Cognitive Development

The Learning Brain

Usha Goswami, University of Cambridge, UK

"In this forward-looking and up-to-date book, Usha Goswami brings together major theories, concepts, and findings from neural and behavioral approaches to cognitive development. Many authors pay lip service to this goal, but Goswami succeeds in integrating behavioral and neural approaches to a greater extent than any other textbook I have seen."

- Robert S. Siegler, Carnegie Mellon University

"The study of cognitive development has recently been transformed by new interchange with cognitive science, neuroscience, computer modeling, and studies of nonhuman animals. Conveying this situation to students is challenging. Usha Goswami has provided a valuable and thorough account of cognitive development as informed by both emerging and classic perspectives."

- Nora S. Newcombe, Temple University

Cognitive Development: The Learning Brain is a thoroughly revised and updated edition of the bestselling Cognition in Children. This full color textbook has been re-written from the perspective of brain science and shows how new discoveries in cognitive neuroscience force us to reconsider traditional theories of cognitive development. Goswami considers the established base of cognitive developmental psychology and demonstrates how new data from brain science require a new theoretical framework based on learning. This book presents a new paradigm for teaching cognitive development, going beyond Piaget to learning and the brain. Conceptualizing cognitive development around three core domains of human knowledge – naïve physics, naïve biology and naïve psychology – the book considers the learning mechanisms available to the infant brain. Each chapter explores how these mechanisms affect different aspects of cognitive development. Starting with the development of these foundational domains in infancy, Goswami goes on to consider social cognition, language acquisition, causal learning and explanation based reasoning, and theory of mind. Later chapters explore memory, reasoning, metacognition, executive functions, reading and number. The final chapter analyses the contribution of more traditional theoretical perspectives (Piaget and Vygotsky), linking these to connectionism and neuroconstructivism. The intimate links between language acquisition and symbolic systems, cognitive development and social/cultural learning form the core of the book.

This valuable textbook is essential reading for teachers and students of developmental and cognitive psychology, as well as education, language and the learning sciences. It will also be of interest to anyone training to work with infants and children.

Cognitive Development: The Learning Brain is supported by an extensive online Cognitive Development Student Learning Program (CogDevSLP) and CD-ROM of Instructor Resources, both of which are free of charge to qualifying adopters and their students.

CONTENTS


February 2008: 7 ½x9 ¼: 472pp
Available as an Inspection Copy
The Development of Memory in Infancy and Childhood
2nd Edition
Mary Courage, Memorial University of Newfoundland, Canada
Nelson Cowan, University of Missouri, USA (Eds.)
Studies in Developmental Psychology Series

Human memory is not only the repository of our past but the essence of who we are. As such, it is of enduring fascination. We marvel at its resilience in some situations and its fragility in others. The origin of this extraordinary cognitive capacity in infancy and childhood is the focus of vigorous research and debate as we seek to understand the record of our earliest beginnings.

The Development of Memory in Childhood documented the state-of-the-science of memory development a decade ago. This thorough update and expansion of the previous text provides updated reviews of that literature and offers new research on significant themes and ideas that have emerged since then. Topics include basic memory processes in infants and toddlers, the cognitive neuroscience of memory development, the cognitive and social factors that underlie our memory for implicit and explicit events, autobiographical memory and infantile amnesia, working memory, the role of strategies and knowledge in driving memory development, and the impact of stress and emotion on these basic processes. The book also includes applications of basic memory processes to a variety of real world settings from the courtroom to the classroom.

Including contributions from many of the best researchers in the field, this classic yet contemporary volume will appeal to senior undergraduate and graduate students of developmental and cognitive psychology as well as developmental psychologists who need a compendium of current reviews on key topics in memory development.

CONTENTS

April 2008: 6x9: 264pp

Theory of Mind
How Children Understand Others’ Thoughts and Feelings
Martin Doherty, University of Stirling, UK

Most of us are continually aware that others have thoughts and feelings – but are children? When? This book is a concise and readable review of the extensive research into children’s understanding of what other people think and feel, a central topic in developmental psychology known as “Theory of Mind”.

The understanding of belief is central to this text, which explains in simple terms what representational theory of mind is all about, and shows how researchers have demonstrated this understanding in 4-year-olds. The book considers what leads to this understanding, including the role of pretend play, understanding of attention and eye-direction, and other precursors to representational understanding of mind. Controversial research suggesting understanding in younger children is covered, and the author carefully summarizes research to conclude what the infant’s theory of mind may be like. Turning to older children, the relationship between understanding of belief and understanding of language and other representational media is covered, along with development into middle childhood. Finally, the author considers the future of the field, including how recent developments in brain scanning will guide new research.

Providing a comprehensive overview of 25 years of research into theory of mind, the book will be of great interest to both students and researchers in psychology, philosophy and the cognitive sciences.

CONTENTS

April 2008: 10x7: 278pp
Jean Piaget and Neuchâtel: The Learner and the Scholar

Anne-Nelly Perret-Clermont, University of Neuchâtel, Switzerland
Jean-Marc Barrelet, Archiviste Adjoint for the State of Neuchâtel, Switzerland (Eds.)

“This is a unique book that presents some wonderful new material on Piaget. New light is cast on his own developmental history and on the development of genetic epistemology. As a result, it will become essential reading for any serious student of Piaget.” - Professor Gerry Finn, Department of Educational & Professional Studies, University of Strathclyde.

Jean Piaget (1896-1980) was regarded as the ‘Giant of Developmental Psychology’ in the 20th century and his influence on Developmental Psychology can compare to that of Shakespeare on English Literature in the 16th Century. In the 21st century, although every textbook in the area continues to include coverage of his work, a biography of Piaget has been largely conspicuous in its absence. There is no competitor to Jean Piaget and Neuchâtel, which sets out to remedy this stark omission.” - Leslie Smith, Emeritus Professor Lancaster University and freelance researcher, Lake District, UK

Jean Piaget is widely acknowledged as one of the most important scholars of the 20th century. His passionate philosophical search for an understanding of the nature of knowledge led him to make major contributions to the study of child development and epistemology. But how did his early life in Neuchâtel inspire him to embark on this search?

Taking a socio-historical and cultural perspective, this book outlines the development of Piaget’s understanding of major issues regarding mind, faith, science, logic, peace, and social rights in a time of world wars and anxiety. The international and multi-disciplinary contributors investigate Piaget the adolescent as he begins his quest for autonomy of reason and sets out to create his own explanatory system for cognitive growth. The latter part of the book goes on to consider the early reception of Piaget’s work in different cultural contexts and his impact on issues of psychology and educational reform.

Piaget’s theoretical system can be seen as an expression of the values he developed during his childhood and adolescence as he searched for the conditions of reciprocal relationships and rational dialogues. Jean Piaget and Neuchâtel demonstrates that in today’s climate, the questions Piaget addressed remain very relevant and invite new enquiries from different standpoints. This book will therefore be of interest to psychologists, educators and philosophers.

Published with the support of Pro Helvetia, Swiss Arts Council.

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November 2007: 6x9: 256pp

Cognitive Development

Sergio Morra, Università degli Studi di Genova, Italy; Camilla Gobbo, University of Padua, Italy; Zopito Marini, Brock University, Canada; Ronald Sheese, York University, Canada

Tying together almost four decades of neo-Piagetian research, Cognitive Development provides a unique critical analysis and a comparison of concepts across neo-Piagetian theories. Like Piaget, neo-Piagetian theorists take a constructivist approach to cognitive development, are broad in scope, and assume that cognitive development is divided into stages with qualitative differences. Unlike Piaget, however, they define the increasing complexity of the stages in accordance with the child information processing system, rather than in terms of logical properties. This volume illustrates these characteristics and evidences the exciting possibilities for neo-Piagetian research to build connections both with other theoretical approaches such as dynamic systems and with other fields such as brain science.

The opening chapter provides a historical orientation, including a critical distinction between the “logical” and the “dialectical” Piaget. In subsequent chapters the major theories and experimental findings are reviewed, including Pascual-Leone’s Theory of Constructive Operators, Halford’s structuralist theory, Fischer’s dynamic systems approach to skills, Case’s theory of Central Conceptual Structures, Siegler’s microgenetic approach, and the proposals of Mounoud and Karmiloff-Smith, as well as the work of others, including Demetriou and de Ribaupierre. The interrelation of emotional and cognitive development is discussed extensively, as is relevant non-neo-Piagetian research on information processing. The application of neo-Piagetian research to a variety of topics including children’s problem solving, psychometrics, and education is highlighted. The book concludes with the authors’ views on possibilities for an integrated neo-Piagetian approach to cognitive development.

Intended for researchers and advanced students in cognitive, developmental, and educational psychology, the book will be...
useful to any who wish to compare cognitive development perspectives.

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September 2007: 6x9: 448pp
60 day examination copies available

Early Experience, the Brain, and Consciousness
An Historical and Interdisciplinary Synthesis
Thomas C. Dalton, California Polytechnic State University, USA
Victor W. Bergenn, Council for Educational Psychology, USA

This new book examines the interrelationship between neuroscience and developmental science to help us understand how children differ in their capacity to benefit from their early motor and cognitive experiences. In so doing, it helps us better understand how experience affects brain growth and a child’s capacity to learn. In this interdisciplinary book, the authors review the most significant research findings and historical scientific events related to early experience, the brain, and consciousness. Authors Dalton and Bergenn propose a new theory to help demonstrate the crucial roles of attention and memory in motor and perceptual development. The goal is to help readers better understand the differences between how individuals with normal and dysfunctional brains process information and how this impacts their ability to learn from experience.

Early Experience, the Brain, and Consciousness opens with a critical examination of why motor and perceptual development should be understood as interrelated phenomena. The authors then introduce their new theory that argues that neurodevelopment is an emergent process that enables infants to respond to the challenge of integrating complex motor and cognitive functions. Subsequent chapters examine the research that suggests that the sequence of events before and after birth account for divergent neuropsychological outcomes. The authors then demonstrate how the acquisition and early use of language conform to the same principles as those involved in the construction of motor skills. This perspective views perception and cognition as complex forms of communication and memory, rooted in preverbal forms of categorization. The book concludes with a review of strategies to help young children exploit the brain’s multiple pathways of retrieval for more efficient learning. The authors’ hope is that this new theory can be used to understand why children with brain disorders fail to attain the threshold of conscious control to benefit from their learning experiences. Intended for researchers and advanced students in developmental and educational psychology, neuro-psychology and biology, cognitive neuroscience, and pediatrics interested in the effect of experientially-based developmental processes on the emergence of mind and consciousness.

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May 2007: 6x9: 272pp
Pb: 0-8058-4085-0 ISBN13: 978-0-8058-4085-8: $34.50
60 day examination copies available

Infant EEG and Event-Related Potentials
Michelle de Haan, University College London, UK (Ed.)
Studies in Developmental Psychology Series

“Infant EEG and Event-Related Potentials does an excellent job of covering the varied perspectives and areas of study that make up the field of infant-focused developmental cognitive neuroscience. I anticipate that it will assume the reputation as the principal reference for this growing discipline.” - Susan W. Parker, Department of Psychology, Randolph-Macon College

Infancy is a time of rapid growth, when brain plasticity is at a maximum. Event-related potentials (ERPs) are one of the few methods that can easily and safely be used to study this process, and have led to exciting discoveries about human brain functioning and the neural basis of cognition.

Over recent years, there has been a massive rise in the level of interest in ERPs and this book considers the advantages which they offer to researchers and clinicians. In particular, it looks at the benefits of this form of neuroimaging as a non-invasive tool for detecting impairments in brain and cognitive development very early in life. The potential use of ERPs for clinical settings is also explored in detail. The contributions are all from eminent researchers in the field and represent the latest thought on the topic.

Infant EEG and Event-Related Potentials explains the basics of event-related potentials for those less familiar with the
Theory of Mind

**Rebecca Saxe**, Massachusetts Institute of Technology, USA

**Simon Baron-Cohen**, University of Cambridge, UK (Eds.)

Investigations of the neural basis of theory of mind – the ability to think about other people’s thoughts – only recently became feasible; now, the number of such investigations and the sophistication of the results are accelerating dramatically. The articles in this special issue use a wide range of techniques (including fMRI, EEG, TMS, and psychophysiology) and subject populations (including children, twins, and patients with developmental or acquired neural damage) to address fundamental questions about the cognitive and neural structure of theory of mind.

Topics include: (1) the relationship between theory of mind and other, perhaps “precursor”, social cognitive processes, such as empathy and the perception of biological motion; (2) the relationship between theory of mind and domain-general cognitive functions, such as executive function and language; and (3) how theory of mind is deployed in real social contexts, such as social exchange.

**CONTENTS**

E. Chapman, S. Baron-Cohen, B. Auyeung, R. Knickmeyer, K. Taylor, G. Hackett, Fetal Testosterone and Empathy: Evidence From the Empathy Quotient (EQ) and the “Reading the Mind in the Eyes” Test.

S. G. Shamay-Tsoory, Y. Tibi-Elhanany, J. Aharon-Perez, The Ventromedial Prefrontal Cortex is Involved in Understanding Affective but not Cognitive Theory of Mind Stories.


C. M. Kipps, J. R. Hodges, Theory of Mind in Frontotemporal Dementia.

J. Perner, M. Aichhorn, M. Kronbichler, W. Staffen, G. Ladurner, Thinking of Mental and Other Representations: The Roles of Left and Right Temporo-parietal Junction.


M. A. Sabbagh, J. Flynn, Mid-frontal EEG Alpha Asymmetries Predict Individual Differences in One Aspect of Theory-of-mind: Mental State Decoding.


B. Chakrabarti, E. Bullmore, S. Baron-Cohen, Empathizing with Basic Emotions: Common and Discrete Neural Substrates.


E. J. Carter, K. A. Pelphrey, School-aged Children Exhibit Domain-specific Responses to Biological Motion.


**A Special Issue of Social Neuroscience**

**A Young Mind in a Growing Brain**

**Jerome Kagan**, Harvard University, USA

**Norbert Herschkowitz**, University of Bern, Switzerland

A Young Mind in a Growing Brain summarizes some initial conclusions that follow simultaneous examination of the psychological milestones of human development during its first decade and what has been learned about brain growth. This volume proposes that development is the process of experience working on a brain that is undergoing significant biological maturation. Experience counts, but only when the brain has developed to the point of being able to process, encode, and interact with these new environmental experiences.

**CONTENTS**

A. Avenanti, A Young Mind in a Growing Brain.

I. A. Apperly, D. Samson, The Ventromedial Prefrontal Cortex is Involved in Understanding Affective but not Cognitive Theory of Mind Stories.


C. M. Kipps, J. R. Hodges, Theory of Mind in Frontotemporal Dementia.

J. Perner, M. Aichhorn, M. Kronbichler, W. Staffen, G. Ladurner, Thinking of Mental and Other Representations: The Roles of Left and Right Temporo-parietal Junction.


M. A. Sabbagh, J. Flynn, Mid-frontal EEG Alpha Asymmetries Predict Individual Differences in One Aspect of Theory-of-mind: Mental State Decoding.


B. Chakrabarti, E. Bullmore, S. Baron-Cohen, Empathizing with Basic Emotions: Common and Discrete Neural Substrates.


E. J. Carter, K. A. Pelphrey, School-aged Children Exhibit Domain-specific Responses to Biological Motion.


**February 2007: 8½x11: 312pp**


**www.social-neuroscience.com**
**Reading Acquisition and Developmental Dyslexia**

*Liliane Sprenger-Charolles & Willy Serniclaes*, The French National Scientific Research Centre; *Pascale Colé*, University of Savoy, France

*Essays in Developmental Psychology Series*

“This new book on reading acquisition and dyslexia offers exciting new insights and thought-provoking perspectives on well-established issues in dyslexia research for researchers and students alike. This book is a milestone in the last decade of publishing on dyslexia.” - *Leo Morais, Professor, Université Libre de Bruxelles*

Most studies on reading have been conducted with English-speaking subjects. It is crucial to also examine studies conducted in different languages, in order to highlight which aspects of reading acquisition and dyslexia appear to be language-specific, and which are universal.

*Reading Acquisition and Developmental Dyslexia* sheds new light on dyslexia and its relationship with reading acquisition, presenting two unique advancements in this area. Looking at studies conducted in different languages, the prerequisites of reading acquisition are examined, and the findings from studies of skilled adult readers are presented. The manifestations of developmental dyslexia and the main contemporary explanations for it are outlined, providing an in-depth, well-researched discussion of the topic. The authors conclude by offering a new framework which could explain both reading acquisition and developmental dyslexia.

A fascinating book offering a unique insight into the topic of dyslexia, it will be of great interest to students and lecturers in cognitive psychology, educational psychology, and psycholinguistics, as well as those with a more everyday involvement with the disorder such as speech and language therapists.

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**Gaze-Following**

*Its Development and Significance*

*Ross Flom*, Brigham Young University, USA
*Kang Lee*, University of Toronto, Canada
*Darwin Muir*, Queen’s University, Canada (Eds.)*

“Flom has assembled a state of the art scientific “smorgasbord.” Gaze-following and its development are considered from every perspective, from neuroscience, to conceptual structure, to ontogenetic processes, to social life and beyond. This breadth provides the reader with not only a comprehensive account of current knowledge, but, more critically, with a cross-disciplinary foundation for fresh insights into this long-studied phenomenon. This volume is perfect in its breadth and level of detail to serve as the focus of a doctoral seminar. Seasoned researchers will glean new insights from the trenchant theoretical analyses and innovative empirical work presented in these chapters.” - *Amanda Woodward, University of Maryland*

What does a child’s ability to look where another is looking tell us about his or her early cognitive development, language development, understanding of other’s intentions, and the emergence of autism? This volume assembles several years of research on the processing of gaze information and its relationship to early social-cognitive development in infants spanning many age groups. Gaze-Following examines how humans and non-human primates use another individual’s direction of gaze to learn about the world around them. The chapters throughout this volume address development in areas including joint attention, early non-verbal social interactions, language development, and theory of mind understanding. Offering novel insights regarding the significance of gaze-following, the editors present research from a neurological and a behavioral perspective, and compare children with and without pervasive developmental disorders.

Scholars in the areas of cognitive development specifically, and developmental science more broadly, as well as clinical psychologists will be interested in the intriguing research presented in this volume.

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The Child as Thinker
2nd Edition
The Development and Acquisition of Cognition in Childhood
Sara Meadows, University of Bristol, UK (Ed.)

“This is one of the best books I have read in this field for a long time.” - Julian Elliott, Durham University

“I think that this is an excellent book. It covers a wide range of topics and research and presents them all in a coherent, attractive and highly readable way. It fills a need for an easy-to-read but intellectually respectable account of cognitive development.” - Peter Bryant FRS, Visiting Professor at Oxford Brookes University

“The author’s enthusiasm and drive to understand cognitive development results in a work which seeks to relate and integrate research in the (sometimes) disparate research areas within the field. Her approach offers the student an insight into the relationships between the different issues and themes and, as such, makes a valuable contribution to the academic bookshelf. Throughout the book, new ideas have been seamlessly included alongside material from the original edition.” - Steve Croker, University of Derby

This second edition of The Child as Thinker has been thoroughly revised and updated to provide an informed and accessible overview of the varied and extensive literature on children’s cognition. Both theory and research data are critically examined and educational implications are discussed.

After a brief discussion of the nature and subject of cognition, Sara Meadows reviews children’s thinking in detail. She discusses the ways children remember and organize information in general, the acquisition of skills such as reading, writing and arithmetic, and the development of more complex reasoning as children grow to maturity. As well as studies that typically describe a generalized child, the book also reviews some of the main areas relevant to individual differences in normal cognitive development, and critically examines three major models of cognitive development. In outlining the work of Piaget, information-processing accounts and neo-Vygotskian theories, she also evaluates their different explanations of cognitive development and their implications for education. Finally, the book examines biological and social factors that may be involved in normal and suboptimal cognitive development.

Sara Meadows provides an important review of the crucial issues involved in understanding cognitive development and of the new data and models that have emerged in the last few years. This book brings together areas and approaches that have hitherto been independent, and examines their strengths and weaknesses. The Child as Thinker will be required reading for all students of cognitive development and psychology.

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Remembering the Times of Our Lives
Memory in Infancy and Beyond
Patricia J. Bauer, Duke University, USA

The Developing Mind Series

This masterly treatment of how memory develops is the most comprehensive and scholarly work on this subject available anywhere. It should be the authoritative reference for years to come as well as a wonderful source of information for anyone interested in what infants can learn, how they learn it, and what they can remember later. - Larry R. Squire, Ph.D., UCSD and Veterans Affairs Medical Center

The purpose of Remembering the Times of Our Lives: Memory in Infancy and Beyond is to trace the development from infancy through adulthood in the capacity to form, retain, and later retrieve autobiographical or personal memories. It is appropriate for scholars and researchers in the fields of cognitive psychology, memory, infancy, and human development.

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Part I: Autobiographical Memory and Its Significance.

60 day examination copies available
The Development of Commonsense Psychology

Chris Moore, University of Toronto, Canada
The Developing Mind Series

“This is a volume that can serve as both a base for a seminar on commonsense psychology and a valuable resource in libraries, where it will attract even casual readers interested in the everyday reasoning of children. Essential. Upper-division undergraduates through faculty; general readers.” - CHOICE

How do children develop an understanding of people as psychological entities—as feeling, thinking beings? How do they come to understand human behavior as driven by desires and informed by reason? These questions are at the heart of contemporary research on children’s “theories of mind.” Although there has been an enormous amount of research on this topic, nobody—until now—has provided a coherent account that traces the development of theory of mind from birth to five years.

This book begins by analyzing the nature of commonsense psychology and exploring the developmental processes relevant to its development. It then describes the manner in which the child moves from being a newborn with perceptual sensitivities to people to an infant who can share psychological experiences with others to a young child who can recognize people, including both self and others, as individual psychological beings. Finally, the book shows how, throughout this developmental process, the child’s social interactive experiences are used by the child to generate ever more sophisticated forms of commonsense psychology.

The Development of Commonsense Psychology incorporates material from a wide range of research on early development, including infant social interaction, joint attention, self development, language development, theory of mind, and autobiographical memory.

Suitable as a text for senior undergraduate/honors courses or graduate level courses in early development, the primary audience for this book is developmental psychologists. However, it is also written in a way that will make it accessible and appealing to anyone with an interest in social cognitive development in early childhood, including parents, educators, and policymakers.

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2006: 6x9: 248pp
60 day examination copies available

Also of Interest

Young Children’s Cognitive Development

Interrelationships Among Executive Functioning, Working Memory, Verbal Ability, and Theory of Mind
Wolfgang Schneider, University of Würzburg, Germany; Ruth Schumann-Hengsteler, Catholic University of Eichstatt-Ingolstadt, Germany; Beate Sodian, University of Munich, Germany (Eds.)

2004: 6x9: 328pp

INVITATION TO AUTHORS

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Social Life and Social Knowledge

Toward a Process Account of Development

Ulrich Müller, University of Victoria, Canada; Jeremy I.M. Carpendale, Simon Fraser University, Canada; Nancy Budwig, Clark University, USA; Bryan W. Sokol, Simon Fraser University, Canada (Eds.)

In this new volume leading researchers provide state of the art perspectives on how social interaction influences the development of knowledge. The book integrates approaches from a variety of disciplines including developmental psychology, psychopathology, philosophy, anthropology, sociology, evolutionary biology, and primatology. It reviews the nature and type of interactions that promote development as well as the conceptual frameworks used to explain the relation between individuals and groups.

Social Life and Social Knowledge comprehensively addresses conceptual questions central to understanding human life and development:
• Is the human form of social life reducible to biological processes?
• What psychological abilities constitute the specifically human form of social life?
• What are the processes and contexts within which these abilities develop?
• How should we conceptualize the links between social life and the development of thought and how do individuals and society contribute to these processes?

Intended for psychologists, particularly developmental psychologists, philosophers, primatologists, anthropologists, biologists, sociologists, and educational psychologists interested in social development, social cognition, and developmental psychopathology, the book also serves as a resource for courses in social development and those that focus on the intersection between cognition, development, and culture.

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JANUARY 2008: 6X9: 296PP

Play and Development

Evolutionary, Sociocultural, and Functional Perspectives

Artin Gönçü, University of Illinois at Chicago, USA
Suzanne Gaskins, Northeastern Illinois University, USA (Eds.)

Children’s play is a universal human activity, and one that serves a significant purpose in personal development. Throughout this volume, the editors and contributors explore assumptions about play and its status as a unique and universal activity in humans. Play and Development delves into three lines of research concerning this topic: examining these assumptions from an ethological perspective, exploring the view of research that shows play to be socially and culturally constructed, and looking at varied applications of play in the different contexts of childhood. Topics covered in this volume include evolutionary foundations and functions of play; children’s play as cultural interpretation; the use of imagination in children’s play; and the imaginary companions created by children and adults. This volume will be of interest to scholars and researchers in the fields of developmental psychology and cognitive development, and will be sought out by active researchers and practitioners in the field.

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JANUARY 2007: 6X9: 320PP
PB: 0-8058-5261-1 ISBN13: 978-0-8058-6315-7: $34.95

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Developmental Perspectives on Embodiment and Consciousness

Willis F. Overton, Temple University, USA
Ulrich Müller, University of Victoria, Canada
Judith L. Newman, Pennsylvania State University, USA (Eds.)

Until recently, the body has been largely ignored in theories and empirical research in psychology, particularly in developmental psychology. Recently however, several conceptions of the relation between body and mind have been developed. Common among these conceptions is the idea that the body plays an important role in our emotional, social, and cognitive lives. This latest volume in the Jean Piaget Society Symposia Series illustrates different ways in which the concept of embodiment can be used in developmental psychology and related disciplines. It explores the role of the body in the development of meaning, consciousness, and psychological functioning. The overall goal is to demonstrate how the concept of embodiment can deepen our understanding of developmental psychology by suggesting new possibilities of integrating biological, psychological, and socio-cultural approaches.

Developmental Perspectives on Embodiment and Consciousness explores embodiment in two ways. First, embodiment is examined as a condition of and influencing the particular shape of psychological experience. This sense of embodiment reflects the effort to put the mind back into the body. Second, embodiment is examined as a reflective experience in the sense that the mind forms particular images about the body. This sense of embodiment reflects the effort to put the body into the mind.

The book opens with a discussion of embodiment from a meta-theoretical perspective. Then the role of embodiment in grounding conceptual meaning is examined. This is followed by discussions of the role of embodiment in strengthening our understanding of emotions, cognitive development, religious experiences, and social development. Then the role of the body in spatial cognition and the role of language in the development of complex forms of consciousness are explored. The final chapters examine the impact of culture on the conceptualization of the embodied self. The book concludes with an overview of the historical context of the mind-body dualism and a discussion of how the idea of embodiment transcends this dualism.

Intended for researchers and advanced students in developmental, cognitive, and social psychology, neuroscience, philosophy, anthropology, biology, and sociology, this new book also serves as a reference for advanced courses on cognition and development.

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September 2007: 6x9: 384pp

Also of Interest

Biology and Knowledge Revisited
From Neurogenesis to Psychogenesis
Sue Taylor Parker, Jonoma State University, USA; Jonas Langer, University of California at Berkeley, USA; Constance Milbrath, University of California at San Francisco, USA (Eds.)

2004: 6x9: 176pp
Hb: 0-8058-4627-1
ISBN13: 978-0-8058-4627-0: $75.00
www.psypress.com/jean-piaget-symposia
Also of Interest

**Introduction to Vygotsky**
2nd Edition
Harry Daniels, University of Bath, UK (Ed.)
2005: 6x9: 336pp
Hb: 0-415-32812-8
Pb: 0-415-32813-6
ISBN13: 978-0-415-32813-5: $34.95
Available as an Inspection Copy

**Vygotsky’s Developmental and Educational Psychology**
Peter E. Langford, Freelance Psychologist
2005: 6x9: 312pp
Hb: 1-84169-271-9

**The Resilience of Language**
What Gesture Creation in Deaf Children Can Tell Us About How All Children Learn Language
Susan Goldin-Meadow, University of Chicago, USA
Essays in Developmental Psychology Series
2003: 6x9: 288pp
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www.psypress.com/essays

**Introducing Cognitive Development**
Laura M. Taylor, Coventry University, UK
Psychology Focus Series
2005: 5½x8½: 288pp
Hb: 1-84169-352-9
ISBN13: 978-1-84169-352-1: $52.95
Pb: 1-84169-353-7
www.psypress.com/psychologyfocus

**Action As An Organizer of Learning and Development**
Volume 33 in the Minnesota Symposium on Child Psychology Series
John J. Rieser, Vanderbilt University, USA; Jeffrey J. Lockman, Tulane University, USA; Charles A. Nelson, Harvard Medical School, USA (Eds.)
Minnesota Symposia on Child Psychology Series
2005: 6x9: 240pp
Hb: 0-8058-5030-9
ISBN13: 978-0-8058-5030-7: $75.00

**Cognitive Development**
Lisa Oakley, Manchester Metropolitan University, UK
Routledge Modular Psychology Series
2004: 5x8: 176pp
Hb: 0-415-24235-5
Available as an Inspection Copy

**How the Child’s Mind Develops**
David Cohen, Psychologist, author and film-maker
2002: 5½x8½: 224pp
Hb: 0-415-21653-2
Pb: 0-415-21654-0
Available as an Inspection Copy

**Development and Reasoning**
A special issue of the journal Thinking and Reasoning
Pierre Barrouillet, Université de Bourgogne, France
Henry Markovits, University of Plymouth, UK (Eds.)
2004: 6x9: 128pp
Hb: 1-84169-979-9
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