-disabled and non-disabled children

Carol A Coté (University of Scranton)

In this study children were asked to copy simple perpendicular line and dot figures within a tilted frame with the goal to maintain the vertical orientation of the figure. The hypothesis was that learning-disabled children would have more difficulty inhibiting the context of the frame than their non-disabled peers and create more misaligned figures. A second hypothesis was that dot configurations would be more difficult to correctly orient to vertical than line figures because the participant must coordinate the placement of the dots in relation to each other as well as to the overall orientation on the page. Data include measures of deviation from vertical of the figures created within misleading frames. Participants were 86 non-disabled elementary age children, 19 children identified as learning-disabled and 39 adults who were included to provide a measure of mature performance on the tasks. Results were that learning-disabled children created figures that were significantly more deviant from vertical than their non-disabled peers, adults were more accurate than children, and the dot configurations were more deviant than lines for all groups. These findings suggest that learning-disabled children may be delayed in ability to inhibit immediate contextual information and to find facilitative frames of references for their productions.

Friday—A.M.

(+1) + (-1) ≠ 0: The impacts of cooperation on decision-making in 5- to 7-year-old Singaporean children

Qu Li (Nanyang Technological University)

Yap Suhui (Nanyang Technological University)

Soon Jiaying (Nanyang Technological University)

Chan Yi Fen (Nanyang Technological University)

The current study investigated how cooperating with another person influences decision-making in 5- to 7-year-old Singaporean children, with a Complex Social Less-is-more (CSLM) task, which is a reverse-reward contingency task and measures children's inhibitory control under conflicts in a social interactive situation. In order to obtain large amount of treats, children need to point to the box with fewer treats. Children were randomly assigned to the self and the cooperation condition of the CSLM. In addition, the Peabody Picture Vocabulary Test, the forward and backward Digital Span task and Block Span, the Day/Night Stroop, the Bear/Dragon, and the Flexible Item Selection Task were conducted. Results showed that children's performance on the self version of the Complex Social Less-is-more task was significantly correlated to their performance on the Day/Night Stroop and the Bear/Dragon, suggesting that the CSLM is a valid measure of inhibitory control and decision-making. In the self condition, children tended to avoid pointing to the box with big rewards; however, in the cooperation condition, children pointed to the box with big rewards more often. The current finding supports the idea that social interaction and culture can influence the development of executive function.

Using model tasks in analyzing young children's understanding of spatial relationships

Shu-Min Chen (National Pingtung University of Education)

Research concerning the effects of uniqueness of target places, the effects of memory on preschool children's performance on spatial tasks, and preschool children's understanding of spatial perspectives were inconsistent. The purpose of this study was to examine young children's abilities in terms of these aspects of spatial representation. Fifty-nine five- to six-year-old Taiwanese children were randomly selected from a public kindergarten in Pingtung, in southern Taiwan. Each child was shown two isometric models of their kindergarten playground and asked to locate target places designated by the experimenter. Eighteen positions were designed involving three different conditions, including uniqueness vs. non-uniqueness of the target places, alignment vs. nonalignment of the two models, and children being allowed vs. not allowed to check their performance. The results indicated that their performance was significantly better: 1) on unique places than on non-unique ones; 2) on the playground equipment compared to on the ground; 3) when the models were in aligned rather than nonaligned conditions; and 4) when children were allowed to check their work.

9:00-10:30 PS06 Paper Session 6..... Ivers

Theory of Mind

Chair: Bryan Sokol (St. Louis University)

On the development of self-referred pointing gesture

Ignacio Montero (UAM)

Begoña Delgado (UNED)

Pointing is a prototypical human gesture that keeps important connections with other interactive abilities such as theory of mind. However, this gesture could be also involved in the development of the self-regulatory skills. Recently Delgado, Gómez and Sarriá (1999, 2002, 2004) have proved that infants

Friday—A.M.

and young children point just for themselves and that this gesture is related with their concurrent attention and action. Based on Vygotsky's theory, these authors have claimed that pointing gestures, as language, would support two different functions: communicative and private –self-regulatory. However, these authors did not clarify whether or not private pointing gesture ontogenetically precedes to the communicative one. In the present work, we explore this theoretical gap.

Nineteen non-pointing babies were observed weekly in two different semi structured situations that promoted either their solitary attention (Situation 1) or their sharing attention (Situation 2). The amount of infants that pointed first in the Situation 2 was significantly higher. Thus, the Cultural Development proposed by Vygotsky seems also adequate to understand the emerge of the different functions of pointing gesture –communicative and private ones-. The consequences of this finding are analysed in relation to the development of the self-regulatory abilities of children affected by the Autism Spectrum Disorder (ASD).

Deconstructing theory of mind: Embodiment and communicative interaction at the root of social understanding

Irenka Domínguez-Pareto (UC Berkeley)

In this paper I argue that some of the building blocks of research on Theory of Mind (ToM) are flawed. Recent research is challenging our established knowledge: neuroimage studies are showing a more integrated functioning of the mind than the assumed in the field (Abraham, Werning, Rakoczy, Von Cramon, & Schubotz, 2008); scholars are starting to include body information in the ways cognition develops (Johnson, 2007; Wexler, 2006) and embodied cognition in the way we interact (Wilson, 2002); moreover, social interaction has shown to have a causal role on ToM development (Carpendale & Lewis, 2004; Ruffman et al., 1998); etc. However, this new evidence does not seem to have pervaded the field yet. As a consequence, our understanding of how ToM develops is defective. In this paper I start by reviewing the existing literature and identifying methodological and theoretical limitations. After that I build on current literature and evidence and end with a proposal of mechanisms of ToM development that distinguishes between two levels: an early pragmatic level and a later discursive stage.

The interrelationships between theory of mind, language development, and birth order

Elizabeth Kelley (Queen's University)

Rachel Leung (Queen's University)

Annie Li (Queen's University)

The relations between theory of mind and language ability, theory of mind and family size, and language ability and family size have been well-documented, a triad of established findings. However, although previous studies have alluded to the possible influences that birth order may have on the interrelationship between theory of mind and language ability (Jenkins & Astington, 1996), there has been a lack of literature that directly examines this effect. Furthermore, there has been minimal research examining the effects of birth order on theory of mind and language ability in children over the ages of six. Hence, the purpose of this study is thus threefold: to replicate previous findings of the relationships between birth order and theory of mind, and between birth order and language ability, and to determine the influence of birth order on the relationship between theory of mind and general language ability. If birth order is indeed found to influence the theory of mind-language relation in older children, this will expand current understanding of the impact of family background on child cognitive and language development as well as furthering the literature on the relationship between theory of mind and language ability in an understudied population.

Friday—A.M.

Enhancing children’s sensitivity to referential ambiguity: A training study

Ana M Carmiol (Universidad de Costa Rica)

Penelope G Vinden (Clark University)

Effective communication involves the ability to understand that the quality of information a speaker transmits to a listener matters for the listener’s knowledge acquisition. This paper investigates how preschoolers’ improve in their ability to judge the quality of messages in a referential communication scenario. Forty-eight 3- and 4-year olds were pre- and posttested for their ability to judge message quality from a third-person perspective. Between sessions, children were assigned to one of three training conditions. In all conditions, children observed a speaker providing ambiguous and informative messages to a listener about the content of a box. In the general-feedback condition, children were informed about whether the listener gained knowledge after each message. In the specific-feedback condition, children were informed about whether and why the listener gained knowledge after each message. In the no-feedback condition, children were not informed about the listener’s state of knowledge after messages. Children on the general- and specific-, but not on the no-feedback condition, improved in their ability to judge messages. No learning effects, however, were observed in a transfer task for any of the groups. Our results suggest that informing preschoolers about message quality during conversational exchanges contributes to their developing understanding of communication.

9:00-10:30 SY07 Symposium Session 7 Ivers

The canalization of developing systems: A process perspective on “pathways of development”

Organizer: Brian D Cox (Hofstra University)

Organizer: Cynthia Lightfoot (Penn State University-Brandywine)

As a common metaphor of development, “pathways”, and phrases such as “milestones”, “trajectories”, “typical or atypical pathways”, “being on or off track”, are particularly apt, suggesting that development is a thing of time, space, and direction. This symposium will focus on the related construct of “canalization”. Our purpose in doing so is to bring a dynamic, constructivist perspective to the notion of developmental pathways, and to argue the case that canalization provides a means of accounting for the emergence and subsequent integrity of developing systems.

In Waddington’s (1942) original formulation, canalization concerns an evolved reduction in developmental plasticity that renders an adaptive phenotype resistant to perturbation by environmental and genetic forces. Such resistance preserves homeorhesis, that is, the tendency to continue developing along a specific pathway, or chreod, towards a given end-state. Recent developmental theorizing elaborates on these early ideas in order to better characterize the relationship between genes and environments – a relationship that has taken on considerable scope and complexity as a consequence of recent research documenting evolution’s indebtedness to behavior.

Despite recent claims to the contrary, if development can be reasonably defined as “genetically guided organismic growth through ontogenetic time in a historically entrenched sociocultural context”, then it does not lend itself to explanation through genetic determinism or genetic blueprint metaphors. The common locution of “a gene for” a characteristic implies a copy theory of genetics, ignoring the fact that evolution operates on phenotypes, not genotypes; that all phenotypic characteristics are acquired through development; and that the same characteristics determined by a range of alleles or genes could be also determined by a single gene with a highly plastic norm of reaction.

This symposium will present the case that a process, rather than a substance (copy theoretic) perspective is necessary for understanding the emergence and integrity of developing systems, and that the construct

Friday—A.M.

of canalization is useful in articulating such a perspective. Jean-Louis Gariépy will show with specific examples how organismic activity canalizes evolutionary pathways in biology and behavior. Brian D Cox will explore how the removal of development from evolution led to inappropriate genetic determinism, and the ramifications of the recent reintroduction of canalization for how we discuss behavior. Constance Milbrath describes the consequences of socio-cultural canalization on the health of recent immigrants to Canada. Finally, Mark H. Bickard will discuss a process oriented approach to canalization in ecological niche construction of self-organizing autonomous systems.

On the difficulty in getting out of ruts (historical and epigenetic)

Brian D Cox (Hofstra University)

Development, adaptive activity, and the canalization of evolutionary pathways

Jean-Louis Gariépy (University of North Carolina)

Disentangling the influences of SES and heritage culture on developmental outcomes of children from immigrant families

Constance Milbrath (University of British Columbia)

Some principles of dynamics and development

Mark H Bickhard (Lehigh University)

10:30-10:45 break

10:45-12:00 PL03 Plenary Session 3 Ballroom AB

Rethinking resilience from Indigenous perspectives

Laurence Kirmayer (McGill University)

The notions of resilience that have emerged in developmental psychology and psychiatry in recent years are largely based on work with inner city children in the US and UK. While pertinent to the experience of Indigenous populations, these models require systematic rethinking to address processes and dimensions that may be distinctive or especially important for specific groups due to their unique cultures, geographic and social settings, and histories of adversity. In this paper, I present some preliminary observations and reflections from a comparative study of concepts of resilience among Aboriginal peoples in Canada. Although resilience tends to be framed as an individual characteristic in developmental psychology, it also has collective or communal and environmental dimensions. A central goal of this project is to identify some of these collective social and cultural facets and corresponding social structural barriers to the expression of resilience at crucial life transitions in Indigenous populations. Material from collaborative work in Inuit, Mohawk, Mi'kmaq and Metis communities suggests the value of incorporating Indigenous constructs in resilience research. These constructs are expressed in terms of specific metaphors grounded in local culture and language but they can be framed more generally or abstractly in terms of (i) relational and ecocentric concepts of self and personhood, (ii) the repossession and revisioning of collective history, (iii) narrative resources for autobiographical self-fashioning, self-presentation, and social positioning, and (iv) political activism. Each of these sources of resilience can be understood in dynamic terms as emerging from interactions between individuals, their communities, and the larger regional, national and global systems that locate and sustain Indigenous agency and identity.

Friday—P.M.

12:00-12:30 MEM Member's Meeting Ballroom AB

All JPS members are invited to attend

12:00-1:30 Lunch

1:30-3:00 IS02 Invited Symposium Session 2 Ballroom AB

Frontal lobe functioning in the regulation and dysregulation of behavior

Theoretical and methodological advances in the field of developmental cognitive neuroscience over the last decade have shed new light on how we view brain-behavior relations across a number of psychological domains. The three presenters in this symposium discuss a range of issues related to the frontal lobes in the regulation of behavior in typical and atypical development. David Evans examines the role of frontal lobe functioning in the development of ritual and superstitious behaviors in children. He discusses the importance of frontal lobe processes in the development of obsessive-compulsive behaviors. Mariëtte Huizinga provides an overview her work on executive function in developmental and acquired disorders. Connie Lamm and Marc Lewis discuss the neural mechanisms underlying individual differences in emotion regulation. They provide evidence of brain-behavior relations from their work on ERP studies of aggressive children.

Role of frontal lobe in the development of ritual and superstitious behaviors

David W Evans (Bucknell University)

Profiles of executive function in developmental and acquired disorders

Mariëtte Huizinga (University of Amsterdam)

Neural mechanisms underlying individual differences in emotion regulation

Connie Lamm (University of Maryland)

Marc Lewis (University of Toronto)

1:30-3:00 SY08 Symposium Session 8 Ballroom C

Embracing and eschewing the typical and atypical: Critical exploration in teaching and teacher education

Organizer/Discussant: William Shorr (Wheelock College)

This symposium will address the utility and meaning of the categories typical and atypical for educators influenced by the use of 'critical exploration,' a methodological adaptation of Piaget's clinical method, as a pedagogical approach. Critical exploration was first introduced to the English speaking world in Inhelder's volume of learning research (Inhelder, Sinclair, & Bovet, 1974) and has since been adapted to pedagogical purposes by Inhelder's student, Eleanor Duckworth, and by many who have studied with Duckworth over the years (Duckworth, 1996, 2001, 2005). This panel will highlight the ways in which an educator's relationship to the notions of typical and atypical serves as one defining principle that distinguishes critical exploration from other pedagogical stances.

The first paper, by Susan Mayer, analyzes the ways in which Piaget's original 'clinical method' – designed specifically to access and to study children's distinctive perceptions, assumptions, and reasoning – was adapted first by Inhelder to a method of learning research, called 'critical exploration,' and then subsequently to pedagogical purposes by Duckworth, a contemporary learning theorist who studied with

Friday—P.M.

Inhelder as a young scholar. The paper focuses both on the defining aspects shared by all three methodological iterations and on the distinctions established by each of the two subsequent adaptations.

The second paper, by Elizabeth Cavicchi, will explore the way that critical exploration affected Cavicchi's notions of typicality and her subsequent practice as a science educator. Teaching for Cavicchi becomes the attempt to understand and support development as it happens. She works to make available the potential of many possible paths for developing, without privileging typical instructional routes. Trust in the educational potential of development assists in stretching Cavicchi's imagination and experience for explorative teaching.

The third paper, by Susan Rauchwerk, examines the pedagogical implications of integrating two university licensure programs - general education and special education - as a dual certification program, particularly with respect to notions of atypical students and learning. She looks at pre-service teacher reflections on using critical explorations in science as one way to understand how critical exploration supports the development of understanding in all learners.

The final paper, by Bonnie Tai, will present and discuss teaching-learning narratives that illuminate the interplay of typicality and critical exploration in teacher education programs. Tai's paper describes and reflects on student-teachers' efforts to discern the atypical in student learning and thinking and to use that discernment through critical exploration to inform judgments and decisions about curriculum and instruction.

William M. Shorr, a teacher educator and practitioner of critical exploration, will introduce the panel and serve as the discussant.

Clinical method to critical exploration: A methodological genealogy

Susan J Mayer (Brandeis University)

Developing teachers learning to embrace the atypical

Bonnie Tai (College of the Atlantic)

Who is typical? Pre-service elementary teachers reflect on conducting critical explorations in science

Susan Rauchwerk (Lesley University)

Reflections on typical and possible paths in teaching science through critical exploration

Elizabeth Cavicchi (MIT)

1:30-3:00 PS07 Paper Session 7..... lvers

Moral development

Chair: Cecilia Wainryb (University of Utah)

What is moral identity? Current conceptions and potential alternatives

Sam A Hardy (Brigham Young University)

A topic of increasing interest in moral psychology is "moral identity." The Cognitive Developmental Theory of moral development, which stemmed from the work of Piaget (1932/1965) and Kohlberg (1969) yielded many insights about moral development and functioning and spurred many fruitful research programs. However, it did little to explain moral action. In fact, moral reasoning, although consistently linked to various morally-relevant actions, is generally only a moderate predictor at best (Blasi,

Friday—P.M.

1980). This has led many to search for potential moderators of relations between moral judgment and moral actions. One such moderator which has generated considerable interest is moral identity (Blasi, 1983, 1995, 2004). However, the fledgling and burgeoning area of moral identity theory and research has lacked coherence, clear and explicit definitions, useful operationalizations, and quality measures. Thus, the purpose of this presentation will be to discuss the various approaches to moral identity, critically evaluate each approach, discuss ways in which these approaches might be (or might not be) integrated, and propose other potentially fruitful conceptions of moral identity.

Children and adolescents as research participants: When is assent desirable? When is consent possible?

Judith L Newman (Penn State Abington)

While research with child and adolescent samples is flourishing in medical, clinical, and academic settings, there remains little agreement about and little empirical support for determining the age at which consent to be a research participant can be considered consensual, informed, or voluntary, or even the age at which a child should simply assent to be in a research study. What promises to be an interesting discussion of the underlying issues regarding age of consent and of assent, as well as parental/guardian "permission" will focus upon clarifying the meaning of these terms as they are a cornerstone of ethical research that guarantees autonomy, nonmaleficence, beneficence, and justice. I will also discuss: decision-making studies that have assessed young participants' ability to understand the facts regarding a study's purpose (needed for assent) as well as the implications of their own involvement (needed for consent); studies assessing young participants' moral maturity or ability to show altruism regarding the benefits of the research for others; the relevance of distinguishing between therapeutic (direct benefit) and non therapeutic research; and the relevance of consent issues for especially vulnerable children, adolescents, or vulnerable adults (e.g., wards of the state; psychologically or physically challenged participants).

Development of conceptions of human rights in non-western settings: Conceptions of the right to literacy in traditional rural Africa

Kathryn Day (University of California – Berkeley)

This study investigated conceptions of the right to literacy in Zulu children and adolescents living in KwaZulu Natal, South Africa. Conceptions of rights are often thought to be contingent on individualistic Western values. However, in accord with a contrasting theoretical line, the position presented here is that conceptions of rights are derived through individual evaluations of needs to protect certain capacities for human agency. As these are based on universal human attributes, one expectation was that conceptions of rights found in this setting would share common rationales and comparable developmental patterns with those found in Western settings. Participants came from schools serving mountain villages and farming communities. They were posed with questions about their evaluations of the right to literacy in the abstract and in conflict situations. Literacy has particular value in promoting gender parity and economic agency; situations involved conflicts between the right to literacy and traditions including strong family interdependencies and gendered divisions of labor. These situations generated coordinations with other social values indicating the relative value of the right to literacy in this setting. Results confirmed expectations of developmental similarities in conceptions of rights, with some slight variations attributable to informational effects, and evaluations of conflict situations largely favorable to this right.

Friday—P.M.

An analogue to reflecting abstraction in an ancient theory of moral development

Robert L Campbell (Clemson University)

Such attention as Ancient Greek moral theories have received from contemporary psychology has so far been focused on Aristotle's Nicomachean Ethics. However, one of the rival schools of thought that sought to present a systematic alternative to Aristotle sketched its own distinctive theory of moral development. The Stoics envisioned moral development as a series of five stages, beginning with species-specific behavior that has an implied goal of self-preservation and ending with a highly generalized attachment to rational principles that apply with equal force to every human being. Ascension to each higher stage was thought to require a form of self-reflective understanding. There are clear analogies between this ancient theory and Jean Piaget's later theory of development, which centered on reflecting abstraction. In particular, self-understanding evolved through 4 different levels in the Stoic conception, whereas Piaget's later theory posited a hierarchy of reflecting abstraction, reflected abstraction, metareflection, and so on. The Stoic conception also appears to share with Piaget's later theory some ambiguity as to when reflecting abstraction begins.

1:30-3:00 PS08 Paper Session 8..... Kearns

Piagetian theory

Chair: Keith Alward (Alward Construction)

Discussant: Jeanette McCarthy Gallagher (Temple University)

On the possibility and nature of Piaget's relevance for contemporary developmental psychology

Jedediah WP Allen (Lehigh University)

Several of the cognitive developmental research programs of the 70s and 80s were as much about pursuing a nativist research agenda as they were about refuting Piagetian theory. Subsequently, the primary relevance of Piagetian theory in contemporary developmental research is as a reference to the historical fact that he pioneered many aspects and phenomena concerning the study of children. However, there have been a number of recent criticisms concerning both conceptual and methodological failures regarding some of the classic nativist infant studies that themselves constitute much of the foundation for the current prominence of the nativist research agenda. The primary thesis of the current talk is that the success of these recent criticisms not only provides independent evidence against the nativist research agenda, but also dismantles some of the nativist barriers that have strongly contributed to the isolation of Piagetian theory in particular and action-based, process orientations more broadly. In sum, in the rush to supplant Piagetian theory, developmental researchers may have missed both general and specific Piagetian insights that are themselves part of a general process-orientation that is seeing growing momentum within contemporary developmental research.

Siegler's overlapping waves theory and Piaget's theory of reflecting abstraction

Thomas Thiel (University of Potsdam)

In his overview about microgenetic studies „Microgenetic analyses of learning“ (Handbook of child psychology: Volume 2) Robert S. Siegler (2006) points out that learning progression doesn't occur as a series of stages. The path of change is characterized by a great within-child-variability. Appropriate as well as not appropriate strategies are often shown by subjects within the same period. Siegler conceptualizes this findings in his overlapping waves theory. But the reason why subjects often proceed that way can not be explained sufficiently. Piaget reworked in his work of the seventies of the last century his general process theory (theory of equilibration and reflecting abstraction). This theory not only focuses on the

Friday—P.M.

ontogenetic development but can be used to analyze and explain processes of cognition and learning. This theory is not concerned with stages but with the process of cognitive transformations. Regarding a problem microgenetic research often only registers the appearance of right and wrong strategies. Piaget's process theory enables to reconstruct how different strategies are generated within the process of understanding a given problem. This paper will show by comparing a few selected examples from microgenetic research and Piaget's work of the seventies that his general process theory is a good tool to analyze also learning processes which have been captured within a microgenetic study.

From pathways to epigenetic epistemology: Or, tracing the implications of Jean Piaget's appeals to Conrad Waddington

Jeremy Trevelyan Burman (York University)

In 1964, famed developmental geneticist Conrad Waddington (1905-1975) presented a paper in Geneva that catalyzed a revolution in Piagetian thinking. Piaget described his response as euphoric. Indeed, it led him to return to the subjects of his background and training in biology. The results of this return then enabled an overhauling of the theoretical framework upon which his Stage Theory had been built—a shift from Genetic Epistemology to a new theory built upon a foundation provided by Waddington's metaphor of the "epigenetic landscape." Since it is this metaphor to which many contemporary researchers following a "pathways approach" now implicitly appeal, this talk will outline Piaget's perspective and application of that idea. Briefly: Piaget proposed that mental development is like an embryogenesis of mind. If this follows, then "epigenesis" – the most advanced explanation for the developmental changes experienced by an embryo, provided by Waddington – ought to be the process by which constructions are explained in both domains. For researchers interested in contemporary work on "evo-devo," this history will offer some potentially useful insights: Piaget's appeal to epigenesis is significant because it updates the pre-neo-Darwinian foundations of his old theory with a new framework drawn from advances in post-neo-Darwinian evolutionary-developmental biology.

Is Piaget's view of imitation obsolete?

Shannon Audley-Piotrowski (University of Memphis)

Yeh Hsueh (University of Memphis)

Meltzoff and Moore energized the field of infant development by offering empirical evidence that imitation occurs during infancy much earlier than the time frame Piaget suggested. Recent research provides support to the assertion that deferred imitation occurs very early in infancy, thus rendering Piaget's view of imitation obsolete. However, in this paper, we argue that the recent research which shows earlier imitating of the infant does not necessarily surpass Piaget's (1945/1962) conceptual delineation of imitation. After examining the early criticism of Meltzoff and Moore's (1977) research design and analysis, we concur with the early critics that the imitative behaviors examined were not similar. After comparing their methodologies, we suggest that the differences between Piaget's and later researchers' findings on infant imitations suggest fundamental different conceptualizations of imitation in infants. Piaget's view of imitation has not necessarily been rendered obsolete.

Friday—P.M.

3:00-3:15 break

3:15-4:30 PL04 Plenary Session 4 Ballroom AB

Cryin' over spilt milk? How at-risk children's self-views influence academic performance

Stephanie Fryberg (University of Arizona)

In this longitudinal study, we examined how theories about learning, namely helpless and mastery-oriented responses, affect academic self-views and effort and performance grades in at risk children (grades K-2). Very few studies have explicitly studied these responses in at-risk or academically stigmatized populations (Blackwell et al., 2007). This is particularly true for young at-risk children (i.e., under age 10). The study presented here examines the consequences of setbacks for low-income American Indian and Latino students at a predominately American Indian elementary school. Utilizing a role-play methodology (Heyman, Dweck, and Cain, 1992) specifically designed to gauge young children's responses to setback, we read children scenarios in which a doll, representing the child, spills milk or blocks and fails to clean it up correctly. We then adapted the methodology to assess children's views of a "good student" and views of their academic selves. At the conclusion of the academic year, we obtained trimester effort and performance grades from the school. We found that children who responded to setback with a mastery approach showed higher effort and performance grades than children who responded with a helpless approach. Similarly, children with more positive academic self-views also revealed higher effort and performance grades than children with more negative academic self-views. Finally, a mediation analysis revealed that at the end of the first trimester, academic self-views fully mediated the relationship between responses to setback and academic effort. No relationship was found to academic grades. However, a second examination at the end of the academic year revealed that academic self-views partially mediated the relationship between responses to setback and academic effort, but fully mediated the relationship between responses to setback and academic grades suggesting that effort at Time 1 influenced grades at Time 2. Implications for interventions with at-risk children will be discussed.

4:30-4:45 break

4:45-5:45 PS09 Paper Session 9 Ballroom C

Representations: Action and social interaction

Chair: Nancy Budwig (Clark University)

The impact of mood on working memory in 3- to 5-year-olds

Qu Li (Nanyang Technological University)

Tang Yi Wen Mavis (Nanyang Technological University)

Revathy D/O Pachamuthu (Nanyang Technological University)

Wang Bo (Nanyang Technological University)

The current study investigates how positive, neutral, and negative mood states influence working memory as measured with a modified version of the Self-Ordered-Pointing task (SOPT) in 3- to 5-year-old Singaporean children. A between- and within-subjects design was used. All children were given the modified SOPT before and after mood manipulation. Children were randomly assigned to positive, neutral, or negative mood manipulation condition. In addition, the Dimensional Change Card Sort, the Peabody Picture Vocabulary Test, the Forward Digital Span task, and the Block Span task were conducted. Preliminary analysis (N = 23) showed that children's performance on the modified SOPT was correlated with their performance on the Block Span, suggesting that the modified SOPT was a reliable measure of nonverbal working memory. After positive mood manipulation, children tended to make more

Friday—P.M.

errors compared to their baseline. This is consistent with previous findings that affective context can influence the performance of executive function in young children.

Getting the POINT when you can't see it: Multimodal cues to linking language and referents

Carolyn Rickard (University of Colorado Boulder)

Brenda Schick (University of Colorado Boulder)

Language development research has focused almost exclusively on cues requiring visual access, specifically pointing and eye gaze. However, this narrow focus cannot account for the emergence of language among some cognitively intact congenitally blind children who develop language on roughly the same timetable as their sighted peers. Findings from this longitudinal, retrospective study of parental input to two blind children, two partially sighted children, and two sighted children who all had successful language outcomes, suggest that language learning can be fostered in ongoing activity where the parent melds language with objects and actions in the current focus of the child using a variety of multimodal cues. Parents in this study used specific ATTENTION-ELICITING DEVICES and ATTENTION-DIRECTING DEVICES that included various types of verbalizations, gestures, actions, and physical direction to establish and maintain the joint attention interactions that scaffold language. This integrative approach exploring multiple input options provides evidence that children with no vision or limited vision used cues that are also available to sighted children. Because of the putative salience of vision, the facilitative effect of these cues for all language learners has been masked. Issues of the use of directives and parental attunement to the child's response to input are also discussed.

Developing methods for capturing individual rhythms "Motorsignatures" and dyadic attunement of rhythms in early non-verbal mother-infant communicative movement

Mette Skovgaard Væver (University of Copenhagen)

Susanne Harder (University of Copenhagen)

Simo Køppe (University of Copenhagen)

From early on infants act dyadically and communicate in complex ways with other people, expressing, exchanging and sharing emotional experiences back-and-forth in coordinated turn-taking sequences and coordinating non-verbal rhythmic patterns in e.g. vocalising patterns, eye-contact, smiling and gestures. Rhythmic structure is fundamental to human behaviour and much of our vocal and motor behaviours are rhythmically organised (Lashley 1954). It is possible that movement plays an important role in specifying cross modal temporal relations in early development (Lewkowicz and Lickliter, 1994). The aim of the present study is to develop objective and digitalized methods for capturing individual rhythmical patterns in movements "motorsignatures" and further to analyze patterns of dyadic attunements of rhythms - i.e. co-regulation (Fogel, 1992) - of movements in non-verbal communication between mother and infant at 4, 7, 10 and 13 months of age. This study is part of a bigger longitudinal study aiming at exploring the association between patterns of co-regulation in both motor and vocalising behavior and the cognitive (Bayley III) and socioemotional development (Strange Situation Procedure) of the child at 13 months. Preliminary longitudinal data and casuistic material from a subsample of 4 normal mother-infant dyads at 4, 7, 10 and 13 months will be presented.

Friday—P.M.

4:45-5:45 SY09 Symposium Session 9..... Ivers

Personality disorders and the stage of social perspective-taking

Organizer: Michael Lomport Commons (Harvard Medical School)

This symposium presents a rough sketch of a new conceptual framework for studying the development of personality disorders. This model differs from the current clinical approach. The clinical approach considers personality disorders to be properties of the individual. This view sometimes turns the disorder into a moral issue, placing blame on the individual. As a result, people with personality disorders are often treated more punitively. For example, people with antisocial personality disorders go to prison, while narcissists may become politicians and through pursuit of their narcissistic goals may breach ethical standards and/or laws.

We argue that all personality disorders can be described using two sets of dimensions. The first set is social interpersonal perspective taking and intrapersonal perspective taking. The second set of dimensions is how a person handles value and risk, particularly in those situations in which consequences of different values occur at different times following an action. The variables are called 1) discounting and delay and 2) risk and change of value in reinforcement and punishment. This second set of variables is often studied within the context of behavioral economics and related fields. What these two sets of dimensions accomplish is to describe, using just a few dimensions, how a person is behaving in a counterproductive way. This approach emphasizes continuity across many forms of personality disorders. It also incorporates developmental stage theory directly into explanations of abnormal behavior. The papers in this symposium concentrate primarily on the perspective-taking variables, showing how developmental differences in both perspective-taking and in the discrimination of value and risk are related to psychopathological behaviors. The final paper suggests new ways of treating psychopathology based on this different conception.

An introduction to neo-“Selmanian” social perspective taking

Patrice Marie Miller (Salem State College)

Lack of social perspective taking underlies personality disorders

Joseph Anthony Rodriguez (Dare Institute)

Similarities among various personality disorders: Case examples

Jonas Gensaku Miller (Dare Institute)

Behavioral developmental methodology for treatment of personality disorders

Michael Lomport Commons (Harvard Medical School)

4:45-5:45 PS10 Paper Session 10..... Kearns

Theoretical issues in development

Chair: Peter Pufall (Smith College)

Developmental interpretations of life-changing transformation

Jonathan Skalski (Brigham Young University)

Transformation implies “new form”, and its Latin roots designate “across or beyond form”. Piagetian stages convey discontinuous transformations, but life-changing transformations have been understudied for most of psychology’s history. The topic has been approached in the field of psychology by James (1902), Maslow (1964), and Miller and C’ de Baca (1994), but previous research has been limited.

Friday—P.M.

This study investigates sudden, positive changes in character marked by insight in order to better understand the context in which transformation occurs, the epistemic qualities of transformation (i.e. What did individuals come to know? How did they come to know?), and the nature and quality of the change, especially as it relates to moral development. I conducted qualitative research interviews to understand transformation in terms of the context, epistemic qualities, and changes in interpersonal relationships to discern the presence of moral traits and characteristics (Walker & Pitts, 1998). I derived themes that best characterize transformation using a constructivist interpretive paradigm (Ponterotto, 2005) rooted in hermeneutic tradition (Kvale, 2009). Preliminary findings fit well with Robert Kegan's (1982) model for human psychological development, which borrows from Piagetian theory and proves useful for making sense of changes that are qualitatively different in terms of subject-object developmental shifts.

Are atypical, abnormal and primitive the same? The Symbolic, the Intuitive, and the Operational Cognitive-Motivational Structures

A J Malerstein (UCSF retired)

The social cognition of each of three Cognitive Motivational Structures (CMSs) corresponds to one of Piaget's stages of cognition—Symbolic, Intuitive or Operational. CMSs were first recognized in psychiatric patients. Nonetheless, although they differ in primitiveness of social cognition and motivational focus, they were not thought to be inherently abnormal. Hence, CMS theory was tested in non-clinical populations. Symbolic CMS type, whose social cognition and motivational focus are the most primitive of the three, was most frequent in two studies. Raters were able to reliably differentiate the CMS types. Also, one or two types differed from the other(s) in four out of 11 scales of the MMPI, while all three types differed from one another on Barron's Ego Strength scale. Clearly in a non-clinical population, CMS types are distinguishable entities. Such divisions of normal populations have significant implications for treatment approaches and goals. Caregiving setting from the interviews of the mother of a 9-year-old predicted the CMS type of that child at Age 15. Three developmental paths, which begin to diverge during the Concrete Operational Period, are not necessarily abnormal.

Bridging Piaget and Vygotsky: Discourse between paradigms

Val D Turner (University of Missouri - St. Louis)

Though Piaget and Vygotsky were contemporaries, Vygotsky had far greater access to the works of Piaget than Piaget had of Vygotskian theory. Only late in Piaget's life would he have his first reading of Vygotsky's own words and express profound sadness that his contemporary had not lived long enough for face-to-face discourse that would have allowed for a bridging of the paradigms. Numerous texts and articles have made intellectual combatants of Piaget and Vygotsky through overemphasizing their differences and minimizing their similarities. In applying Piagetian principles to the area of moral discourse a paradigm bridging line of research was initiated that both constructivists as well as socio-culturists would expand into numerous learning domains. It is the purpose of this paper to illuminate the bridging nature of this line of discourse research with the hope that a deeper face-to-face discourse between the two paradigms may finally occur as well as a deepening of developmental understanding.

The conceptual spider web

Jason Kahn (Tufts University)

This study looks at children's physical and representational ideas of motion and explores the relationship between these ideas. Children participate in a matching activity where they are shown graphical representations of motion and match the motion in front of a motion detector. Children's actions reflect the rules they apply to both the physical and representational spaces. An analysis from network theory re-

Friday—P.M.

veals that the children build organized, conceptual like knowledge. Two network analyses are presented. The first shows the temporal progression of the children's rules. This analysis reveals that children rely on their understanding of physical rules to build representational rules. The second analysis shows the rule relationship that develops within the group over the course of the entire condition. Rules are related through the students (i.e., student A exhibits rule 1 and 2 and student B exhibits rule 2 and 3, 1 is related to 2 through A, and so on). This analysis reveals that the combined group knowledge is built from very basic ideas of motion.

5:45-6:00 break

6:00-7:00 PT02 Poster Session 2 Courtyard

Poster Session 2

Posters will be available for viewing all day, authors will be present only during this session

1. *Proposing an adaptive value of stability and variation in young children's personal drawing styles.*
Peter B Pufall (Smith College)
Tiffany Tseng (Smith College)
Elizabeth Tanner (Smith College)
2. *Conceptualizing young children's formal drawing styles as developmentally flowing individual variations on continuously stable aspects of drawing.*
Peter B Pufall (Smith College)
Michelle Steiner (Smith College)
Emily Brown (Smith College)
3. *Symbol-user, creator and referent: Drawing to communicate effectively*
Lena Kadota (Bryn Mawr College)
Lauren J Myers (Bryn Mawr College)
Susanna Tolkin (Bryn Mawr College)
4. *Hispanic children's implicit leadership theory examined through their drawings*
Saba Ayman-Nolley (Northeastern Illinois University)
Roya Ayman (Illinois Institute of Technology)
Thomas Fritts (Institute of Psychology)
Emeline Ortiz (Northeastern Illinois University)
Madelyn Landeros (Northeastern Illinois University)
5. *Concept of friendship in children with and without Autism: An exploration of their drawings*
Saba Ayman-Nolley (Northeastern Illinois University)
Veronica Silva (Northeastern Illinois University)
Emily DiDavide (Northeastern Illinois University)
6. *The impact of inquiry-based science education on teachers and high-need students in New York City*
Nadya Awadallah, (New York City Department of Education)
Patrick B Johnson (Dowling College)
Allan Ludman (Queens College)

Friday—P.M.

7. *Spatial orientation among 3- to 8-year old children*
Katarzyna Kaczorowska-Bray (University of Gdańsk)
Ewa Czaplewska (University of Gdańsk)
8. *Exploring the foundations of attachment: Relations between mother-infant interaction at 4 months and attachment security at 12 months*
Nancy Mcquaid (Simon Fraser University)
Jeremy Carpendale (Simon Fraser University)
9. *Children's understanding of situational determinants of others' emotional states in victimization, pro-social and egotistic situations*
Sofia Menéres (Simon Fraser University)
Maximilian Bibok (Simon Fraser University)
Jeremy Carpendale (Simon Fraser University)
10. *Mothers and adolescents' conceptualization of conflict and cohesion: A study of parent-adolescent relationship in urban and rural China*
Min Chen (UC Berkeley)
11. *Effects of institutional rearing on infants' physical growth, neuro-cognitive functioning, and social-emotional development: Preliminary data*
Isabel Soares (University of Minho)
Joana Silva (University of Minho)
Sofia Marques (University of Minho)
Joana Baptista (University of Minho)
Mariana Pereira (University of Minho)
Nuno Sousa (University of Minho)
Margarida Rangel (University of Porto)
Joana Palha (University of Minho)
Pedro Dias (Portuguese Catholic University)
Ana Mesquita (University of Minho)
12. *Caregiver's narrative competence and children's development: A comparison study with a normative sample and a risk sample with institutionalized children*
Isabel Soares (University of Minho)
Marlene Sousa (University of Minho)
Joana Baptista (University of Minho)
Ana Moreira (University of Minho)
Joana Silva (University of Minho)
Sofia Marques (University of Minho)
Mariana Pereira (University of Minho)
Emília Moreira (University of Minho)
Pedro Dias (Portuguese Catholic University)
Carla Martins (University of Minho)
13. *Children at high social risk*
Masalakulangwa Mabula (Hubert Kairuki Memorial University)
Gwen B Fischer (Hiram College)

Friday—P.M.

14. *The role of family support and parental involvement in the developmental need for adolescent connectedness: A Chilean sample*
Brian Jacoby (University of Oregon)
Benedict McWhirter (University of Oregon)
15. *The associations within children's emotionality, emotion regulation, parenting practices, and parental expressivity among children in low-income families*
KyungSook Lee (Michigan State University)
16. *Current trends in perceived stress, gender, and help-seeking behavior*
Kimberlee Ann Taylor (Weber State University)
Dianna Rangel (Weber State University)
Theresa Kay (Weber State University)
17. *Construal and evaluation of harmful acts: Colombian adolescents tell about their interpersonal conflicts*
Roberto Posada (Universidad Nacional de Colombia)
18. *The association among dysfunctional family structure, parentification, affective response, and adjustment for children*
Jung-Sook Lee (Hanyang University)
Eun-Kyung Kim (Hanyang University)
19. *Turning life around: Adolescent resiliency despite substance use and mental health*
Farah Jindani (University of Toronto)
20. *Trajectories of peer victimization from first to third grade: Covariation with aggression and emotion regulation*
Gerry Giesbrecht (Alberta Children's Hospital)
Bonnie Leadbeater (University of Victoria)
Stuart MacDonald (University of Victoria)
21. *Nonviolent and violent adolescents' experiences of their wrongdoings: Implications for adolescents' sense of moral agency*
Masha Komolova (University of Utah)
Cecilia Wainryb (University of Utah)
Monisha Pasupathi (University of Utah)
Paul Florsheim (University of Wisconsin)
22. *We learn what we eat: Integrating literacy, science, and health/nutrition learning in early childhood education*
Helen L Johnson (City University of New York)
23. *The role of chaos in the development of internalizing behavior problems in children*
Kaeley C Bobbitt (University of Texas at Austin)
David J Bridgett (Yale Child Study Center)
Linda C Mayes (Yale Child Study Center)
24. *Multisensory stimuli enhance infant numerical representation only when present during both learning and testing*
Elizabeth Dansie, Eric Drollette, Amber Frye, Kerry Jordan (Utah State University)

Friday—P.M.

25. *“Exotic becomes erotic” fails to explain paraphilic sexual interest*
Robert W Mitchell (Eastern Kentucky University)
26. *The role of self-efficacy in understanding the link between parental acceptance and diabetes outcomes in adolescents with type 1 diabetes*
Phung K Pham (University of Utah)
Cynthia A Berg (University of Utah)
Jorie M Butler (University of Utah)
Deborah J Wiebe (University of Texas Southwestern Medical Center)
27. *The neurological pathways of development of perinatal brain damage*
Mario Mandujano (Universidad Autónoma Metropolitana)
Carmen Sanchez (Universidad Autónoma Metropolitana)
Patricia Muñoz-Ledo (Universidad Autónoma Metropolitana)
28. *Service delivery for children who are deaf: Thoughts of families in Turkey*
Rafet Firat Sipal (Hacettepe University), Pinar Bayhan (Hacettepe University)
29. *Early development of children with bilateral congenital cataract after surgical treatment*
Patricia Muñoz-Ledo (Universidad Autónoma Metropolitana)
Leticia Arroyo (Hospital Fundación Nuestra Señora de La Luz)
Carmen Sánchez (Universidad Autónoma Metropolitana)
Mario Mandujano (Universidad Autónoma Metropolitana)
Armando Hernandez-Navarrete (Universidad Autónoma Metropolitana)
30. *Preschooler’s and kindergartener’s reactions to drinks “created” by obese and diseased children: Evidence for a biological contagion explanation*
Paul A Klaczynski, Karen Traxler, Kailey Jones, Andrea Foss,
Zoey Thompson, Michael Feldman, Daniel Westfall (University of Northern Colorado)
31. *The relationship between academic performance and developmental levels of the cognitive structure in clinical psychology*
Hiroshi Maeda (Saitama Prefectural University)
32. *Development of attention deficit / hyperactivity disorder in sociometric groups*
Shole Amiri, Samaneh Asadi, Sayedeh Razieh Tabaeian (University of Isfahan)
33. *Children’s and adolescents’ reasoning about harmful side-effects: Developing folk conceptions of intent and moral responsibility*
Beverly Brehl (University of Utah)

6:30-7:30 REC2 Reception 2 Courtyard

Publisher’s Reception — sponsored by Elsevier

Saturday—A.M.

9:30-10:30 SY10 Symposium Session 10..... Ballroom C

The development of dual process regulation: Theoretical issues and empirical findings

Organizer: Eric Amsel (Weber State University)

Discussant: Paul A Klaczynski (University of Northern Colorado)

Dual process theory proposes that information is processed by two kinds of cognitive systems: The experiential system which is automatic and heuristic and the analytic which is effortful and systematic. This theoretical approach to the study of the reasoning, which has been popular in social and cognitive psychology, has important implications for understanding the process of cognitive development. The theory suggests that both automatic and effortful processes develop concurrently, suggesting that development is not a replacement of experientially-based processes by analytic one. Rather, development involves the acquisition of the ability to regulate the two in a process called metacognitive intercession (Amsel et al., 2008; 2009; Klaczynski, 2004; 2009). Only a handful of studies have so far explored the nature and development of skills to regulate the dual analytic and experiential processes. The present symposium brings together the newest work in the area. Three studies explore the nature of metacognitive intercession skills, their development and cross cultural variation. The first paper is a theoretical examination of the range of developmental phenomena to which dual process theory can be applied. It further relates dual process theory to other neuroscience and cognitive theories of development. The second paper explores individual differences and development changes in component skills necessary for Metacognitive Intercession in a group of freshmen college students. Despite such skills being related to students' ACT scores, there was modest increases for all students in their skills over the course of a semester. The third paper explores dual process skills in a group of Chinese children and preadolescents. Despite evidence of high math competence among such students, these students nonetheless showed the same kinds of limits in metacognitive intercession skills as American students. The discussant, a leader in the field of dual process theory, will integrate the findings and suggest new theoretical and empirical avenues for investigation.

On the place of dual-process theories in developmental psychology

James D Holland (University of Northern Colorado)

Paul A Klaczynski (University of Northern Colorado)

Stability and change in dual process regulation skills

Shane Bench (Texas A&M University)

Eric Amsel (Weber State University)

Development, heuristics, and formal math ability in Chinese children

Chun Bin (Guilin Medical College)

Paul A Klaczynski (University of Northern Colorado)

Richard Womble (Weber State University)

Saturday—A.M.

9:30-10:30 PS11 Paper Session 11 Ivers

Context and culture in development

Chair: Saba Ayman-Nooley (Northeastern Illinois University)

The development of reasoning about different types of parental discipline practices in Mainland China and Canada: Developmental and cultural processes

Charles C Helwig (University of Toronto)

Sharon To (University of Toronto)

Qian Wang (Chinese University of Hong Kong)

Chunqiong Liu (Nanjing Normal University)

Shaogang Yang (Guangdong University of Foreign Studies)

Children, adolescents, and adults (N = 384) from China (both urban and rural settings) and Canada (Toronto) were interviewed about their evaluations of four parental discipline methods: reasoning (induction), two types of shaming (negative social comparisons and shared family shame), and love-withdrawal. Although Chinese participants perceived shaming and love-withdrawal as more common forms of parental discipline than did Canadian participants, similar developmental patterns were found in evaluations of all discipline practices. With increasing age, participants from all cultural settings critically evaluated discipline based on shaming and tended to favor discipline based on reasoning. Older children perceived shaming practices as a form of “psychological control” that would be likely to lead to detrimental effects on children’s feelings of self-worth and well-being. Moreover, although both reasoning and love-withdrawal were perceived as effective in leading to child internalization and compliance, love-withdrawal was negatively evaluated and perceived as harmful by participants at all ages and across cultural settings. The results reveal that individuals from a collectivist culture such as China negatively evaluate forms of discipline that entail psychological control and shaming, despite their greater use in such settings, and point to common developmental processes underlying evaluations of parental discipline practices in diverse cultural settings.

Social, cultural context and developmental pathways in friendship reasoning: empirical evidence from China

Xu Zhao (Harvard University)

The proposed paper reports a qualitative study of how a group of urban Chinese adolescents and their mothers understand six friendship issues: friendship formation, trust and intimacy, closeness and reciprocity, jealousy, and friendship termination. Using Robert Selman’s developmental framework as a tool to systematically examine similarities and differences in the participants’ friendship reasoning, the study suggested that, despite cultural differences in their friendship expressions, the adolescents and the younger mothers under 40-years old showed a developmental sequence in their logic of friendship as consistent with Selman’s delineation. However, the friendship logic of the older mothers (40-50 years old) who spent their adolescence during the Cultural Revolution (1966-1976), did not fit in Selman’s model. Having the cognitive complexity to take different perspectives, these parents’ responses did not show the moral commitment and deep appreciation of the meaning of trusting friendships. The paper attributes these differences to the particular social context in which these parents grew up. By comparing Selman’s theory with empirical data from China and also comparing the friendship reasoning of different generations of Chinese participants, the study provides unique empirical evidence for understanding the relationship between individuals’ developmental pathways in social cognition and the contextual conditions within which they grow up.

Saturday—A.M.

The concept of obedience in Brazilian parents

Luciana Maria Caetano (University of São Paulo)

Maria Thereza Costa Coelho de Souza - (University of São Paulo)

The purpose of this study was to investigate the concept of obedience in parents of young children, using discursive questions and moral dilemmas, as instruments to investigate the relationship between adults' moral judgments and the different interventions with their children. The sample consisted of 60 parents (50% male, 50% female), fathers and mothers of children with ages between two and six years. The data revealed that parents do not have pre-established concepts of obedience, and that they have no clarity regarding their main objectives in the education of their children. On the other hand, adult interventions and attitudes are absolutely related to their moral concepts. However, those parents revealed their need for more reflection regarding the relationship between parent and child, in order to understand their concepts. The data continues to indicate that parents do not want submissive children that learn unquestionable obedience, but that their interventions are empirical, trying several ways of achieving children's obedience. The interpretation of this research reveals that families need help from schools, especially guaranteeing the access of to knowledge regarding the phases of their child's moral development and achieve their fundamental function as cooperators in the possible moral evolution of their children.

9:30-10:30 PS12 Paper Session 12..... Kearns

Adulthood

Chair: Leigh Shaw (Weber State University)

Engaging human suffering through Robert Kegan's developmental model

Jonathan Gibson (Brigham Young University)

The question of human suffering has provided a basis for much of the world's literature. The question is ancient, contemporary and timeless. Our modern society has come to rely heavily on psychological explanations of suffering, despite valuable sources found in social, moral, and religious histories. A concern of many critical thinkers is that psychology, as a discipline, seeks to treat some of our most intimate and personal struggles with a starkly depersonalized and detached approach in their methods and practice. Certainly, the psychological enterprise has conceptualized suffering in distinct and various ways, but as Albert Ellis (1990) highlights, at least in one regard, the various forms of psychotherapy, are at bottom hedonistic. Robert Kegan's developmental model (1982) can offer a promising and fruitful alternative in engaging suffering in what he calls "natural therapy" or the constructive-developmental approach. His model offers a unique way to think about and engage in human suffering as "persons evolving." Kegan's model, unlike most forms of psychotherapy, is not committed to a philosophy of hedonism and can shed light on an unavoidable aspect of human life. As Victor Frankl (1973) wrote, "Human life can be fulfilled not only in creating and enjoying, but also in suffering."

Developmental transformations in conceptions intimacy and sexuality across adulthood

Steven Adkison (Merrimack College)

Michael F Mascolo (Merrimack College)

Melissa Fuimara (Merrimack College)

It is commonplace among laypersons to define the object of sexual desire as a type of bodily pleasure. Such a view belies the inherently interpersonal nature of human sexuality. Sexual relations are intimate

Saturday—A.M.

acts. Sexual relationships call for some form of reciprocity, mutuality and shared desire. As a result, sexual relationships raise the twin specters of jealousy and threat. No mere quest for pleasurable sensations can bring about such feelings. Such observations suggest that sexual desire is not a mere quest for pleasurable sensations. Instead, sexual desire is the desire for a person – not simply a person’s body – but instead what might be called an embodied subject (Scruton, 1985). To be sure, most individuals do not begin their intimate lives with such a conception of the nature of sexuality. This raises the question of how conceptions of the meaning of sexuality and intimacy develop. Toward this end, 120 men and women between the ages of 18 and 65 participated in on-line and face-to-face interviews about the meaning of sexuality in intimate relationships. Results provide initial support for a five-step model of the development of conceptions of intimacy and sexuality. Developmental level was predicted by level of educational, but not age.

What makes life meaningful? Developmental and age-related changes over the course of adulthood

Steven Adkison (Merrimack College)

Michael F Mascolo (Merrimack College)

Lauren Iapicca (Merrimack College)

Although scholars have often attempted to identify specific, universal and biological motives that underlie human behavior, perhaps the most compelling of human motives are those that have to do with identity-related conceptions of the good and the meaningful. Our highest and most treasured motives have more to do with achieving or living up to images of value (Kagan, 1993) which are reflected in our sense of what makes life meaningful. How do conceptions of what makes life meaningful develop over the course of adulthood? Over 500 men and women between the ages of 18 and 75 were asked to describe what they experienced as the most important things in their lives at the present moment in time. Participants were asked to provide concrete examples of their described themes, and to explain why they were important. Several classes of results are discussed. The first involves a structural representation of the types of life themes described by participants. Second, the results provide a cross-sectional representation of dominant life themes and their differential meaning across age groups and levels of education. Trajectories of development differ as a function of age and level of education. Results also indicate both age-related and developmental changes in the integrative complexity of described life themes.

10:30-10:45 break

10:45-12:00 PL05 Plenary Session 5 Ballroom AB

Using multicultural research to expand the scope of developmental psychopathology

Thomas M Achenbach (University of Vermont)

This presentation will address aspects of developmental psychopathology that are designed to supplant—to paraphrase Piaget—sagesse with empirically based connaissance. Piaget’s reference to sagesse concerned philosophers’ wisdom. However, at the time when Piaget critiqued philosophers’ wisdom, there was an analogous dominance of unverified clinical wisdom regarding psychopathology. Since then, clinical wisdom has been increasingly supplanted by empirical research on the development of psychopathology. Multicultural research can greatly expand the scope of developmental psychopathology by using standardized (etic) methods to assess diverse populations. When etic research reveals substantial differences between populations, culture-specific (emic) research may elucidate reasons for the differences. Multicultural research quantifies variations within and between populations. The

Saturday—A.M.

tremendous variation found within each population and tremendous overlaps found between populations argue against categorical distinctions between populations. The social realities of the 21st century argue for multicultural research, as do the meta-analytic value of multicultural findings, the internationalization of research methods, and the need for better understanding of similarities and differences between populations. This presentation will illustrate multicultural research and findings for child and adolescent psychopathology, the construction and use of multicultural norms, and prospects for future research.

Saturday—P.M.

12:00-1:30 Lunch

12:00-1:30 BOD JPS Board of Directors Meeting ??

1:30-2:45 PL06 Plenary Session 6 Ballroom AB

Social class and ethnic disparities in school readiness: Causes, consequences and policy solutions

Jeanne Brooks-Gunn (Columbia University)

Dr. Brooks-Gunn will discuss what is known about disparities in school readiness, with a focus on social class and ethnicity. The contribution of income, family structure, education, parental health, parenting, child care, and child health will be considered. The likelihood that changes in any of these conditions will reduce gaps will be summarized. Then, policies that target each of these conditions will be reviewed, with an eye towards how successful each would be in reducing disparities.

2:45-3:00 break

3:00-4:30 IS03 Invited Symposium Session 3 Ballroom AB

Developmental trajectories and risk

Although there is a large corpus of evidence documenting the relation between early aggression and later psychopathology, we know little about the developmental trajectories of aggressive children, the impact of aggressive children on their victims' psychobiology and mental health, issues related to the comorbidity of aggression, and how to prevent and manage disruptive behaviours. The four talks in this symposium are organized around these multiple issues in the study of children's aggression and externalizing behaviours. Wendy Troop-Gordon examines issues related to the developmental trajectories of aggressive children. Tracy Vaillancourt discusses the impact of aggression on the victim by studying its psychological and neurobiological effects on the victim. Khrista Boylan presents new ideas in the study of comorbidity in children's behavioural problems. Alison Niccols concludes the symposium by discussing her program of work on prevention and management of disruptive behaviours in children.

Perceived social status and trajectories of school adjustment among aggressive and non-aggressive youth

Wendy Troop-Gordon (North Dakota State University)

The neurobiology of peer victimization: Understanding mechanisms and links to psychopathology

Tracy Vaillancourt (University of Ottawa)

Developmental congruence of oppositional behaviours with depressive symptoms across childhood

Khrista Boylan (McMaster University)

COPEing with toddler behavior: Preventing disruptive behaviour disorders

Alison Niccols (McMaster University)

Saturday—P.M.

3:00-4:30 SY11 Symposium Session 11 Ivers

Reconceptualizing respect: Empirical approaches

Organizer: Yeh Hsueh (University of Memphis)

Three lines of thinking have influenced current efforts to better understand the universally recognized human attitude that we call respect and the culturally mediated expressions and functions of this attitude. The first is the Kantian-Piagetian tradition, ranging from a philosophical analysis of respect to an empirical constructivist analysis of moral judgment to which respect is essential. The second line is an emerging cultural perspective that emphasizes respect as a social, or self-conscious, emotion which is deeply embedded in cultural practices reflected in child rearing, family interactions, and most notably, language. The third line of thinking comes from empirical research on children's peer relations that examines a variety of psychological and sociometric measures of children's concepts of respect.

This symposium presents empirical investigations of children's and adults concepts of respect by four groups of researchers who have been guided by a combined or integrated approach based on the above lines of thinking. The first presentation examines elementary school children's self-reported giving and showing of respect to their peers, and reports several interactions between gender and respect in predicting children's peer-related outcomes. The second presentation reviews a labor intensive study of young adults' understanding of respect, using a prototype analysis of English-language words the participants provided, sorted and categorized with a focus on differentiating conceptualizations of respect and of admiration. The third presentation offers an account of the first longitudinal study of elementary school children's concepts of respect, revealing children's meanings of respect for peers, parents and teachers, and the reasons for respecting these people over the period between grade 3 and grade 6.

Showing respect among children and related gender differences

Shannon Audley-Piotrowski, (University of Memphis)

Robert Cohen (University of Memphis)

Gilbert Parra (University of Memphis)

Amanda Kuryluk (University of Memphis)

Corrie L Schoffstall (University of Memphis)

Prototype analysis of young adults' conceptualizations of respect and admiration in the U.S.

Katherine Kitzmann (University of Memphis)

Jin Li (Brown University)

Katianne Howard (University of Memphis)

Stephanie Aring (University of Memphis)

Matthew Stapleton (University of Memphis)

A longitudinal study of children's understanding of respect for peers, parents, and teachers

Yeh Hsueh (University of Memphis)

Robert Cohen (University of Memphis)

Corrie L Schoffstall (University of Memphis)

Amanda Kuryluk (University of Memphis)

Maria Ippolito (University of Memphis)

Saturday—P.M.

3:00-4:30 SY12 Symposium Session 12..... Kearns

Development: Domain specific, or not?

Organizer: Michael Lampion Commons (Harvard Medical School)

In recent years, researchers, including Fischer (Fischer, Hand, & Russell, 1984), Mascolo (2008) and Commons and Richards (2002) have argued that the acquisition of next stage performance is task and domain specific. Inhelder and Piaget (1958), on the other hand, have said that there is a single underlying schema that is acquired. In this symposium, the Model of Hierarchical Complexity is used to examine this issue. The MHC is a mathematical developmental model that explains observed stages of development based on the a priori order of hierarchical complexity of the task. The model can be applied to tasks from any domain and is, therefore, content, context and culture free. The studies are conducted by first using the MHC to generate a task series within one domain that has items at each order of hierarchical complexity. Data are collected to determine if performance conforms to the predicted order. In this symposium, the role of the encoding of non-hierarchical information in the tasks is examined as accounting for differences in performance between tasks. The first paper examines performance in mathematical, logical and scientific tasks. With these tasks, there is a great deal of similarity in performance across the domains. This is because the variables and other information needed to solve the problems are already encoded to a large extent. In the second paper the tasks were generated in moral, social and religious domains. Performance in these domains shows much less similarity. The information in these types of tasks tends to be embedded in narratives. The relevant information must first be discriminated by participants and then encoded. The third paper directly examines some of the non-hierarchical, encoding factors that account for different performances. The fourth paper shows the relationship of coding factors to the performance of participants. The performance of most participants when they solve a task the first time is in one of the transitional steps, not at a consolidated level. This is postulated to be because of the coding problems. It is suggested that the encoding of critical information in tasks varies greatly with the nature of task, the culture, the context, and people's experiences within all of the above, and it is these encoding factors that account for a part of individual differences in performance.

Does mathematical, logical and physical science problem solving form a single domain?

Andrew Michael Richardson (Dare Institute)

Istabraq M Ali (University of Baghdad)

Measuring stage using many moral and social dilemmas: How predictive is order of hierarchical complexity of vignettes, and do these tasks form a single domain?

Jonas Gensaku Miller (Dare Institute)

Ean Stuart Bett (Massachusetts General Hospital)

Sara Nora Ross (Antioch University McGregor)

James Meredith Day (Universite Catholique de Louvain)

Joan Frances Crist (Calumet College of St. Joseph)

Terri Lee Robinett (SAP)

Small effects of non-hierarchical complexity variables on the effectiveness of the Model of Hierarchical Complexity in accounting for performance on logical/mathematical/physical Science stage instruments

Andrew Michael Richardson (Dare Institute)

Michael Lampion Commons (Harvard Medical School)

Saturday—P.M.

An empirical look at stage transition across stages and domains

Sara Nora Ross (Antioch University McGregor)

4:30-4:45 break

4:45-5:45 REC3 Reception 3 Ballroom AB

Closing Discussion Session: Synthesis and integration

Developmental Psychopathology: Theoretical and Clinical Issues

This final session is an opportunity to reflect on and discuss the key themes of conference as they relate to typical and atypical developmental pathways. The session will begin with two formal presentations, one by Dr. Louis Schmidt, a conference organizer and the other by Dr. Tony Charman, an invited symposium presenter and clinical psychologist. Dr. Schmidt will discuss the central theoretical theses of the conference, highlighting principles of Developmental Psychopathology. Dr. Charman will discuss clinical applications and implications of Developmental Psychopathology, with particular reference to autistic spectrum disorders. After the formal presentations, the session will be open up to questions and discussions from the audience.

We end with wine and tearful good byes...

Participant Directory

Achenbach Thomas M Achenbach Department of Psychiatry University of Vermont 1 So. Prospect St Burlington, VT 05401-3456 USA Thomas.Achenbach@uvm.edu	PL05	Amsel Eric Amsel Dept. of Psychology Weber State University 1202 University Circle Ogden UT 84408-1202 USA eamsel@weber.edu	SY04.3; SY10.2
Adkison Steven Adkison Department of Psychology Merrimack College North Andover, MA 01845 USA Adkisons@merrimack.edu	PS12.2; PS12.3	Arie Miri Arie Center for Technology & Social Behavior Northwestern University 2-431, 2240 Campus Drive Evanston, IL 60208 USA ariemiri@gmail.com	SY02.1
Ali Istabraq M. Ali University of Baghdad College of Education for Women Department of Education and Psychology istabraq_63@yahoo.com	SY12.1	Aring Stephanie Aring Psychology Bldg 202 University of Memphis Memphis, TN 38152 USA stephanie.aring@gmail.com	SY11.3
Allen James W Allen Department of Psychology University of Victoria PO Box 3050 Stn CSC Victoria, BC V8W 3P5 Canada jwallen@uvic.ca	PS01.1	Arner Jen Arner 16 Dudley Street Fitchburg, MA 01420 USA jenarner@gmail.com	PS03.4.3
Allen Jedediah WP Allen 29 W. 4th St. Bethlehem PA 18015 USA jwa204@lehigh.edu	PS08.1	Arroyo Leticia Arroyo Hospital Fundación Nuestra Señora de La Luz Isabel la Católica # 740 Col. Alamos. Delegación Benito Juárez CP 03400 letiarroyo@gamil.com	PT02.29
Almeida Marcelo Duarte de Almeida Universidade Federal Rio de Janeiro Av. Pasteur 250 – Urca – 22290-40 Rio de Janeiro RJ – Brazil marcelo.historia@oi.com.br	PT01.16	Asadi Samaneh Asadi Department of psychology University of Isfahan Daneshgah Ave Isfahan Iran assadi_s2001@yahoo.com	PT02.32
Alward Keith Alward Alward Construction 780 San Luis Road Berkeley, CA 94707-2030 USA keith@alwardconstruction.com	PS08.C	Audet Karyn Audet Faculty of Education Simon Fraser University 8888 University Dr. Burnaby, BC V5A 2R4 Canada knaudet@sfu.ca	PS02.3
Amiri Shole Amiri Department of Psychology University of Isfahan Daneshgah Ave Isfahan Iran shole_amiri@yahoo.com	PT02.32		

Participant Directory

Audley-Piotrowski Shannon Audley-Piotrowski 100 Ball Hall University of Memphis Memphis, TN 38152 USA saudley@memphis.edu	PS08.4; SY11.1	Baptista Joana Baptista Department of Psychology University of Minho Campus De Gualtar 4710-059 Braga Portugal joanabaptist@gmail.com	PT02.11; PT02.12
Aureli Tiziana Aureli Department of Biomedical Sciences University "G. D'Annunzio" of Chieti-Pescara Blocco A di Psicologia Campus Universitario Via dei Vestini n. 31 66100, Chieti Scalo Italy aurelit@libero.it	PT01.25	Bayhan Pinar Bayhan Hacettepe University Department of Child Development Sihhiye-Ankara 06100 Turkey pinarsan2002@yahoo.com	PT02.28
Awadallah Nadya Awadallah Science Coordinator Seventh Floor-Desk 173 1 Fordham Plaza Bronx, NY, 10458 USA nawadal@schools.nyc.gov	PT02.06	Bench Shane Bench Department of Psychology Texas A&M University 4235 TAMU College Station, TX 77843-4235 USA benchs22@yahoo.com	SY10.2
Ayman Roya Ayman Institute of Psychology Illinois Institute of Technology 3105 South Dearborn, 2nd floor Chicago IL 60616 USA ayman@iit.edu	PT02.04	Berg Cynthia A Berg University of Utah Department of Psychology 380 South 1530 East, Room 502 Salt Lake City, UT 84102 USA cynthia.berg@psych.utah.edu	PT02.26
Ayman-Nolley Saba Ayman-Nolley Northeastern Illinois University 5500 N. St. Louis Science Bldg. #313E Chicago, IL 60625 s-ayman-nolley@neiu.edu	PS11.C; PT02.04; PT02.05	Bett Ean Stuart Bett 2 Crossland Street, #2 Cambridge, MA 02139 USA eansbett@yahoo.com	SY12.2
Bahtiyar Sevda A Bahtiyar Queen's University Department of Psychology 62 Arch Street Kingston, ON K7L 3N6 Canada 6sb42@queensu.ca	PT01.04	Bibok Maximilian Bibok Simon Fraser University Psychology Department RCB 5246 8888 University Drive Burnaby, BC V5A 1S6 Canada mbibok@sfu.ca	PT02.09
Bamberg Michael Bamberg Clark University Frances L. Hiatt School of Psychology 950 Main St. Worcester, MA 01610-1477 USA Mbamberg@clarku.edu	SY04.2	Bickhard Mark Bickhard Lehigh University 17 Memorial Drive East Bethlehem, PA 18015 USA mhb0@lehigh.edu	SY01.D; SY03.4; SY03.D; SY07.4

Participant Directory

Bin	SY10.3	Brown	PT02.02
Chun Bin The Affiliated Hospital of Guilin Medical College 56 Lequnlu Road Guilin Guangxi 541001 China chun2142@yahoo.com.cn		Emily Brown Smith College Box 6094 1 Chapin Way Northampton, MA 01063 USA emjbrown@email.edu.smith	
Bo	PS09.1	Bruno	SY03.5
Wang Bo Division of Psychology School of Humanities & Social Sciences Nanyang Technological University Block S3.2, B1, Nanyang Avenue Singapore 639798 H060025@ntu.edu.sg		Sandra Bruno CRAC Laboratoire Paragraphe Université Paris 8 2 Rue de la Liberté 93526 Saint-Denis Cedex 02 France brunosandra@yahoo.com	
Bobbitt	PT02.23	Budwig	PS09.C; SY04.D
Kaeley C Bobbitt Human Development and Family Sciences The University of Texas at Austin 1 University Station, A2700 Austin, TX 78712 USA kaeley.bobbitt@mail.utexas.edu		Nancy Budwig Clark University Frances L. Hiatt School of Psychology 950 Main St Worcester, MA 01610-1477 USA nbudwig@clarku.edu	
Boylan	IS03	Buisson	SY03.2
Khrista Boylan McMaster University Hamilton, Ontario Canada boylank@univmail.cis.mcmaster.ca		Jean-Christophe Buisson Institut de Recherche en Informatique de Toulouse ENSEEIH 2 rue Camichel 31071 Toulouse France buisson@enseeiht.fr	
Brehl	PT01.19; PT02.32	Bulter	PS03.3
Beverly Brehl Department of Family and Consumer Studies University of Utah 225 S 1400 E, Rm 228 Salt Lake City, UT 84112 beverly.brehl@utah.edu		Allison G Butler Department of Applied Psychology Bryant University 1150 Douglas Pike Smithfield, RI 02917-1284 USA abutler@bryant.edu	
Bridgett	PT02.23	Burack	OR
David J Bridgett Yale Child Study Center 230 South Frontage Road New Haven, CT 06520 david.bridgett@yale.edu		Jake Burack Educational and Counselling Psychology McGill University 3700 McTavish Montréal, Québec H3A 1Y2 Canada jake.burack@mcgill.ca	
Brooks	SY05.4	Burman	PS08.3; SY06
Carolyn Brooks Department of Sociology 1019 9 Campus Drive University of Saskatchewan Saskatoon SK, S7N 5A5 Canada Carolyn.brooks@usask.ca		Jeremy Trevelyan Burman Department of Psychology York University 4700 Keele Street Toronto, ON M3J 1P3 Canada jtburman@yorku.ca	
Brooks-Gunn	PL06		
Jeanne Brooks-Gunn Teachers College Columbia University New York, New York 10027 USA brooks-gunn@columbia.edu			

Participant Directory

Burrow-Sánchez Jason Burrow-Sánchez Dept. of Educational Psychology University of Utah 1705 Campus Center Dr, Rm 327 Salt Lake City, UT 84112 USA sanchez_j@ed.utah.edu	PS02.2	Cameron Catherine Ann Cameron Psychology Department University of British Columbia 2136 West Mall Vancouver, BC, V6T 1Z4 Canada acameron@psych.ubc.ca	SY05.1; SY05.3
Burton Michael Burton University of Utah 225 South 1400 East, Rm. 228 AEB Salt Lake City, UT 84112-0080 USA Michael.burton@fcs.utah.edu	PT01.19	Cameron E Leslie Cameron Department of Psychology Carthage College 2001 Alford Park Drive Kenosha, WI 53140-1994 USA lcameron@carthage.edu	SY05.3
Butler Jorie M Butler University of Utah Department of Psychology 380 South 1530 East, Room 502 Salt Lake City, UT 84102 USA jorie.butler@psych.utah.edu	PT02.26	Campbell Robert L Campbell Department of Psychology Brackett 410A Clemson University Clemson SC 29634-1355 USA campber@clemson.edu	PS02.C; SY06; PS07.4
Caetano Luciana Maria Caetano University of São Paulo Institute of Psychology Rua da Represa, 48 06355-330 Carapicuíba – SP Brazil luma.caetano@uol.com.br	PS11.3	Carmiol Ana M. Carmiol Instituto de Investigaciones Psicológicas Universidad de Costa Rica Apartado 11501 – 2060 Costa Rica, América Central ana.carmiol@ucr.ac.cr	PS06.4
Calardo Vittoria Calardo Department of Biomedical Sciences University “G. D’Annunzio” of Chieti-Pescara Blocco A di Psicologia Campus Universitario Via dei Vestini n. 31 66100, Chieti Scalo Italy vittoria.calardo@alice.it	PT01.25	Carpendale Jeremy Carpendale Psychology Dept Simon Fraser University 8888 University Drive Burnaby, BC V5A 1S6 Canada jcarpend@sfu.ca	PT02.08; PT02.09
Calderon Sonsoles Calderon Complutense University Developmental and Educational Psychology Campus de Somosaguas 28223, Madrid Spain	PS01.2	Cassell Justine Cassell Center for Technology & Social Behavior Northwestern University 2-431, 2240 Campus Drive Evanston, IL 60208 USA justine@northwestern.edu	SY02.1
Callejas Carolina Callejas Facultad de Formación del Profesorado y Educación Universidad Autónoma de Madrid (UAM) Carretera de Colmenar Viejo Km. 15,500 Tres Cantos, Madrid ZIP. 28049 Madrid Spain carolina.callejas@uam.es	PS04.1; PS04.3	Castanho Ana Flavia Alonço Castanho Avenida Nova Independência 786 – apto 103 –Brooklin Novo São Paulo – S.P. Brazil – CEP 04570-000 anaflaviacastanho@gmail.com	PT01.13

Participant Directory

Cavicchi Elizabeth Cavicchi Edgerton Center, MIT 18 Clinton St. Woburn MA 01801 USA ecavicch@mit.edu	SY08.4	Commons Michael Lamport Commons 234 Huron Avenue Cambridge, MA 02138 USA commons@tiac.net	SY09.4; SY12.3
Charman Tony Charman Institute of Education University of London 20 Bedford Way London WC1H 0AL UK t.charman@ioe.ac.uk	IS01	Conry-Murray Clare Conry-Murray Penn State University, Beaver 100 University Drive, 3K RAB Monaca, PA 15061 USA cec23@psu.edu	PT01.30
Chen Shu-Min Chen No.4-18 Ming Shen Road Pingtung City, 90003 Taiwan shumin@mail.npue.edu.tw	PS05.1; PS05.5	Coppola Gabrielle Coppola Department of Biomedical Sciences University "G. D'Annunzio" of Chieti-Pescara Blocco A di Psicologia Campus Universitario Via dei Vestini n. 31 66100, Chieti Scalo Italy g.coppola@unich.it	PT01.25
Chen Min Chen 32 Hopkins Ct Berkeley, CA 94706 USA minchen@berkeley.edu	PT02.10	Coté Carol A Coté University of Scranton Department of Occupational Therapy Scranton, PA 18510 cotec2@scranton.edu	PS05.3
Church R Breckinridge Church Northeastern Illinois University 5500 North St. Louis Avenue Chicago, IL 60625 USA B-Church1@neiu.edu	PT01.26	Cox Brian D Cox Department of Psychology 135 Hofstra University Hempstead, NY 11549 USA Brian.D.Cox @ hofstra.edu	PS03.C; SY07.1
Cipriano Kristen Cipriano Vanderbilt University Peabody College #552 230 Appleton Place Nashville, TN 37203 USA KLCipriano@gmail.com.	PT01.21	Crist Joan Frances Crist Calumet College of St. Joseph 2400 New York Avenue Whiting, IN 46394 USA jcrist@ccsj.edu	SY12.2
Cohen Robert Cohen Ball Hall 100 Univ. of Memphis Memphis, TN 38152 USA rcohen@mail.psync.memphis.edu	SY11.1; SY11.3	Czaplewska Ewa Czaplewska ul. Wita Stwosza 58 80-952 Gda sk Poland logec@univ.gda.pl	PT01.18; PT02.07
Coleman Brett R Coleman 151 Ashland Ave. #3N Evanston, Il 60202 USA brett.coleman1@gmail.com	PT01.14	Dane A Dane Psychology Department Brock University St. Catharines, ON, L2S 3A1 Canada adane@brocku.ca	PS01.4

Participant Directory

Dansie	PT02.24	Dias	PT02.11; PT02.12
Elizabeth Dansie Utah State University Department of Psychology 487 EDUC Building 2810 Old Main Hill Logan, UT 84322 USA lilboo999@hotmail.com		Pedro Dias Faculty of Education and Psychology Portuguese Catholic University Rua Diogo Botelho, 1327 4169-005 Porto Portugal pdias@porto.ucp.pt	
Day	PS07.3	DiDavide	PT02.05
Kathryn Day 3074 Bateman Street Berkeley, California 94705-2048 USA kathday@berkeley.edu		Emily DiDavide Psychology Department Northeastern Illinois University 5500 N. St. Louis Ave Chicago, IL 60625 USA lildid57@yahoo.com	
Day	SY12.2	Didkowsky	SY05.6; SY05.D
James Meredith Day Psychology of Religion & Research Center Universite Catholique de Louvain Place Cardinal Mercier 10 1348 Louvain-la-Neuve Belgium james.day@uclouvain.be		Nora Didkowsky School of Social Work Dalhousie University 6414 Coburg Road Halifax, Nova Scotia, B3H 2A7 Canada irp@dal.ca	
de Souza	PS11.3; PT01.13	Diener	PT01.19
Maria Thereza Costa Coelho de Souza University of São Paulo Institute of Psychology Rua Pamplona, 1364 – casa 13 01405-002 São Paulo – SP Brazil mtdesouza@usp.br		Marissa Diener University of Utah 225 South 1400 East, Rm. 228 AEB Salt Lake City, UT 84112-0080 USA Marissa.diener@fcs.utah.edu	
Defeo	PT01.15	Ding	PT01.19
Dayna Defeo New Mexico State University 1500 University Dr. Carlsbad, NM 88220 USA ddefeo@cavern.nmsu.edu		Bing Ding University of Utah 225 South 1400 East, Rm. 228 AEB Salt Lake City, UT 84112-0080 USA Bing.ding@fcs.utah.edu	
Delgado	PS06.1	Domínguez-Pareto	PS06.2
Begoña Delgado Facultad de Psicología UNED Despacho, 1.67 C/Juan del Rosal, 10. 28040. Madrid Spain bdelgado@psi.uned.es		Irenka Domínguez-Pareto 1005 6th Street Albany, CA 94706 USA idpareto@berkeley.edu	
DeLisl	PT01.31	Dopico	PS02.1; PS04.3
Sarah DeLisle 2000 Grand Avenue Apt. #303 Nashville, TN 37212 USA sarah.s.delisle@vanderbilt.edu		Cristina Dopico Facultad de Psicología Universidad Complutense de Madrid Campus de Somosaguas ZIP 28223 – Pozuelo de Alarcón Madrid Spain cdopico@psi.ucm.es	

Participant Directory

Drollette Eric Drollette Utah State University Department of Psychology 487 EDUC Building 2810 Old Main Hill Logan, UT 84322 USA e.s.d@aggiemail.usu.edu	PT02.24	Fen Chan Yi Fen Division of Psychology School of Humanities & Social Sciences Nanyang Technological University Block S3.2, B1 Nanyang Avenue Singapore 639798 chan0221@ntu.edu.sg	PS05.4
Enesco Ileana Enesco Facultad de Psicología Universidad Complutense de Madrid Campus de Somosaguas ZIP 28223 – Pozuelo de Alarcón Madrid Spain ienesco@psi.ucm.es	PS02.1; PS04.2	Fischer Gwen B Fischer POB 133 Hiram, Ohio 44234 USA fischergb@hiram.edu	PT02.13
Englund Katherine Englund 346 Montford Ave #1 Asheville NC 28801 USA katienglund@gmail.com	PT01.01	Flores Jayson Flores Northeastern Illinois University 5500 North St. Louis Avenue Chicago, IL 60625 USA J-Flores4@neiu.edu	PT01.26
Escudero Ana Escudero Facultad de Psicología Universidad Complutense de Madrid Campus de Somosaguas ZIP 28223 – Pozuelo de Alarcón, Madrid Spain anescudero@psi.ucm.es	PS04.1; PS04.3	Florsheim Paul Florsheim Center for Urban Population Health University of Wisconsin-Milwaukee 1020 N. 12th Street, Suite 4180 Milwaukee, WI 53233 USA paulf@uwm.edu	PS02.2; PT02.21
Evans David W Evans Bucknell University Lewisburg, PA 17837 USA dwevans@bucknell.edu	IS02	Foss Andrea Foss School of Psychological Sciences University of Northern Colorado Greeley, CO 80639 USA Foss1345@bears.unco.edu	PT02.30
Ezcurra Marta Ezcurra Plateros No. 110 Torre 73-1501 Col. San José Insurgentes Deleg. B. Juárez C.P. 03900 México D.F. meezcurra@gmail.com	SY01.4	Fox Nathan Fox Child Development Lab University of Maryland 3304 Benjamin Building College Park, MD 20742-1131 fox@umd.edu	PLO2
Feldman Michael Feldman School of Psychological Sciences University of Northern Colorado Greeley, CO 80639 USA etzbseder@me.com	PT02.30	Frausto Kim Frausto Department of Psychology University of Utah 380 S. 1530 E., Room 502 Salt Lake City, UT 84112 USA slick_930@msn.com	PS02.2

Participant Directory

Fritts	PT02.04	Garito	PT01.25
Thomas Fritts Institute of Psychology Illinois Institute of Technology 3105 South Dearborn, 2nd floor Chicago IL 60616 USA tfritts@iit.edu		Maria Concetta Garito Department of Biomedical Sciences University "G. D'Annunzio" of Chieti-Pescara Blocco A di Psicologia Campus Universitario Via dei Vestini n. 31 66100, Chieti Scalo Italy mc.garito@unich.it	
Fryberg	PL04	Gibson	PS12.1
Stephanie A Fryberg Department of Psychology Bldg. 68, Rm 324 University of Arizona Tucson, AZ 85721 USA fryberg@u.arizona.edu		Jonathan Gibson 25 Wymount Terrace Provo, Utah 84604 USA jonathangibson@byu.net	
Frye	PT02.24	Giesbrecht	PT01.07; PT02.20
Amber Frye Utah State University Department of Psychology 487 EDUC Building 2810 Old Main Hill Logan, UT 84322 USA a.frye@aggiemail.usu.edu		Gerry Giesbrecht Department of Psychology University of Victoria PO Box 3050 Stn CSC Victoria, BC V8W 3P5 Canada gerryg@uvic.ca	
Fuimara	PS12.2	Gingo	PT01.05
Melissa Fuimara Department of Psychology Merrimack College North Andover, MA 01845 USA fuimaram@merrimack.edu		Matthew E Gingo Graduate School of Education Cognition & Development 4511 Tolman Hall UC Berkeley Berkeley, CA 94720-0407 USA mg@berkeley.edu	
Fujita	PT01.09	Gordon	IS03
Yutaka Fujita Kumamoto University 2-40-1 Kurokami Kumamoto, 860-8555 Japan fujita@gpo.kumamoto-u.ac.jp		Wendy Gordon Department of Psychology North Dakota State University Fargo, ND 58108-6050 USA wendy.troop@ndsu.edu	
Gallagher	PS08.D	Grazia	PT01.25
Jeanette McCarthy Gallagher Temple University 30 Golfview Road Doylestown, PA 18901 USA Jinpia@aol.com		Annalisa Grazia Department of Biomedical Sciences University "G. D'Annunzio" of Chieti-Pescara Blocco A di Psicologia Campus Universitario Via dei Vestini n. 31 66100, Chieti Scalo Italy annalisa.grazia@libero.it	
Gariépy	SY07.2	Guerrero	PS04.1; PS04.2
Jean-Louis Gariépy 227 Davie Hall CB# 3270 Psychology Dept. UNC-CH Chapel Hill, NC 27599-3270 USA lgariepy@email.unc.edu		Silvia Guerrero E U de Magisterio, Fray Luis de León Universidad de Castilla-La Mancha (UCLM) Avda. de los Alfares 42 ZIP 16071 - CUENCA – Spain silvia.guerrero@uclm.es	

Participant Directory

Hammond Stuart Hammond Simon Fraser University Department of Psychology RCB 5246 8888 University Drive Burnaby BC, V5A 1S6 Canada shammond@sfu.ca	PT01.10	Hernández-Ulloa Abel Rubén Hernández-Ulloa Universidad de Guanajuato Repúblicas No. 125 Col. Portales. Delg. Benito Juárez CP. 03300 México D.F. abelruben@gmail.com	SY01.3
Harder Susanne Harder The University Clinic University of Copenhagen Landemærket 9 1119 Copenhagen Denmark	PS09.3	Holland James D Holland School of Psychological Sciences University of Northern Colorado McKee 14, Campus Box 94 Greeley, CO 80639 USA James.Holland@unco.edu	SY10.1
Hardy Sam A Hardy Department of Psychology 1040 SWKT Brigham Young University Provo, UT 84602 USA sam_hardy@byu.edu	PS07.1.1	Homa Natalie Homa Saint Louis University Department of Psychology 221 North Grand Blvd St. Louis, MO 63103 USA nhoma@slu.edu	PT01.10
Haryanto Zeni Haryanto Jl. Sambiling 2 Kelua, Samarinda 75123 Indonesia	PT01.17	Horn Stacey Horn College of Education (MC 147) 1040 West Harrison Street University of Illinois at Chicago Chicago, Illinois 60607-7133 USA sshorn@uic.edu	PS07.C
Helwig Charles C. Helwig Department of Psychology University of Toronto Sidney Smith Hall 100 St. George Street Toronto, Ontario M5S 3G3 Canada helwig@psych.utoronto.ca	PS11.1	Howard Katie Howard Psychology Bldg 202 University of Memphis Memphis, TN 38152 USA katieanne.howard@gmail.com	SY11.2
Henriques Margarida R. Henriques Faculty of Psychology and Education University of Minho Rua do Dr. Manuel Pereira da Silva 4200-392 Porto Portugal mrangel@fpce.up.pt	PT02.12	Howe Nina Howe Department of Education Concordia University 1455 de Maisonneuve West Montreal, QC H3G 1M8 Canada nina.howe@education.concordia.ca	PT01.29
Hernandez-Navarrete Armando Hernandez-Navarrete Universidad Autónoma Metropolitana Calzada del Hueso 1100 Colonia Villa Quietud Delegación Coyoacán México, D.F. México armandohn@hotmail.com	PT02.29	Hsueh Yeh Hsueh 100 Ball Hall University of Memphis Memphis, TN 38152 USA yehhsueh@memphis.edu	PS05.C; PS08.4; SY11.3

Participant Directory

Hudak Cristina Hudak Department of Psychology University of Utah 380 S. 1530 E., Room 502 Salt Lake City, UT 84112 USA cristina.hudak@psych.utah.edu	PS02.2	Ippolito Maria Ippolito University of Memphis Memphis, TN 38152 USA mariuch84@hotmail.com	SY11.3
Huerta Snjezana Huerta Arizona State University Department of Psychology 950 S. McAllister Ave Tempe, AZ 85287-1104 shuerta1@asu.edu	PT01.10	Jacobs Steven Andrew Jacobs Northeastern Illinois University 5500 North St. Louis Avenue Chicago, IL 60625 USA S-Jacobs1@neiu.edu	PT01.26
Hutchins Tiffany Hutchins Department of Communication Sciences University of Vermont 489 Main Street, Pomeroy Hall Burlington, VT 05405 USA Tiffany.hutchins@uvm.edu	SY02.2	Jacoby Brian Jacoby 3379 Richard Ave Eugene, OR 97402 USA bjacoby@uoregon.edu	PT02.14
Hutchison Sarah Hutchison Department of Psychology University of Victoria PO Box 3050 Stn CSC Victoria, BC V8W 3P5 Canada smh@uvic.ca	PT01.07	Jacques Sophie Jacques Psychology Department Dalhousie University Life Sciences Centre Halifax, NS B3H 4J1 Canada sophie.jacques@dal.ca	PT01.06
Huizinga Mariëtte Huizinga Department of Psychology University of Amsterdam Roetersstraat 15, 1018 WB Amsterdam The Netherlands m.huizinga@uva.nl	IS02	Jiaying Soon Jiaying Division of Psychology School of Humanities & Social Sciences Nanyang Technological University Block S3.2, B1 Nanyang Avenue Singapore 639798 soon0017@ntu.edu.sg	PS05.4
Iapicca Lauren Iapicca Department of Psychology Merrimack College North Andover, MA 01845 USA iapiccal@merrimack.edu	PS12.3	Jiménez Laura Jiménez Escuela Universitaria de Magisterio Edificio Fray Luis de León Avda. de los Alfares 42 Universidad de Castilla la Mancha C.P. 16071 – CUENCA Spain laura.jimenez@uclm.es	PS04.1; PS04.3
Ibarra José Huerta Ibarra Facultad de Psicología UNAM Calle 7 No. 9. Club de Golf México. C. P. 14620 México D. F. voiekov@yahoo.com.mx	SY01.D	Jindani Farah Jindani 201-195 Wynford Drive Toronto, ON, M3C 3P3 Canada fjindan@gmail.com	PT02.19
		Johnson Patrick B Johnson Human Development and Learning Dowling College Oakdale, NY, 11767 johnsonp@dowling.edu	PT02.06

Participant Directory

Johnson Helen L Johnson Elementary & Early Childhood Education Queens College/City University of New York 65-30 Kissena Blvd. Flushing, NY 11367 USA hmljohnson@gmail.com	PT02.22	Kelley Elizabeth Kelley Department of Psychology Queen's University 62 Arch Street Kingston, ON K7L 3N6 Canada kelleyb@queensu.ca	PS06.3; PT01.04
Jones Kailey Jones School of Psychological Sciences University of Northern Colorado Greeley, CO 80639 USA Jones2486@yahoo.com	PT02.30	Kim Eun-Kyung Kim Department of Child Psychotherapy Hanyang University 17 Haengdang-dong, Seongdong-gu Seoul, 133-791 South Korea enkkim@gmail.com	PT02.18
Jordan Kerry Jordan Utah State University Department of Psychology 487 EDUC Building 2810 Old Main Hill Logan, UT 84322 USA kerry.jordan@usu.edu	PT02.24	Kirmayer Laurence Kirmayer Jewish General Hospital 4333 Cote Ste-Catherine Rd Montreal QC H3T 1E4 Canada laurence.kirmayer@mcgill.ca	PL03
Kaczorowska-Bray Katarzyna Kaczorowska-Bray ul. Wita Stwosza 58 80-952 Gda sk Poland logkk@univ.gda.pl	PT01.18; PT02.07	Kitzmann Katherine Kitzmann Psychology Bldg 202 University of Memphis Memphis, TN 38152 USA k.kitzmann@mail.psyg.memphis.edu	SY11.2
Kadota Lena Kadota Bryn Mawr College 227 Bettws-Y-Coed Department of Psychology Bryn Mawr, PA 19010 USA lkadota@brynmawr.edu	PT01.20; PT02.03	Klaczynski Paul A Klaczynski School of Psychological Sciences University of Northern Colorado Greeley, CO 80639 USA paul.klaczynski@unco.edu	PT02.30; PS04.C; SY10.D
Kahn Jason Kahn Tufts University Medford, MA, USA Jason.kahn@tufts.edu	PS10.4	Komolova Masha Komolova University of Utah Psychology Department 380 S, 1530 E, Room 502 Salt Lake City, UT, 84112 USA masha.komolova@psych.utah.edu	PT02.21
Kay Theresa Kay Weber State University Psychology Department 1202 University Circle Ogden, UT 84408-1202 USA tkay@weber.edu	PT02.16	Køppe Simo Køppe The University Clinic University of Copenhagen Landemærket 9 1119 Copenhagen Denmark	PS09.3

Participant Directory

Kuryluk Amanda Kuryluk Ball Hall 100 Univ. of Memphis Memphis, TN 38152 USA dkuryluk@memphis.edu	SY11.1; SY11.3	Lau Cindy Lau Psychology Department University of British Columbia 2136 West Mall Vancouver, BC, V6T 1Z4 Canada cindycyl@telus.net	SY05.2
Kusumawati Dian Kusumawati Jl. Sangkuriang S-5 Bandung 40135 Indonesia dian_acil@yahoo.com	PT01.17	Laupa Marta Laupa Psychology Dept. Rhode Island College 600 Mount Pleasant Providence, RI 02908 USA mlaupa@ric.edu	PS05.2
Lago Oliva Lago Facultad de Psicología Universidad Complutense de Madrid Campus de Somosaguas ZIP 28223 – Pozuelo de Alarcón Madrid Spain oliva@psi.ucm.es	PS02.1; PS04.2	Le Mare Lucy Le Mare Faculty of Education Simon Fraser University 8888 University Dr. Burnaby, BC V5A 2R4 Canada lemare@sfu.ca	PS02.3
Laird Robert D Laird Department of Psychology, GP 2001 University of New Orleans New Orleans, LA 70148 USA rlaird@uno.edu	PT01.02	Leadbeater Bonnie Leadbeater Department of Psychology University of Victoria PO Box 3050 Stn CSC Victoria, BC, V8W 3P5 Canada bleadbea@uvic.ca	PT02.20
Lalonde Christopher E Lalonde Department of Psychology University of Victoria PO Box 3050 Stn CSC Victoria, BC V8W 3P5 Canada lalonde@uvic.ca	PS01.1	Lee KyungSook Lee 3010 Staten Ave. #12 Lansing, MI 48910 USA leekyun3@msu.edu	PT02.15
Lamm Connie Lamm Child Development Lab University of Maryland College Park Maryland USA connie.lamm@gmail.com	IS02	Lee Jung-Sook Lee Department of Child Psychotherapy Hanyang University 17 Haengdang-dong, Seongdong-gu, Seoul, 133-791 South Korea ljs1994@hanyang.ac.kr	PT02.18
Landeros Madelyn Landeros Psychology Department Northeastern Illinois University 5500 N. St. Louis Ave USA Chicago, IL 60625 m_landeros84@yahoo.com	PT02.04	Leung Rachel Leung c/o ASD Studies Department of Psychology Queen's University 62 Arch Street Kingston, ON K7L 3N6 Canada 5rl6@queensu.ca	PS06.3

Participant Directory

Lewis	IS02	Lins	PT01.16
Marc D Lewis Human Development & Applied Psychology OISE/University of Toronto 252 Bloor Street West Toronto, ON M5S 1V6 Canada mlewis@oise.utoronto.ca		Maria Judith Sucupira da Costa Lins Universidade Federal Rio de Janeiro – Brasil Rua Abade Ramos 131-402 – Jardim Botânico Rio de Janeiro – RJ – 2461-090 Brazil mariasucupiralins@terra.com.br	
Li	PS06.3; PT01.04	Liu	PS11.1
Annie Li Department of Psychology Queen's University 62 Arch Street Kingston, ON K7L 3N6 Canada 6asml@queensu.ca		Chunqiong Liu College of Education (Teachers College) Nanjing Normal University 122 Ninghai Road The Building of Yifu, Room 1001 Nanjing, 210097 People's Republic of China chunqiongliu@163.com	
Li	PS09.1; PS05.4	Lucas	PS01.2
Qu Li Division of Psychology School of Humanities & Social Sciences Nanyang Technological University Block S3.2, B4-51 Nanyang Avenue Singapore 639798 quli@ntu.edu.sg		Beatriz Lucas Complutense University Developmental and Educational Psychology Campus de Somosaguas 28223, Madrid Spain	
Li	SY05.5	Ludman	PT02.06
Chun Li Department of Psychology 88# Wenhua Road Shandong Normal University Jinan, Shandong China Lichun0308@163.com		Allan Ludman Director, GLOBE NY Metro Queens College 65-30 Kissena Boulevard Flushing, NY 11367-1597 USA allan.ludman@qc.cuny.edu	
Li	SY11.2	Mabula	PT02.13
Jin Li Box 1938 Brown University 21 Manning Walk Providence, RI 02912 USA Jin_Li@brown.edu		Masalakulangwa Mabula POB 105265 Dar es Salaam, Tanzania masalakulangwaii@yahoo.com	
Liebermann	PS03.2; PT01.07	MacDonald	PT02.20
Dana Liebermann Department of Psychology University of Victoria P.O. Box 3050 Stn CSC Victoria, B.C V8W 3P5 Canada DL@uvic.ca		Stuart MacDonald Department of Psychology University of Victoria PO Box 3050 Stn CSC Victoria, BC, V8W 3P5 Canada smacd@uvic.ca	
Lightfoot	SY07.O; SY04.D	Maeda	PT02.31
Cynthia Lightfoot Penn State University-Brandywine 25 Yearsley Mill Road Media, PA 19063-5595 USA Cgl3@psu.edu		Hiroshi Maeda Saitama Prefectural University 2-25-2-1503 Sasazuka Shibuya-ku Tokyo, 151-0073 Japan korusuke@mx.mesh.ne.jp	

Participant Directory

Mahy Caitlin E V Mahy Psychology Department 1227 University of Oregon Eugene, OR 97403-1227 USA cmahy@uoregon.edu	PT01.08	Maruno Shunichi Maruno Kyushu University 6-19-1 Hakozaki, Higashi-Ku Fukuoka, 812-8581 Japan mashun37@hes.kyushu-u.ac.jp	PT01.09
Malerstein A J Malerstein 18 Parnassus Av San Francisco, CA 94117 USA ajmalerstein@earthlink.net	PS10.2	Mascolo Michael F Mascolo Department of Psychology Merrimack College North Andover, MA 01845 USA Michael_Mascolo@Yahoo.com	PS12.2; PS12.3
Mandujano Mario Mandujano Universidad Autónoma Metropolitana Calzada del Hueso 1100 Col Villa Quietud Delegación Coyoacán México, D.F. mariom@att.net.mx	PT02.27; PT02.29	Mavis Tang Yi Wen Mavis Division of Psychology School of Humanities & Social Sciences Nanyang Technological University Block S3.2, B1 Nanyang Avenue Singapore 639798 H050042@ntu.edu.sg	PS09.1
Marques Sofia Marques Department of Psychology University of Minho Campus De Gualtar 4710-059 Braga Portugal tsfiamoreira@hotmail.com	PT02.11; PT02.12	Mayer Susan J Mayer Brandeis University 12 Graydale Circle Newton, MA 02466 USA sjmayer@brandeis.edu	SY08.1
Martínez Omar Cecilio Martínez Instituto Politécnico Nacional Lauro Aguirre 120, esquina Sor Juana Inés de la Cruz Col. Agricultura, Del. Miguel Hidalgo CP. 11360 Mexico alfao373@gmail.com	SY01.2	Mayes Linda C Mayes Yale Child Study Center 230 South Frontage Road New Haven, CT 06520 linda.mayes@yale.edu	PT02.23
Martins Eva Costa Martins ISMAI - Instituto Superior da Maia Av. Carlos Oliveira Campos Castelo da Maia 4475-690 Avioso S. Pedro Portugal emartins@ismai.pt	PT01.22	McKay Lee-Ann McKay Department of Psychology University of Calgary 2500 University Drive NW Calgary AB T2N 1N4 Canada lamckay@ucalgary.ca	PT01.06
Martins Carla Martins Dept of Psychology Univ of Minho Campus De Gualtar 4710-059 Braga Portugal cmartins@iep.uminho.pt	PT01.22; PT02.12	McKenzie Stephanie McKenzie Simon Fraser University Department of Psychology RCB 5246 8888 University Drive Burnaby BC, V5A 1S6 Canada sam12@sfu.ca	PT01.10

Participant Directory

Mcquaid Nancy Mcquaid Psychology Dept Simon Fraser University 8888 University Drive Burnaby, BC V5A 1S6 Canada nmcquaid@sfu.ca	PT02.08	Miller Patrice Marie Miller Department of Psychology Salem State College Salem, MA 01970 USA PatriceMarieMiller@comcast.net	SY09.1
McWhirter Benedict McWhirter 276 Education 5251 University of Oregon Eugene, OR 97403-5251 USA benmcw@uoregon.edu	PT02.14	Miller Jonas Gensaku Miller Dare Institute 234 Huron Avenue Cambridge, MA 02138 USA jonasmill@gmail.com	SY12.2; SY09.3
Melling Brent Melling Psychology Department 1001 Spencer W Kimball Tower Brigham Young University Provo, UT 84602 USA brentmelling@gmail.com	PT01.33	Miller Kristi Miller Department of Psychology University of Utah 380 S. 1530 E., Room 502 Salt Lake City, UT 84112 USA kristimiller88@gmail.com	PS02.2
Menéres Sofia Menéres Simon Fraser University Psychology Department RCB 5246 8888 University Drive Burnaby, BC V5A 1S6 Canada mcabralm@sfu.ca	PT02.09	Mitchell Robert W Mitchell Department of Psychology 127 Cammack Building 521 Lancaster Avenue Eastern Kentucky University Richmond, KY 40475 USA robert.mitchell@eku.edu	PT02.25
Merryman Julia Merryman Center for Technology & Social Behavior Northwestern University 2-431, 2240 Campus Drive Evanston, IL 60208 USA jamerryman@gmail.com	SY02.1	Montero Ignacio Montero Facultad de Psicología U.A.M Despacho 62 Campus de Cantoblanco Ctra. de Colmenar, km.15 28049 Madrid Spain nacho.montero@uam.es	PS06.1
Mesquita Ana Mesquita School of Health Sciences University of Minho Campus De Gualtar 4710-059 Braga Portugal anamesquita@ecsau.de.uminho.pt	PT02.11	Moreira Emília Moreira Faculty of Psychology and Education University of Minho Rua do Dr. Manuel Pereira da Silva 4200-392 Porto Portugal emilia.moreira@gmail.com	PT02.12
Milbrath Constance Milbrath Human Early Learning Partnership University of British Columbia 440-220 East Mall Vancouver, BC V6T 1Z3 Canada constance.milbrath@ubc.ca	SY07.3	Morgante James D Morgante University of Massachusetts – Amherst Tobin Hall: Department of Psychology 135 Hicks Way Amherst, MA 01003 USA jmorgant@psych.umass.edu	PT01.27

Participant Directory

Moses Louis Moses Psychology Department 1227 University of Oregon Eugene, OR 97403-1227 USA moses@uoregon.edu	PT01.08	Nichols Nita Nichols New Mexico State University 1500 University Dr. Carlsbad, NM 88220 USA nnichols@cavern.nmsu.edu	PT01.15
Mueller Ulrich Mueller Department of Psychology University of Victoria PO Box 3050 Stn CSC Victoria, BC V8W 3P5 Canada umueller@uvic.ca	PT01.07	Noland Julia Noland Vanderbilt University Peabody College #552 230 Appleton Place Nashville, TN 37203 USA julia.noland@vanderbilt.edu	PT01.21
Muñoz-Ledo Patricia Muñoz-Ledo Universidad Autónoma Metropolitana Calzada del Hueso 1100 Col Villa Quietud Delegación Coyoacán México, D.F. patmura@hotmail.com	PT02.27; PT02.29	Orillion Ashley R Orillion CPU Box 274662 University of Rochester Rochester, NY 14627 USA ashleyorillion@gmail.com	PT01.30
Myers Lauren J Myers Bryn Mawr College 301 Bettws-Y-Coed Department of Psychology Bryn Mawr, PA 19010 USA ljmyers@brynmawr.edu	PT01.20; PT02.03	Ortiz Emeline Ortiz Psychology Department Northeastern Illinois University 5500 N. St. Louis Ave Chicago, IL 60625 USA ejanet2001mx@yahoo.com.mx	PT02.04
Nelson Katherine Nelson 50 Riverside Drive Apt. 4B New York, NY 10024 USA KNelson@gc.cuny.edu	SY06	Osório Ana Osório Dept of Psychology Univ of Minho Campus De Gualtar 4710-059 Braga Portugal ana.c.osorio@gmail.com	PT01.22
Newman Judith L Newman Human Development & Family Studies Penn State Abington 1600 Woodland Road Abington, PA 19001 USA jln1@psu.edu	PS07.2	Pachamuthu Revathy D/O Pachamuthu Division of Psychology School of Humanities & Social Sciences Nanyang Technological University Block S3.2, B1 Nanyang Avenue Singapore 639798 revat_pl@hotmail.com	PS09.1
Niccols Alison Niccols McMaster University Box 2000 Hamilton, Ontario L8N 3Z5 Canada niccols@hhsc.ca	IS03	Palha Joana Palha School of Health Sciences University of Minho Campus De Gualtar 4710-059 Braga Portugal japalha@ecsau.de.uminho.pt	PT02.11

Participant Directory

Parra Gilbert Parra Ball Hall 100 Univ. of Memphis Memphis, TN 38152 USA gparra@mail.psych.memphis.edu	SY11.1	Prelock Patricia A Prelock Department of Communication Sciences University of Vermont 489 Main Street, Pomeroy Hall Burlington, VT 05405 USA Patricia.prelock@uvm.edu	SY02.2
Pasupathi Monisha Pasupathi University of Utah Psychology Department 380 S, 1530 E, Room 502 Salt Lake City, UT, 84112 USA monisha.pasupathi@psych.utah.edu	PS01.3; PT02.21	Prusky Carly Prusky 159 Beechwood Avenue Toronto, Ontario M2L 1J9 Canada cprusky@oise.utoronto.ca	PT01.03
Pelletier Janette Pelletier 45 Walmer Road Toronto, Ontario M5R 2X2 Canada jpelletier@oise.utoronto.ca	PT01.03	Pufall Peter B Pufall Smith College Clark Science Center Northampton, MA 01063 USA ppufall@email.smith.edu	PS10.C; PT02.01; PT02.02
Pereira Mariana Pereira Department of Psychology University of Minho Campus De Gualtar 4710-059 Braga Portugal marianamaguiar@hotmail.com	PT02.11; PT02.12	Pulido Rosa Pulido Complutense University Developmental and Educational Psychology Campus de Somosaguas 28223, Madrid Spain rosa.pulido@psi.ucm.es	PS01.2
Pham Phung K Pham University of Utah Department of Psychology 380 South 1530 East, Room 502 Salt Lake City, UT 84102 USA phung.pham@psych.utah.edu	PT02.26	Rangel Margarida Rangel Faculty of Psychology and Education University of Porto Rua do Dr. Manuel Pereira da Silva 4200-392 Porto Portugal mrangel@fpce.up.pt	PT02.11; PT02.16
Plumet Marie-Hélène Plumet Université Paris Descartes - CNRS Laboratoire Développement et fonctionnement cognitifs 46, Rue St Jacques, 75005 Paris France marie-helene.plumet@paris5.sorbonne.fr	SY02.3	Rauchwerk Susan Rauchwerk Lesley University 29 Everett Street Cambridge MA 02138-2790 USA srauchwe@lesley.edu	SY08.3
Posada Roberto Posada Universidad Nacional de Colombia Depto. de Psicología Carrera 30 45 – 30 Edificio 212 Bogota Colombia roposadagi@unal.edu.co	PT02.17	Recchia Holly E Recchia Department of Psychology Concordia University 7141 Sherbrooke Street West Montréal, QC H4B 1R6 Canada hrecchia@gmail.com	PT01.29

Participant Directory

Reker Dana L Reker Psychology Department Trent University Peterborough, ON, K9J 7B8 Canada danareker@trentu.ca	PS01.4	Rodríguez Luis Mauricio Rodríguez Salazar Instituto Politécnico Nacional Lauro Aguirre 120, esquina Sor Juana Inés de la Cruz Col. Agricultura, Del. Miguel Hidalgo CP. 11360 México D. F. lmrodrig@cinvestav.mx	SY01.1
Richardson Andrew Michael Richardson Dare Institute 234 Huron Avenue Cambridge, MA, 02138 USA AndrewMRichardson@yahoo.com	SY12.1; SY12.3	Rodriguez Joseph Anthony Rodriguez Dare Institute 234 Huron Avenue Cambridge, MA 02138 USA joe7831@gmail.com	SY09.2
Rickard Carolyn Rickard University of Colorado Boulder Speech, Language, and Hearing Sciences 2501 Kittredge Loop Boulder, CO 80309-0409 USA Carolyn.Rickard@Colorado.edu	PS09.2	Rosas-Colin Carmen Patricia Rosas-Colin Instituto Politécnico Nacional Lauro Aguirre 120, esquina Sor Juana Inés de la Cruz Col. Agricultura, Del. Miguel Hidalgo CP. 11360 Mexico cprosc@yahoo.com.mx	SY01.2
Robinett Terri Lee Robinett SAP 4343 North Scottsdale Rd, Suite 260 Scottsdale AZ. 85251 USA tlee robinett@yahoo.com	SY12.2	Ross Sara Nora Ross Antioch University McGregor 3109 State Route 222 Bethel, OH 45106-8225 USA Sara.nora.ross@gmail.com	SY12.2; SY12.4
Roded Alona D Roded Graduate School of Education Cognition & Development 4511 Tolman Hall UC Berkeley Berkeley, CA 94720-0407 USA aroded@berkeley.edu	PT01.05	Saiden Jorge Elias Saiden Repúblicas No. 125 Col. Portales. Delg. Benito Juárez CP. 03300 México D.F. j.elias.san@gmail.com	SY01.3
Rodríguez Purificación Rodríguez Facultad de Psicología Universidad Complutense de Madrid Campus de Somosaguas ZIP 28223 – Pozuelo de Alarcón Madrid Spain p.marcos@psi.ucm.es	PS02.1; PS04.2	Sánchez Carmen Sánchez Universidad Autónoma Metropolitana Calzada del Hueso 1100 Col Villa Quietud Delegación Coyoacán México, D.F. carmens@att.net.mx	PT02.27; PT02.29
Rodriguez Adelina Rodriguez New Mexico State University 1500 University Dr. Carlsbad, NM 88220 USA adelrodr@hotmail.com	PT01.15	Saxe Geoffrey Saxe President, Jean Piaget Society Univ of California – Berkeley 4315 Tolman Hall Berkeley, CA USA saxe@socrates.berkeley.edu	OR

Participant Directory

Saylor	PT01.31	Seltzer	ISO1
Megan Saylor Psychology and Human Development Vanderbilt University 0552 GPC 230 Appleton Place Nashville, TN 37203-5721 USA m.saylor@vanderbilt.edu		Marsha Seltzer University of Wisconsin - Madison Waisman Center 1500 Highland Avenue Madison, WI 53705 USA mseltzer@waisman.wisc.edu	
Schachter	SY04.1	Setiono	PT01.17
Elli Schachter School of Education Bar-Ilan University Ramat-Gan 52900 Israel schache@mail.biu.ac.il		Kusdwiratri Setiono Jl. Sangkuriang S-5 Bandung 40135 Indonesia setionot@bdg.centrin.net.id	
Schick	PS09.2	Severson	PT01.28
Brenda Schick University of Colorado Boulder Speech, Language, and Hearing Sciences 2501 Kittredge Loop Boulder, CO 80309-0409 USA Brenda.Schick@Colorado.edu		Rachel L Severson Department of Psychology University of Washington Box 351525 Seattle, WA 98195-1525 USA raches@u.washington.edu	
Schlemmer	SY03.3	Shaw	PS12.C; PT01.32
Matthias Schlemmer Vienna University of Technology DVR-Number 0005886 Gusshausstrasse 27-29 E376 1040 Vienna Austria schlemmer@acin.tuwien.ac.at		Leigh A Shaw Department of Psychology Weber State University 1202 University Circle Ogden, UT 84408-1202 USA lshaw@weber.edu	
Schmidt	OR	Shorr	SY08.D
Louis Schmidt Department of Psychology McMaster University Hamilton, Ontario, L8S 4K1 Canada schmidtl@mcmaster.ca		William Shorr 131 Franklin Street Allston MA, 02134 USA wshorr@wheelock.edu	
Schoffstall	SY11.1; SY11.3	Sierra	PS04.1; PS04.2
Corrie L Schoffstall Ball Hall 100 Univ. of Memphis Memphis, TN 38152 USA cschffst@memphis.edu		Purificación Sierra Facultad de Psicología Universidad Nacional de Educación a Distancia Juan del Rosal, nº 10 (Ciudad Universitaria) – ZIP. 28040-Madrid Spain psierra@psi.uned.es	
Seoane	PS01.2	Silva	PT02.05
Gema Martin Seoane Complutense University Developmental and Educational Psychology Campus de Somosaguas 28223, Madrid Spain gema.martin@psi.ucm.es		Veronica Silva Psychology Department Northeastern Illinois University 5500 N. St. Louis Ave Chicago, IL 60625 USA veronicagirl18@yahoo.com	

Participant Directory

Silva Joana Silva Department of Psychology University of Minho Campus De Gualtar 4710-059 Braga Portugal joana.mrs@portugalmail.com	PT02.11; PT02.12	Smith Melissa Smith Department of Psychology University of North Carolina at Asheville CPO# 1630 Asheville, NC 28804 USA msmith@unca.edu	PT01.01
Silverberg Samantha Silverberg Seegers Union Box 2450 Muhlenberg College 2400 Chew Street Allentown, PA 18104 USA ss235215@muhlenberg.edu	PT01.12	Snedeker Jesse Snedeker 33 Kirkland St Department of Psychology Harvard University Cambridge MA 02138 USA snedeker@wjh.harvard.edu	PS03.3; PT01.23
Sinno Stefanie Sinno Psychology Department Muhlenberg College 2400 Chew Street Allentown, PA 18104 USA ssinno@muhlenberg.edu	PT01.12	Soares Isabel Soares Dept of Psychology Univ of Minho Campus De Gualtar 4710-059 Braga Portugal isoares@iep.uminho.pt	PT02.11; PT02.12
Sipal Rafet Firat Sipal Hacettepe University Department of Child Development Sihhiye-Ankara 06100 Turkey fsipal@hacettepe.edu.tr	PT02.28	Sokol Bryan W Sokol Saint Louis University Department of Psychology 221 North Grand Blvd St. Louis, MO 63103 USA bsokol1@slu.edu	PS06.C; PT01.10
Skalski Jonathan Skalski Psychology Department 1001 Spencer W. Kimball Tower Brigham Young University Provo, UT 84602 USA jskalski@byu.edu	PS10.1; PT01.33	Solbes Irene Solbes Facultad de Psicología Universidad Complutense de Madrid Campus de Somosaguas ZIP 28223 – Pozuelo de Alarcón Madrid Spain irenesolbes@psi.ucm.es	PS02.1; PS04.3
Sloman Aaron Sloman School of Computer Science The University of Birmingham Birmingham, B15 2TT England, UK A.Sloman@cs.bham.ac.uk	SY03.3	Solomon Olga Solomon Occupational Science & Occupational Therapy University of Southern California 1540 East Alcazar Street, CHP 133 Los Angeles, CA 90089-9003 olga.solomon@usc.edu	SY02.4
Smetana Judi Smetana Department of Clinical & Social Psychology University of Rochester RC Box 270266 Rochester, NY 14627-0266 USA judith.smetana@rochester.edu	PS01.C	Sousa Nuno Sousa School of Health Sciences University of Minho Campus De Gualtar 4710-059 Braga Portugal njcsousa@ecsau.de.uminho.pt	PT02.11

Participant Directory

Sousa Marlene Sousa Faculty of Psychology and Education University of Minho Rua do Dr. Manuel Pereira da Silva 4200-392 Porto Portugal lpsi03136@fpce.up.pt	PT02.12	Stojanov Georgi Stojanov The American University of Paris 147 rue de Grenelle 75007 Paris France gstojanov@aup.fr	SY03.1
Spencer Katherine S Spencer Children's Healthcare of Atlanta at Scottish Rite Aflac Cancer Center & Blood Disorders Service 5455 Meridian Mark Road, Suite 400 Atlanta, GA 30342 37203 USA katie.s.spencer@gmail.com	PT01.21	Sudradjat N Wismaningsih Sudradjat Jl Kyai Luhur 4 Bandung 40132 Indonesia sudradjat@bdg.centrin.net.id	PT01.17
Sperling Rick Sperling New Mexico State University 1500 University Dr. Carlsbad, NM 88220 USA ricktig@nmsu.edu	PT01.15	Suhui Yap Suhui Division of Psychology School of Humanities & Social Sciences Nanyang Technological University Block S3.2, B1 Nanyang Avenue Singapore 639798 yaps0008@ntu.edu.sg	PS05.4
Sroufe L Alan Sroufe Institute of Child Development University of Minnesota 51 East River Road Minneapolis, MN 55455 USA srouf001@tc.umn.edu	PL01	Tabaeian Sayede Razieh Tabaeian Department of psychology University of Isfahan Daneshgah Ave Isfahan Iran r.tabaeian@yahoo.com	PT02.32
Stapleton Matthew Stapleton Psychology Bldg 202 University of Memphis Memphis, TN 38152 USA cstapltn@memphis.edu	SY11.2	Tai Bonnie Tai College of the Atlantic 105 Eden Street Bar Harbor, ME 04609 USA btai@coa.edu	SY08.2
Steiner Michelle Steiner Smith College Box 8606 1 Chapin Way Northampton, MA 01063 USA msteiner@email.smith.edu	PT02.02	Tanner Elizabeth Tanner Smith College Box 8486 1 Chapin Way Northampton, MA 01063 USA etanner@email.smith.edu	PT02.01
Stewart Mary Stewart Heriot-Watt University - Edinburgh Riccarton Edinburgh EH14 4AS Scotland UK M.E.Stewart@hw.ac.uk	IS01	Tapanya Sombat Tapanya Department of Psychiatry Faculty of Medicine Chiang Mai University Chiang Mai Thailand 50200 stapanya@mail.med.cmu.ac.th	SY05.2

Participant Directory

Tartaro Andrea Tartaro Center for Technology & Social Behavior Northwestern University 2-431, 2240 Campus Drive Evanston, IL 60208 USA andrea@cs.northwestern.edu	SY02.1	Tolkin Susanna Tolkin Bryn Mawr College 227 Bettws-Y-Coed Department of Psychology Bryn Mawr, PA 19010 USA stolkin@haverford.edu	PT01.20; PT02.03
Taylor Kimberlee Ann Taylor P. O. Box 39 Hooper, UT 84315 USA kimberleetaylor@weber.edu	PT01.32; PT02.16	Tolley Eliza Tolley Department of Psychology University of Utah 380 S. 1530 E., Room 502 Salt Lake City, UT 84112 USA tolley.eliza@gmail.com	PS02.2
Tereno Susana Tereno Hôpital Bichat-Claude Bernard APHP Paris France stereno@iep.uminho.pt	PT01.22	Traxler Karen Traxler School of Psychological Sciences University of Northern Colorado Greeley, CO 80639 USA trax7164@bears.unco.edu	PT02.30
Thiel Thomas Thiel University of Potsdam Institute for Psychology Karl-Liebknecht-Str. 24 D-14476 Potsdam-Golm Germany tthiel@rz.uni-potsdam.de	PS08.2	Tseng Tiffany Tseng Smith College Box 8645 1 Chapin Way Northampton, MA 01063 USA ttseng@email.smith.edu	PT02.01
Thompson Karla Thompson New Mexico State University 1500 University Dr. Carlsbad, NM 88220 USA kthompson@cavern.nmsu.edu	PT01.15	Turiel Elliot Turiel Graduate School of Education Cognition & Development 4511 Tolman Hall UC Berkeley Berkeley, CA 94720-0407 USA Turiel@berkeley.edu.	PT01.05
Thompson Zoey Thompson School of Psychological Sciences University of Northern Colorado Greeley, CO 80639 USA yzthompson@msn.com	PT02.30	Turner Val D Turner University of Missouri, St. Louis College of Education Division of Educational Psychology One University Boulevard St. Louis, Missouri 63121-4400 USA valturner@umsl.edu	PS10.3
To Sharon To Department of Psychology University of Toronto Sidney Smith Hall 100 St. George Street Toronto, Ontario M5S 3G3 Canada sharonto@gmail.com	PS11.1	Væver Mette Skovgaard Væver The University Clinic University of Copenhagen Landemærket 9 1119 Copenhagen Denmark Mette.vaever@psy.ku.dk	PS09.3

Participant Directory

Vaillancourt Tracy Vaillancourt University of Ottawa Lamoureux Hall 145 Jean-Jacques Lussier Ottawa ON K1N 6N5 Canada tracy.vaillancourt@uOttawa.ca	IS03	Weeks Trisha Weeks Department of Psychology University of Utah 380 S 1530 E, Room 502 Salt Lake City, UT 84112-0251 USA trisha.weeks@psych.utah.edu	PS01.3
Vázquez Maria D Vázquez Psychology and Human Development Vanderbilt University 0552 GPC 230 Appleton Place Nashville, TN 37203-5721 USA m.vazquez@vanderbilt.edu	PT01.31	Westfall Daniel Westfall School of Psychological Sciences University of Northern Colorado Greeley, CO 80639 USA W47181@Hotmail.com	PT02.30
Veneziano Edy Veneziano Université Paris Descartes - CNRS Laboratoire Développement et fonctionnement cognitifs 46, Rue St Jacques, 75005 Paris France edy.veneziano@paris5.sorbonne.fr	SY02.3	Wiebe Deborah J Wiebe University of Texas Southwestern Medical Center Department of Psychiatry 5323 Harry Hines Blvd. Dallas, TX 75390 USA deborah.wiebe@utsouthwestern.edu	PT02.26
Vincze Markus Vincze Vienna University of Technology DVR-Number 0005886 Gusshausstrasse 27-29 E376 1040 Vienna Austria vincze@acin.tuwien.ac.at	SY03.3	Wilson Megan Wilson Saint Louis University Department of Psychology 221 North Grand Blvd St. Louis, MO 63103 USA mwilso33@slu.edu	PT01.10
Vinden Penelope G Vinden Frances L. Hiatt School of Psychology Clark University, 950 Main St. Worcester, MA 01610-1477 USA pvinden@gmail.com	PS06.4	Womble Richard Womble Department of Psychology Weber State University 1202 University Circle Ogden UT 84408-1202 USA eamsel@weber.edu	SY10.3
Wainryb Cecilia Wainryb University of Utah Psychology Department 380 S, 1530 E, Room 502 Salt Lake City, UT, 84112 USA cecilia.wainryb@psych.utah.edu	PT02.21	Wright Cheryl Wright University of Utah 225 South 1400 East, Rm. 228 AEB Salt Lake City, UT 84112-0080 USA Cheryl.wright@fcs.utah.edu	PT01.19
Wang Qian Wang Department of Psychology Chinese University of Hong Kong Hong Kong Shatin, New Territories qianwang@psy.cuhk.edu.hk	PS11.1	Yan Jen Yan Simon Fraser University Department of Psychology RCB 5246 8888 University Drive Burnaby BC, V5A 1S6 Canada jeny@sfu.ca	PT01.10

Participant Directory

Yang PS11.1

Shaogang Yang
School of Politics and Public Administration
Guangdong University of Foreign Studies
No. 2 Baiyun Road North
Guangzhou, 510420
People's Republic of China
ysg07@163.com

Zelazo SY06

Philip D Zelazo
Institute of Child Development
University of Minnesota
51 East River Road
Minneapolis, MN 55455-0345
USA
zelazo@umn.edu

Zhang SY05.5

Wenxin Zhang
Department of Psychology
88# Wenhua Road
Shandong Normal University
Jinan, Shandong
China
zhangwenxin@sdu.edu.cn

Zhao PS11.2

Xu Zhao
1100 E. Harrison Street, Apt. 101
Seattle, WA 98102
USA
xuz930@mail.harvard.edu

Zinchenko PS03.3; PT01.23

Elena Zinchenko
212 Green Hall
Department of Psychology
University of Chicago
5848 S. University Ave.
Chicago, IL 60637
USA
elenaz@uchicago.edu

Acknowledgments

The Jean Piaget Society thanks the following individuals for their valued contributions to the success of our annual meeting:

Program Reviewers

Keith Alward (Alward Construction), Saba Ayman-Nolley (Northeastern Illinois University), Mark Bickhard (Lehigh University), Teresa Blicharski (Université de Toulouse), Sandra Bosacki (Brock University), Robert Campbell (Clemson University), Brian Cox (Hofstra University), Paul Florsheim (University of Wisconsin-Milwaukee), Susan Golbeck (Rutgers University), Robert Golinkoff (University of Delaware), Charles Helwig (University of Toronto), Stacey Horn (University of Illinois - Chicago), Yeh Hsueh (University of Memphis), David Kritt (City University of New York), Richard Lehrer (Vanderbilt University), Cynthia Lightfoot (University of Pennsylvania), Maria Judith Sucupira da Costa Lins (Universidade Federal do Rio de Janeiro - Brazil), Michael F Mascolo (Merrimack College), Robert Mitchell (Eastern Kentucky University), David Moshman (University of Nebraska), Ulrich Mueller (Simon Fraser University), Tim Racine (Simon Frasier University), K Ann Renninger (Swarthmore College), Phillippe Rochat (Emory University), Herbert Saltzstein (City University of New York), Julie Shaw (Empire State University), Leigh Shaw (Weber State University), Melissa Smith (University of North Carolina - Asheville), Thomas Thiel (University of Potsdam), Mark Tappan (Colby College), David Uttal (Northwestern University)

Local Arrangements Committee:

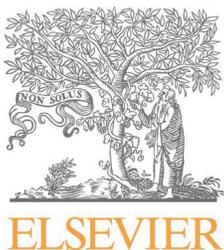
The Jean Piaget Society would like to thank local arrangements chair, Dr. Leigh Shaw (Weber State University) who worked with Dr. Cecilia Wainryb (University of Utah) and a group of talented undergraduate students:

Paula Fiet (Weber State University), Amanda-Jean Fochs (Weber State University), Lynn Fochs (Weber State University), Kim Frausto (University of Utah), Jennifer Killpack-Zion (Weber State University), Amanda Kwok (Weber State University), Kristi Miller (University of Utah), Allesandra Salazar (Weber State University), Kimberlee Taylor (Weber State University), Annmarie Vanorden (Weber State University), Rick Walker (Weber State University), Melissa Ward (Weber State University)

Conference program created by:

Christopher E Lalonde (University of Victoria) and Eric Amsel (Weber State University)

The Jean Piaget Society gratefully acknowledges support provided by the following sponsors:



JPS Officers & Board

JPS Officers

President: Geoffrey Saxe (University of California – Berkeley)

Past President: Nancy Budwig (Clark University)

Vice President, Meeting Planning: Eric Amsel (Weber State University)

Vice President, Publicity & Outreach: Stephanie Carlson (University of Minnesota)

Vice President, Information Technology: Christopher E Lalonde (University of Victoria)

Vice President, Communications: Saba Ayman-Nolley (Northeastern Illinois University)

Treasurer: Ashley Maynard (University of Hawaii)

Board of Directors

2006-2009: Stephanie Carlson, Katherine Nelson, Larry Nucci, Bryan Sokol, Cecilia Wainryb

2007-2010: Merry Bullock, Terezinha Nunes, Geoffrey Saxe, Elliot Turiel, Phil Zelazo

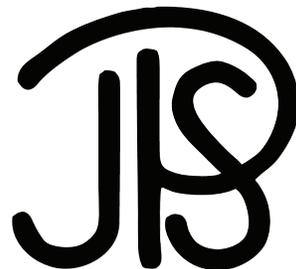
2008-2011: Michael Chandler, Stacey Horn, Lynn Liben, Cynthia Lightfoot, Chris Moore

2009-2012: Mark Bickhard, Carol Lee, Charlie Lewis, Ulrich Mueller, Judi Smetana

Honorary Members: Willis Overton, Barbara Presseisen

Past Presidents

Lois Macomber, Barbara Presseisen, Marilyn Appel, John Mickelson, Frank Murray, Irving Sigel, Willis Overton, Ellin Scholnick, Lynn Liben, George Forman, Robert Wozniak, Peter Pufall, Kurt Fischer, Jack Meacham, Terrance Brown, Michael Chandler, Larry Nucci, Elliot Turiel, Nancy Budwig



Want to organize an Annual Meeting?

Submission Guidelines for Program Proposals

The following guidelines are intended to assist prospective organizers in developing program proposals for review by the JPS Board of Directors. The submission process involves two steps. The first is to bring forward a preliminary proposal that provides a rough overview of the intended theme; the second involves a more fully developed plan for the organization of the program, and more detailed information on the invited speakers.

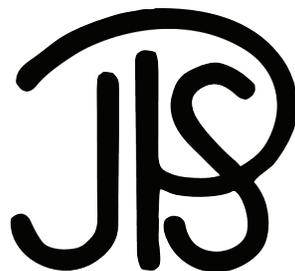
Preliminary proposal

The purpose of the preliminary proposal is to initiate a dialog with the Meeting Planning Committee. The brief overview should include a suggested title, a description of the theme, a statement regarding the relevance and interest of the theme to the JPS membership, and a list of potential invited speakers. If the proposal is believed to merit further development, the prospective organizer(s) will be asked to submit a more fully developed plan.

Full proposal

The full proposal should include the following sections:

1. A 2-3 page statement of the theme, including a description of its relevance to developmental inquiry.
2. A description of the relevance of the theme to the JPS membership.
3. An outline of the invited program, including suggested plenary speakers and invited symposium organizers.
4. A brief biographical sketch of invited speakers.
5. A suggested venue and prospective local arrangements team, if appropriate. (NB: It is not necessary for the program proposal to include a specific venue and local arrangements plan; this component of the program may be coordinated through the Meeting Planning Committee.) For more information, contact the VP, Program Planning: Eric Amsel (eamsel@weber.edu).



Cognitive Development — Special Issues

Cognitive Development includes articles dealing with social cognition and development that are of particular interest to JPS members. Deanna Kuhn, the current editor, is also open to theoretical articles that are brief, and interesting. *Cognitive Development* is now accepting electronic submissions. For details, visit: <http://authors.elsevier.com/journal/cogdev>

To insure a JPS contribution, the board will select a special issue editor each year to produce one volume.

Guidelines for Annual Special Issue Proposals

The following guidelines are intended to assist prospective guest editors in formulating a proposal and editing an annual special issue of *Cognitive Development*.

Focus: The Special Issue should concern a topic central to the interest of the JPS membership. The issue represents the annual contribution of the Society. Theoretical and empirical scholarship will be considered.

Format: Generally we are seeking a series of related articles rather than other formats, though these would be considered if well justified. Proposals based on conference symposia can be submitted.

Process: The potential guest editor should submit a two-three page proposal to the Publications Committee Chair for review by the publications committee and subsequent approval by the JPS Board.

The proposal should include:

- suggested title
- description of the theme
- statement regarding the relevance and interest of the theme to the JPS membership and general readers of *Cognitive Development*
- list of potential invited contributors and brief description of their individual papers (please note that except under unusual circumstances, we expect that guest editors will not author or co-author a paper)
- list of three to four colleagues who could potentially act as an ad hoc review committee, as well as a brief description of their background
- timeline indicating when the guest editor plans to receive the articles, have them reviewed, received and proposed date for when the entire volume would be ready for publication.

Review: All manuscripts will be submitted to the Guest Editor. The Guest Editor will then seek two independent reviews for each manuscript. These external reviews will be returned to the Guest Editor who will then write an action letter to each author. Revisions will be returned to the Guest Editor who will make a decision as to the readiness of the paper for publication. The guest editor will forward the completed Special Issue on to the editor of *Cognitive Development*.

For more information, please contact Katherine Nelson (knelson@gc.cuny.edu)

Self-Regulation and Autonomy

Bridging the Social, Psychological, and Developmental Dimensions of Human Conduct

40th Annual Meeting of The Jean Piaget Society

Chase Park Plaza Hotel, 3–5 June 2010, Saint Louis, Missouri

Organizers: Bryan W Sokol, Frederick Grouzet, and Ulrich Müller

The 2010 meeting of the Jean Piaget Society in St. Louis trades on the ideas of self-regulation and autonomy. Like the major rivers that meet in St. Louis, self-regulation and autonomy represent a special confluence in the study of human conduct. Social scientists from diverse backgrounds have long recognized the centrality of self-regulatory processes in autonomous conduct and adaptive psychological functioning. An individual's ability to control impulses, guide attention, and manage emotions are all key instances of self-regulatory processes, and all have significant implications for problem-solving and successfully navigating interpersonal relations. Only recently, however, have the once separate tributaries of research on these topics begun to come together. The resulting conflux holds important opportunities for progress in the field, as well as its own share of hazards. Three intellectual currents, in particular, will be explored at the upcoming meetings.

The first current bears on the relations that hold between social life, on the one hand, and self-control, self-regulation, and autonomy, on the other. Some of the key questions here concern whether self-regulation is simply compliance to social rules and obligations or involves more generative and innovative processes that may even lead to non-compliant behavior. There are also major questions concerning the motivational basis of self-regulation, particularly whether human conduct is guided by processes that are rooted in self or others, and whether different forms of self-regulation and the various demands of social situations may be linked to different motivational sources.

A second, and related, set of questions flow from the social embeddedness of self-regulatory processes and the potential role that different social and cultural contexts play in human conduct. Family life, peer interactions, school and work contexts, as well as broader community and cultural practices, relate to self-regulation as both proximal and distal influences that may channel its development in different ways. Successfully mapping out the manner in which these various contexts interact will prove to be a major challenge for future research on self-regulation and autonomy.

The third, and final, intellectual eddy to be explored deals with the relation between cognitive and emotional aspects of self-regulation. Few would dispute that self-regulatory competencies increase throughout the course of development, with the most pronounced growth during early childhood. Where such broad agreement frequently runs aground, however, concerns the respective roles of cognition and emotion in the development of self-regulation. Even in a research literature where traditional boundaries seem to constantly dissolve, the classic antinomy between thought and emotion continues to persist as one of the "great divides" in the study of self-regulation.

The social, psychological, and developmental dimensions of these issues will be addressed by a distinguished set of plenary speakers. These include: Charles S Carver (University of Miami), Edward L Deci (University of Rochester), Wendy Grolnick (Clark University), Larry Nucci (University of California-Berkeley), and R Keith Sawyer (Washington University in St. Louis).

A Call for Program Proposals will be issued in September 2009. Visit www.piaget.org for updates.