



40th Annual Meeting of The Jean Piaget Society
June 3–5, 2010, St. Louis, Missouri, USA

Self-Regulation and Autonomy

Exploring Social, Developmental,
and Educational Currents
of Human Conduct

Plenary Speakers

Charles S. Carver
Edward L. Deci
Wendy S. Grolnick
Larry P. Nucci
Richard M. Ryan
R. Keith Sawyer

Invited Symposia Contributors

Clancy Blair
Stephanie Carlson
Jeremy Carpendale
Jack Martin

Organizers

Bryan Sokol
Frederick Grouzet
Ulrich Müller

The Jean Piaget Society, 40th Annual Meeting

Self-Regulation and Autonomy

St. Louis, Missouri 2010

Original Artwork by Margaret Murphy Schneider



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The 40th Annual Meeting of the Jean Piaget Society

Self-Regulation and Autonomy

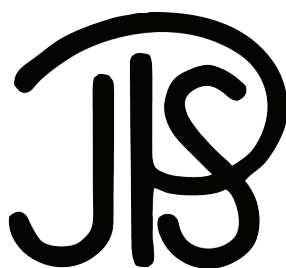
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St. Louis, Missouri, 3-5 June 2010

Program Organizers: Bryan Sokol, Frederick Grouzet, Ulrich Müller

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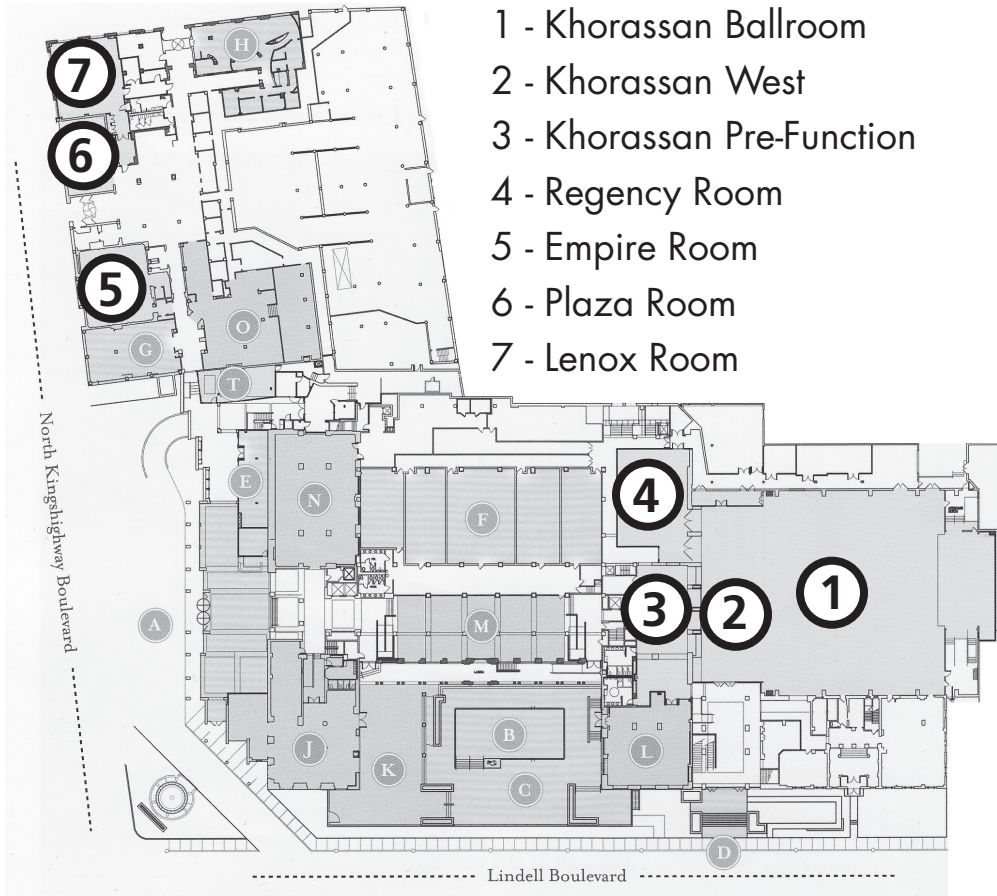
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Hotel Floor Plan

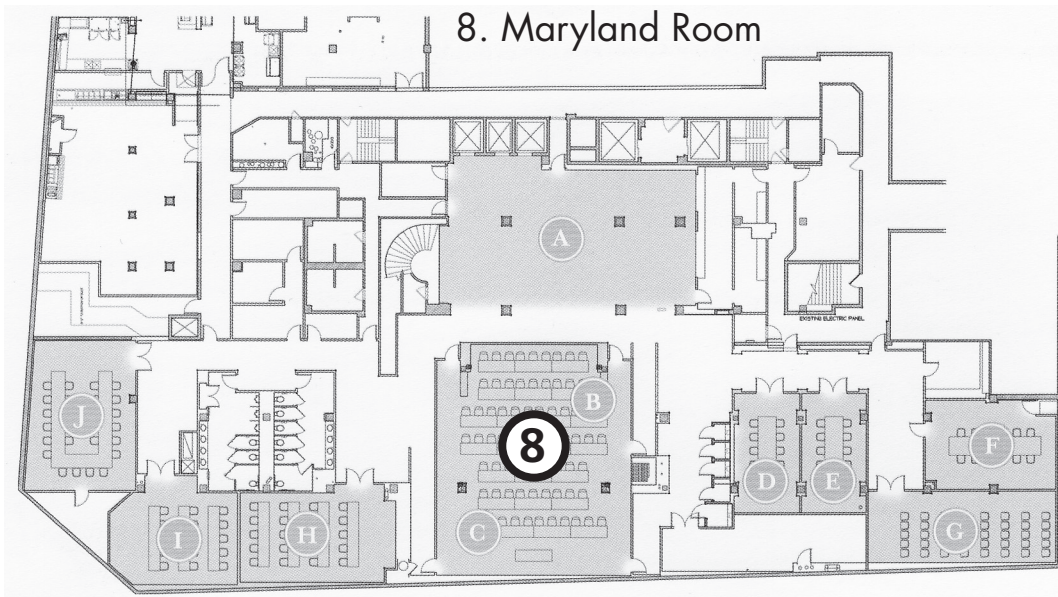
Main Level

- 1 - Khorassan Ballroom
- 2 - Khorassan West
- 3 - Khorassan Pre-Function
- 4 - Regency Room
- 5 - Empire Room
- 6 - Plaza Room
- 7 - Lenox Room



Conference Center

- 8. Maryland Room



Poster Sessions and Receptions 1 & 2 will be held in the Starlight Room on the 11th floor.

Program at a glance

THURSDAY	Khorassan	Empire	Plaza	Lenox	Maryland	Regency
9:00-9:15	Opening					
9:15-10:30	PL01					
10:30-10:45	break					
10:45-12:15		SY01	SY02	PS01	PS02	PS03
12:15-1:30	Lunch					
1:30-2:45	PL02					
2:45-3:00	break					
3:00-4:30		DS01	SY03	SY04	PS04	
4:30-4:45	break					
4:45-6:00		IS01	PS05	SY05	SY06	PS06
6:00-6:15	break					
6:15-7:15	PT01 Poster Session 1 (Starlight)					
6:30-7:30	President's Reception (Starlight)					

FRIDAY	Khorassan	Empire	Plaza	Lenox	Maryland	Regency
8:00-9:00		RT01	RT02			
9:00-10:30		PS07	PS08	SY07	SY08	SY09
10:30-10:45	break					
10:45-12:00	PL03					
12:00-1:15	Lunch (Annual Members Meeting)					
1:15-2:45		IS02	PS09	PS10	SY10	PS11
2:45-3:00	break					
3:00-4:15	PL04					
4:15-4:30	break					
4:30-5:45		IS03	SY11	PS12	PS13	
5:45-6:00	break					
6:00-7:00	PT02 Poster Session 2 (Starlight)					
6:30-7:30	Jacob's Foundation Reception for International Emerging Scholars (Starlight)					

SATURDAY	Khorassan	Empire	Plaza	Lenox	Maryland	Regency
8:00-9:00		RT03				RT04
9:00-10:30		SY12	SY13	PS14		SY14
10:30-10:45	break					
10:45-12:00	PL05					
12:00-1:30	Lunch (Board of Directors Meeting—Eau Bistro)					
1:30-2:45	PL06					
2:45-3:00	break					
3:00-4:30			SY15	ISO4		SY16
4:30-4:45	break					
4:45-5:45	Elsevier Book Discussion Session — Intelligence & Affectivity (Khorassan W / Regency)					

Program Overview—Thursday

Time	ID	Location	Event
8:30-5:00			Registration (Conference Desk)
8:30-5:00		Khorassan W	Book Display
9:00-9:15	OR	Khorassan	Opening Remarks: JPS President and Program Organizers
9:15-10:30	PL01	Khorassan	Plenary Session 1: R Keith Sawyer Emergence in creativity and development
10:30-10:45	break		
10:45-12:15	SY01	Empire	Symposium Session 1: Environmental and biological influences on executive function in early childhood
	SY02	Plaza	Symposium Session 2: The moral self: Personality versus identity
	PS01	Lenox	Paper Session 1: Mathematics, science reasoning and education
	PS02	Maryland	Paper Session 2: Piagetian theory
	PS03	Regency	Paper Session 3: Early childhood development
12:15-1:30	Lunch		
1:30-2:45	PL02	Khorassan	Plenary Session 2: Edward L Deci The importance of autonomy for development and well-being
2:45-3:00	break		
3:00-4:30	DS01	Empire	Discussion Session 1: Narrative and identity
	SY03	Plaza	Symposium Session 3: The accuracy of children's thinking about future emotions and desires
	SY04	Lenox	Symposium Session 4: Processes in infant social development: Social interaction and social understanding
	PS04	Maryland	Paper Session 4: Socialization, cognitive development, and achievement
4:30-4:45	break		
4:45-6:00	IS01	Empire	Invited Session 1: Jack Martin (organizer) Human agency: Balancing self- and other-determination
	PS05	Plaza	Paper Session 5: Adolescence, autonomy, morality, and culture
	SY05	Lenox	Symposium Session 5: Self-regulation via mediation with cultural tools
	SY06	Maryland	Symposium Session 6: Respect, emotion, and peer-related social competence in middle childhood
	PS06	Regency	Paper Session 6: Issues in cognitive development
6:00-6:15	break		
6:15-7:15	PT01	Starlight	Poster Session 1
6:30-7:30	REC1	Starlight	Reception 1: President's Reception

Program Overview—Friday

Time	ID	Location	Event
8:30-5:00			Registration (Conference Desk)
8:30-5:00		Khorassan W	Book Display
8:00-9:00	RT01	Empire	Roundtable Session 1: Moral and social development
	RT02	Regency	Roundtable Session 2: Cognition and education
9:00-10:30	PS07	Empire	Paper Session 7: Moral development
	PS08	Plaza	Paper Session 8: Affect, self-regulation and atypical development
	SY07	Lenox	Symposium Session 7: The contribution of executive function to early literacy and math skills
	SY08	Maryland	Symposium Session 8: Exploring social domain theory to enhance research on respect
	SY09	Regency	Symposium Session 9: From direct encounter with objects to reflection on action: A cinematic reconstruction of an individual cognitive process (film)
10:30-10:45	break		
10:45-12:00	PL03	Khorassan	Plenary Session 3: Charles S Carver Two layers of the mind in the self-regulatory process: Serotonergic function and what impulsive aggression and depression have in common
12:00-12:30	MEM	Khorassan	Annual Member's Meeting—all members are welcome to attend
12:00-1:15	Lunch		
1:15-2:45	IS02	Empire	Invited Symposium 2: Clancy Blair (organizer) Emotion, cognition, and self-regulation
	PS09	Plaza	Paper Session 9: Piagetian theory
	PS10	Lenox	Paper Session 10: Culture, gender, and development
	SY10	Maryland	Symposium Session 10: Self-regulation into the social-regulation and inverse: Experimental work, early research training and statistic reasoning
	PS11	Regency	Paper Session 11: Moral and social development
2:45-3:00	break		
3:00-4:15	PL04	Khorassan	Plenary Session 4: Larry Nucci — 'It's a part of life to do what you want:' The role of personal choice in social development
4:15-4:30	break		
4:30-5:45	IS03	Empire	Invited Session 3: Jeremy Carpendale (organizer) Autonomy versus dependence in the development of normativity
	SY11	Plaza	Symposium Session 11: Private speech: A tool for cognitive self-regulation
	PS12	Lenox	Paper Session 12: Development of self-regulation
	PS13	Maryland	Paper Session 13: Parental socialization and social and emotional development
5:45-6:00	break		
6:00-7:00	PT02	Starlight	Poster Session 2
6:30-7:30	REC2	Starlight	Reception 2: Jacob's Foundation Reception for International Emerging Scholars
8:00		TBA	Returning Students' Dinner

Program Overview—Saturday

Time	ID	Location	Event
8:30-3:00			Registration (Conference Desk)
8:30-3:00		Khorassan W	Book Display
8:00-9:00	RT03	Empire	Roundtable Session 3: Executive function and self-regulation
	RT04	Regency	Roundtable Session 4: Language, cognitive development, and emotion understanding
9:00-10:30	SY12	Empire	Symposium Session 12: Representation of attachment and temperament as socially constructed person perception
	SY13	Plaza	Symposium Session 13: What have we learned from The Learning Theory of Piaget and Inhelder?: An appreciation and reappraisal after (nearly) 30 years
	PS14	Lenox	Paper Session 14: Adolescent development and education
	SY14	Regency	Symposium Session 14: Using the CREDE standards for effective pedagogy to promote learning and self-regulation among culturally and linguistically diverse students
10:30-10:45	break		
10:45-12:00	PL05	Khorassan	Plenary Session 5: Wendy S Grolnick Facilitating self-regulation in the family: Balancing socialization and autonomy goals
12:00-1:30	Lunch		
12:00-1:20	BoD	Eau Bistro	JPS Board of Directors Meeting
1:30-2:45	PL06	Khorassan	Plenary Session 6: Richard M Ryan Motivation and development in the context of schools: Research on how classroom environments affect student engagement, well-being and performance
2:45-3:00	break		
3:00-4:30	IS04	Lenox	Invited Session 4: Stephanie Carlson Self-regulation and school success
	SY15	Plaza	Symposium Session 15: Three- to 15-month-olds' social interactional experiences and competencies across different cultural settings
	SY16	Regency	Symposium Session 16: Multiple perspectives on self-regulation in early childhood: Integrating developmental research with teacher education and classroom practice
4:30-4:45	break		
4:45-5:45	REC3	Regency	Reception 3: Elsevier Book Discussion Session — Intelligence & Affectivity Wine and tearful good byes...

Thursday—A.M.

8:30-5:00	Registration	Conference Desk
8:30-5:00	Book Display.....	Khorassan West
9:00-9:15	OR Opening Remarks	Khorassan
	Geoff Saxe (JPS President)	
	Bryan Sokol, Frederick Grouzet, Ulrich Müller (Conference Organizers)	
9:15-10:30	PL01 Plenary Session 1	Khorassan

Emergence in creativity and development

R Keith Sawyer (Washington University in St. Louis)

Jean Piaget’s theory of development was an emergentist theory—a class of theories that argue that complex phenomena are not centrally driven or programmed, but instead emerge from complex interactions. Piaget explicitly presented his developmental accounts in the context of earlier emergence theories including those of Freud and Durkheim. Furthermore, Piaget argued that scientific creativity emerged in a similar process of emergence. The parallels between creativity and development extend beyond Piaget’s work, through development and creativity research more broadly. For example, Vygotsky’s theory of development was also emergentist; and much of contemporary creativity theory has been based on staged models that are fundamentally developmental.

I present a framework of emergence theories, and I use the framework to identify a series of potential connections between creativity and development: (1) the process of emergence versus the product that results; (2) timescales of emergence; (3) the origin of novelty; (4) emergence in social groups, versus emergence in one individual’s mind. I conclude by demonstrating how creativity researchers and developmental researchers might benefit from exploring these parallels.

10:30-10:45 break

10:45-12:15	SY01 Symposium Session 1	Empire
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Environmental and biological influences on executive function in early childhood

Organizer: Angeline Lillard (University of Virginia)

This symposium presents research on contexts and biologically-mediated individual child factors influencing executive function (EF) in early childhood. One paper concerns how features of the classic Montessori classroom might be responsible for the extraordinary growth of EF seen in those classrooms. Another focuses on how fine motor control—exercised by many classic Montessori materials—entwines with EF growth to predict outcomes in preschool. The third paper considers how genetic variation combines with environmental factors to influence children’s developing executive control. The fourth takes a neurocognitive perspective on children in poverty to describe an intervention program aimed at assisting EF development in preschoolers in Argentina.

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Executive function growth in classic Montessori, supplemented Montessori, and conventional preschool programs and its relationship to other skills

Angeline Lillard (University of Virginia)

The separate contributions of EF and motor skills to six aspects of kindergarten readiness

Claire Cameron Ponitz (University of Virginia)

Laura L Brock (University of Virginia)

William M Murrah (University of Virginia)

Lindsay Bell (University of Michigan)

Samantha Worzalla (University of Michigan)

Frederick J Morrison (University of Michigan)

Dopamine genes and differential susceptibility to environmental influences on Executive Function

Brad E Sheese (Illinois Wesleyan University)

Mary K Rothbart (University of Oregon)

Michael I Posner (University of Oregon)

Research on childhood poverty and executive control from a cognitive neuroscience perspective

Sebastián J Lipina (Unidad de Neurobiología Aplicada)

María Soledad Segretin (Unidad de Neurobiología Aplicada)

María Julia Hermida (Unidad de Neurobiología Aplicada)

10:45-12:15 SY01 Symposium Session 2.....Plaza

The Moral Self: Personality versus Identity

Organizer: Tobias Krettenauer (Wilfrid Laurier University)

Discussant: Darcia Narvaez (University of Notre Dame)

After more than 25 years of scrupulous investigations into the moral self, this field of research has become increasingly diverse. Whereas diversity is to be cherished, it presents a challenge in itself as scholars may refer to similar concepts and ideas but, as a matter of fact, mean different things. In the context of the moral self literature, this problem is particularly well concealed as researchers consensually refer to one author as the common ground and starting point of their endeavours, all use the same metaphor when describing the moral self, and all seem to have one major goal in mind. However, a closer look reveals that the moral self literature is made up by different, maybe even incommensurate streams.

From a personality perspective, the moral self is a trait or a set of traits. Regardless of how these traits are conceptualized, the focus is on individual differences: Why do some people act morally in a given situation, and others not? By contrast, from an identity perspective the moral self refers to processes of self-integration. With development moral rules become increasingly integrated into the self. As a consequence individuals start to feel responsible for the moral actions they take. The leading question, thus, is: Why do individuals feel responsible for the actions they take, the decisions they make, the lives they live?

It is obvious that these two perspectives on the moral self have largely different theoretical and methodological ramifications. It therefore is important to clearly distinguish the two. At the same time, sharpening the contrast between them might help to find out how the two perspectives on the moral self intersect. This is the goal of the proposed symposium. It presents recent developments in research on the moral self. All contributions take a fresh look on some perennial issues by taking a personality or an identity perspective. Krettenauer (Paper 1) sets the stage by delineating the boundaries between personality and

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identity approaches to the moral self. He presents a model that outlines the intimate relationship between self and responsibility from a developmental point of view. Proulx and Chandler (Paper 2), adopting an identity perspective, make clear that individuals do not necessarily strive for consistency across situations when taking (or denying) responsibility for their (im)moral actions. Frimer and Walker (Paper 3), adopting a personality approach, focus on individual differences between moral exemplars and a group of matched comparisons.

Self and responsibility: A developmental view

Tobias Krettenauer (Wilfrid Laurier University)

Jekyll & Hyde and Me: Age-graded variations in conceptions of self-unity

Travis Proulx (University of California)

Michael Chandler (University of British Columbia)

Reconciling self and morality: A new approach to moral identity development

Jeremy A Frimer (University of British Columbia)

Lawrence J Walker (University of British Columbia)

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

Mathematics and science reasoning and education

Chair: Susan L Golbeck (Rutgers University)

The importance of reasoning and of information processing in children's mathematical achievement

Terezinha Nunes (University of Oxford)

Peter Bryant (University of Oxford)

Kathy Sylva (University of Oxford)

Rossana Barros (University of Oxford)

Two very different approaches dominate current research on children's mathematical learning. One focuses on the cognitive structures that underlie children's reasoning about mathematical relations. The other concentrates on information processing functions, such as children's working memory and attention. There have been few attempts to bring these two research traditions together within the same research, even though studies that deal with cognitive structures and with information processing functions together could lead to a better understanding of individual differences in mathematical achievement. We report the results of a large-scale longitudinal study of the effects of differences in reasoning and in working memory and attention on children's performance in two standardised mathematics assessments in the U.K. The predictors were measured at ages 8-9-years and the children's mathematical achievement at 11- (N=2590) and 13- years (N=1680). Regression analyses and structural equation models showed that both the reasoning and the information processing scores made independent contributions to the children's mathematical achievement, but that the contribution of children's reasoning was the stronger of the two. Children's ability to reason mathematically, therefore, plays a key role in their mathematical success, but their information processing skills also have an important effect.

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Conceptual development about gravitation for French schoolchildren

Sören Frappart (Université de Toulouse)

Valérie Frède (Université de Toulouse)

Michèle Guidetti (Université de Toulouse)

Counterintuitive knowledge like astronomy concepts and gravitation are particularly difficult to acquire and few studies exist on gravity phenomenon development. Moreover, few works have been led with kindergartens and they were usually statistically non-validated. Our goal is to characterise gravitation knowledge evolution (from an intuitive to an expected comprehension). We thus ask 144 schoolchildren (from 5-6 to 17-18 years) to predict the trajectory of a stone if dropped in four different contexts (on Earth and beyond). The results show that at 5-6 year old kindergartens only seem to take celestial body attraction into account to predict the stone's trajectory. The analysis of the expected frequency of the trajectories by age group and by context highlights three developmental paths. On Earth, schoolchildren correctly predict the fall of the stone. In the spaceship and in the lift expected trajectories appear progressively with age, while on the Moon, we observe a "U" shaped development. We conclude that gravitation is difficult to understand in its universal form. Moreover, kindergartens have a good intuition about attraction which becomes the spring of misconceptions when they grow up. These results shed light on scientific knowledge development and will be discussed according to the understanding of children's minds.

Personal epistemology and scientific disciplinary epistemology: Students' engagement with core issues in science

Jen Arner Welsh (Quinsigamond Community College)

This paper discusses findings from a study examining the ways in which girls' personal epistemologies are applied and modulated in relationship with scientific disciplinary epistemology in the context of their early high school science learning. Possible points of connection and contention are examined between scientific disciplinary epistemology and the ways in which participants deploy their personal epistemologies. Results suggest that there are both significant disjuncts and points of connection between these students' personal epistemologies and scientific disciplinary epistemology. In particular, universality, objectivity, and relatedness are three nodes around which there is tension between the ways in which interviewees describe thinking and the prescriptions of traditional versions of scientific disciplinary epistemology. On the other hand, the status of theories and coordinating theory and evidence are two foundational concerns of scientific disciplinary epistemology which these students have substantial resources for beginning to understand. Those resources, however, appear not to be activated in their current thinking about science.

Reflected abstraction and knowledge reconstruction in expertise: Tracking mathematicians' sensemaking around unfamiliar mathematical ideas

Michelle Hoda Wilkerson-Jerde (Northwestern University)

Uri Wilensky (Northwestern University)

Expertise is characterized not only by knowledge one already has, but also one's ability to flexibly learn new knowledge in a given field. In this study we track how expert mathematicians reconstruct and internalize mathematical knowledge that is unfamiliar to them. To this end, we interviewed ten professional mathematicians as they made sense of an unfamiliar mathematical research paper. We employ a framework of reflected abstraction (a conscious form of reflective abstraction; von Glasersfeld, 1991, Piaget, 1970) – as well as attention to the specific resources available to participants (Noss, Hoyles & Pozzi, 2002) – to explore the mechanisms by which experts learn abstract concepts. Specifically,

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we use verbal analysis and temporal network analysis to identify ways that experts engage with and coordinate different mathematical resources (such as specific examples and formal definitions), and to consider the relative importance of different resources in knowledge construction. We find that even in learning mathematical ideas that are presented abstractly, experts frequently employ concrete resources. However, rather than to illuminate or exemplify the mathematical structure under question, they are used for deconstructing that structure – which enables substructures to be objectified, symbolized, and flexibly linked to experts’ existing knowledge as well as formal definitions and representations.

10:45-12:15 PS02 Paper Session 2.....Maryland

Piagetian theory

Chair: Cynthia Lightfoot (Penn State, Brandywine)

Looking for Piaget’s Social Theory in daily newspaper puzzles

Keith R Alward (Independent Scholar)

While often thought of as an “individualist”, the developmental psychologist Jean Piaget actually believed that the development of rational, or “operational” thought, depends upon social coordination. Three puzzles found in daily newspapers are analyzed in terms of the kinds of constraints that make their solutions possible. Constraints are defined as conditions that make choices in solving puzzles impossible, unlikely, possible, likely, and necessary. These constraints are both within and between people, i.e., both psychological and sociological, and offer a window into a number of aspects of social coordination’s suggested by Piaget as critical to the development of rational thought. Piaget suggests that “systems of substitution” in the social realm tend towards an organization called a “grouping”. The grouping is an analytic structure used by Piaget to understand the underling organization of operative thought. It is argued that the constraints in a puzzle space act in a manner similar to groupings. The thrust of this paper is to propose that an analysis based on constraints might be a more heuristic means of understanding the interplay of sociological and psychological factors that affect the solution of everyday puzzles because constraints take into account probabilistic phenomenon along with figurative and operative intelligence.

Conceptualizing Imitation: Past and present efforts

Eugene Abravanel (The George Washington University)

In the past 25 years we have witnessed a welcome upsurge of interest and research on imitation, its nature and development. Piaget’s study of the topic preceded the current efforts by many decades and provided a framework within which to examine imitation as a cognitive e development of considerable power. Follow-up studies have supported portions of Piaget’s stage conceptualization, questioned some of the findings, and even argued for a very different start-up of imitation in the child. Yet, some of Piaget’s theory remains intact and has prompted new lines of research. Moreover, primate research has stimulated both comparative and analytical study that may prove significant for how we judge the scope of imitative functioning. I plan to draw upon this work in bringing the topic up-to-date by examining controversies, reviewing selected findings from the current literature, and taking account of new distinctions that require consideration in order to retain the utility of imitation and related concepts.

Postmodern democracy and the pedagogical legacy of Jean Piaget

Susan Jean Mayer (Brandeis University)

In addition to the work that scholars such as Jeanette Gallagher have undertaken to correct errors of fact and interpretation regarding Piaget’s work within American texts, a thorough review of Piaget’s role in the construction of democratic principles of teaching and learning is needed. This paper reviews the his-

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tory of Piaget's canonization within American educational theory in relation to two defining fields of influence: the cognitive revolution and the post-Sputnik turn to disciplinary academics to reform and revitalize K-12 math and science education. I argue that these domains of thought were never suited to providing a full and nuanced appraisal of Piaget's pedagogical legacy in regards to the aims and commitments of democratic schools and that today's more sophisticated appreciation of (and consuming interest in) the influences of cultural context calls for a corrective revisiting of the essential role to be played by intellectual autonomy and (a now situated) rationality.

10:45-12:15 PS03 Paper Session 3.....Regency

Early Childhood Development

Chair: Saba Ayman-Nolley (Northeastern Illinois University)

Links among socio-emotional competence, teacher-child relationships and peer acceptance in early childhood

Emma Baumgartner (University of Rome)

Stefania Sette (University of Rome)

Yvonne Bohr (York University)

The purpose of the current investigation was to examine the relationship between socialization influences, child characteristics and social behaviors in a sample of 165 preschoolers (mean age= 53.2 months). Specifically, we were interested in the interaction between child variables (shyness, impulsivity, empathy, aggression, understanding of emotion), teacher-child relationships variables (closeness, dependency, conflict), social competence (prosocial behavior, aggression, withdrawal) and peer acceptance. Peer acceptance may provide the best index of children's social adjustment, especially during the preschool years, when children have to learn to cope with the new challenges presented by peer relationships. Parents completed ratings of child empathy, shyness, impulsivity and aggression; teachers rated aggression, shyness-withdrawal, prosocial behavior; peers provided measures of peer acceptance and, finally, children's understanding of emotion was assessed. Our results show that more empathic and less impulsive children were reported to exhibit more socially competent behavior, and less aggression and social withdrawal. Socially competent behaviors predicted both peer acceptance and close relationships with the teacher better than other variables. Additionally, there was also evidence of an association between aggressive behavior, negative teacher-child relationships and peer exclusion. The contribution of children's understanding of emotion to social adjustment was less significant. These findings suggest that teacher training, aimed to promote children's prosocial behavior starting in the preschooler years, may maximize young children's social adaptation.

Collaborative recall in groups of primary school children

Michaela Gummerum (University of Plymouth)

Patrick J Leman (University of London)

Working in groups is an important aspect of everyday life, both in educational and professional settings. Group decisions are particularly beneficial when group members share their unique knowledge. In these instances, a group can make a better decision than each individual group member alone. This study investigated how groups of three same-aged 7- and 9-year-old children exchange unique information during collaborative recall. Our goals were to find out how primary-school children deal with information that is unshared among group members, the processes that hinder or improve information-sharing in groups, and whether these processes differ by age. So far, results show that among 9-year-olds, but not 7-year-old, children collaborative recall in a real group has a negative effect in terms of the number of

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items recalled. That is, recall was worse in a real than in a nominal group, in which children recall items individually (i.e., alone) and non-redundant items are subsequently pooled. In contrast, no difference in recall between real and nominal groups emerged for the 7-year-olds. We hope that the findings of this study will be of interest to developmental and social psychologists as well as educators and help teachers plan group work more effectively in different age groups.

Mindful Learning: Children's developing theory of mind and their understanding of the concept of learning

Zhenlin Wang (The Hong Kong Institute of Education)

Douglas Frye (University of Pennsylvania)

Self-regulated learning in preschool classrooms assumes that children are metacognitive learners by default, an assumption that is deeply flawed. From a developing theory of mind perspective, young children face great challenge in understanding of the changes in mental states during learning. The study launched an investigation of children's developing understanding of learning as a process of representational change from a theory of mind framework through a series of six studies. The goal was to pinpoint the mental properties that are essential to children's understanding of learning, examine their relationship with mindreading ability including false belief understanding, and outline the developmental trajectory of mindful learning during preschool and early elementary school years. The results found that young children first understood learning as a behavior independent of knowledge change. Around the time of school entry, children began to appreciate that learning is a representational change, and people's belief about their knowledge state rather than the actual knowledge state determines the learning intention. They also began to understand that learning intention is often related to learning outcome; however, intention is neither a sufficient nor necessary condition for learning. The implications of mindful learning in early childhood education and school readiness were discussed.

Inter-subjectivity and collaborative quality of interaction among peers: An interaction based theory and method for assessing preschooler's social behavior

Rebecca Garte (CUNY)

This paper presents a research paradigm designed to assess low income preschooler's social behavior as it emerges in the course of peer interaction. Measures of inter-subjectivity and collaborative quality were designed to capture the quality of peer interactions across 360 episodes of free play. Discrete episodes were drawn from videotapes of 5 classrooms and selected from the behavioral stream. Findings showed the construct of inter-subjectivity to be multi-dimensional and to vary in type according to both group and activity variables. In addition positive relationships were found between joint attention and inter-subjectivity and the length and collaborative quality of the episode. Measures of the classroom environment were found to be related to the type of inter-subjectivity and degree of collaborative quality. These results support the validity of an interaction based method for assessing young children's social competence. In addition, findings support a theory of inter-subjectivity as being emergent in the interaction, multi-dimensional and based in shared activity. Finally, evidence regarding the various features of classroom contexts that are most supportive of high quality peer collaborations may have implications for educational practice regarding young children's social development especially in disadvantaged populations.

Thursday—P.M.

12:15-1:30 Lunch

1:30-2:45 PL02 Plenary Session 2 Khorassan

The importance of autonomy for development and well-being

Edward L Deci (University of Rochester)

Organismic theories begin with the assumption that human beings have an inherent developmental tendency—namely, the integrative process referred to by Piaget and others as organization. The Piagetian viewpoint focuses on the development of cognitive structures, which proceeds through an invariant sequence of stages and occurs as individuals encounter optimally assimilable stimuli, differentiating and integrating them into their cognitive structures. The ongoing result is an evermore elaborated and refined representation of themselves in relation to their world.

Self-determination theory (SDT) is similarly concerned with the organismic integration process, although it focuses on the motivational basis of that process as it relates to the integrated development of self, the autonomous regulation of behavior, and the experience of psychological well-being. SDT thus adds to the work of prior organismic theorists the idea that people are intrinsically motivated to function and develop. It proposes that the organismic integration process requires specifiable psychological nutrients, referred to as the satisfaction of basic psychological needs for competence, relatedness, and autonomy, which supports people's intrinsic motivation to function in ways that yield integration, development, and well-being. The importance of this proposition is, in part, that it allows us to predict and interpret the effects of social environments on healthy, and not-so-healthy, human development. Specifically, need-satisfying factors in the social environment that enhance intrinsic motivation are theorized, and have been found, to promote integrated development, autonomous self-regulation, and well-being; whereas, need-thwarting factors that undermine intrinsic motivation have been found to diminish integration, regulation, and well-being.

2:45-3:00 break

3:00-4:30 DS01 Discussion Session 1 Empire

Narrative and Identity

Organizer: James W Allen (University of Victoria)

Organizer: Christopher E Lalonde (University of Victoria)

Invited Participants:

Colette Daiute (City University of New York)

Cynthia Lightfoot (Pennsylvania State University)

Katherine Nelson (City University of New York)

More than 20 years ago, Jerome Bruner published a challenging paper in which he argued that in addition to the logical forms of thought, the scientific study of thinking should also explore another, different form of thinking, specifically narrative thought processes, or the cognitive processes involved in story-telling. In the intervening years, the field of psychology has seen a burgeoning interest in the study of narrative thinking processes. Many researchers are undertaking detailed studies of the development of narrative understanding among children and how narratives function as socializing agents within families and communities. In addition, other researchers have been examining how narrative processes are involved in the development of a sense of identity in adolescence and young adulthood. This research has led to a number of important advances in the field of identity development in terms of both theory and methodology. Theoretical advances have led researchers to consider how the identity development

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process is necessarily situated within relationships in particular sociocultural contexts. Methodological advances have resulted in new ways of analyzing personal narratives to gain insight into the processes involved in identity development. This discussion session will bring together prominent researchers studying the importance of narrative to human development, particularly in terms of its role in identity development, to engage in an interactive discussion about current opportunities and challenges in the study of narrative and identity.

3:00-4:00 SY03 Symposium Session 3 Khorassan

The accuracy of children's thinking about future emotions and desires

Organizer: Craig E Smith (Harvard University)

The emotions people anticipate experiencing in response to events serve as guides in decision making. Research with adults on anticipated feelings, or "affective forecasts," has provided a wealth of information about the accuracy with which emotions and other mental states are predicted. For example, adults exhibit an "impact bias," wherein the emotional impact of a future event is overestimated. Little is known, however, about the accuracy of children's affective forecasts. While existing developmental research indicates that children are often able to make coherent predictions about what they will feel and want in the future, little is known about the types of errors children make in their predictions. Notable exceptions to this include studies (e.g., Atance & Meltzoff, 2006) which show that errors in thinking about future desires (for salty food) are linked to currently-experienced physiologic states (thirst level).

This symposium will present four lines of research that explore the precision of children's thinking about future emotions and desires. The research in the first presentation (Smith) borrows the forecaster/experiencer paradigm from adult affective forecasting research to examine the emotions children forecast and experience in the context of sharing. Special attention is paid to the accuracy of emotion forecasts made by children who anticipate sharing nothing with another child. The research in the second presentation (Drake & Winner) also draws on the forecaster/experiencer paradigm to explore children's beliefs about how art-making affects mood. One focus of this research is whether children anticipate that art-making can improve mood following a negative mood induction. The third presentation (Metcalf & Atance) will report on a study of children's ability to anticipate the disappointment that would occur in the future should they choose not to save in the present. This study also evaluates whether children are able to adjust their behavior in order to avoid re-experiencing disappointment. Finally, the fourth presentation (Stein) will report on some exciting naturalistic research in the realm of affective forecasting. Affective forecasting accuracy was examined longitudinally in (1) men who are caregivers to other men who have AIDS; (2) youth who experienced trauma in their late adolescent years; and (3) children who experienced various parental/grandparental traumas in their early years.

These studies represent novel approaches to studying mental state understanding in children, and illuminate links between existing research in this broad area (e.g., Atance & Meltzoff, 2006) and new directions in the study of affective forecasting.

Children's affective forecasts in the context of sharing

Craig E Smith (Harvard University)

Children's beliefs about how art-making can improve mood

Jennifer E Drake (Boston College)

Ellen Winner (Boston College)

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Do young children save to benefit their future selves?

Jennifer L Metcalf (University of Ottawa)

Cristina M Atance (University of Ottawa)

The role of goals and emotions in forecasting the future: accurate and inaccurate predictions about feelings and behavior

Nancy L Stein (University of Chicago)

3:00-4:30 SY04 Symposium Session 4.....Lenox

Processes in infant social development: Social interaction and social understanding

Organizer: Jeremy I M Carpendale (Simon Fraser University)

Human infant development occurs within a social niche. It is, thus, important to examine the processes of development through which infants engage with others and develop further social skills. The four papers in this symposium address various aspects of this development. The first paper addresses the question of how infants from 6 1/2 to 12 1/2 months of age become aware of others' intentions regarding the infant's own actions. Parental directives are examples of an adult's directedness towards infants' actions. The emergence of compliance seems to reflect the process of adults drawing infants into engagements about shared intentions. The second paper continues with the theme of examining the process of infant communicative development within engagement. In particular, the development of infants' social skills in using pointing gestures to share attention and make requests is examined by using selected entries from a diary case study of one infant's development from 6 to 14 months to illustrate a neglected view according to which infants first begin using their extended index finger as an aspect of their own attention which only gradually becomes a social gesture as infants come to learn about adults' responses to it. The third paper re-examines the claim that infants' looking times in Onishi and Baillargeon's (2005) infant 'false belief' experiment indicates an innate understanding of mind. Three experiments with 10 to 22 month old infants were conducted to examine three skills involved in this task: understanding the role of intention, shared attention, and the agent's commitment in placing an object. The results do not fit with the claim that this task is solved by means of an innate module, but rather they indicate that these skills develop gradually and somewhat independently. The authors suggest that infants' understanding of intentional action emerges first within shared interactions and only gradually generalizes to situations that are not shared. The author of the fourth paper examines the emergence of rudimentary self-reflection in late infancy through the development of the ability to take another's perspective on the self. Infants' coordination with others increases in complexity during their second year. Coordinated role relations emerge between players, for example, in imitative games involving coordination between the agent and someone who imitates. By mastering and coordinating the different roles infants learn to take the attitude of the other toward the self in the sense of having the other's expectable reactions as part of their own conduct.

Engagement and the origins of infant compliance

Vasudevi Reddy (University of Portsmouth)

Katja Liebal (University of Portsmouth)

Kerry Hicks (University of Portsmouth)

Srujana Jonnalagadda (University of Portsmouth)

Chintalapuri Beena (University of Portsmouth)

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The development of pointing: From personal directedness to interpersonal direction

Jeremy I M Carpendale (Simon Fraser University)

Ailidh B Carpendale (Simon Fraser University)

Social interaction and social competence in the 'infant false belief' task

James Stack (Lancaster University)

Charlie Lewis (Lancaster University)

Social interaction and the emergence of rudimentary self-reflection in infancy

Ulrich Mueller (University of Victoria)

3:00-4:30 PS04 Paper Session 4.....Maryland

Socialization, cognitive development, and achievement

Chair: Lauren J Myers (Bryn Mawr College)

Working memory: Driving the income-achievement gap on standardized math tests

Michele Tine (Dartmouth College)

While extensive work has been carried out aimed at characterizing the socioeconomic achievement gap in terms of cognitive outcomes, little work has been done investigating the cognitive processes that may be responsible for the gap. The current study uncovered working memory as one of those potential cognitive processes. Visual short-term, verbal short-term, visual working, and verbal working memory tasks were administered to 163 high- and low-SES fourth-grade students. Participants Math and English Language Arts Massachusetts Comprehensive Assessment System scores were also obtained. Results uncovered SES differences on working memory tasks. In addition, working memory mediated the relationship between SES and Math MCAS scores. It is suggested that working memory is an underlying cognitive process that may be, in part, responsible for the income-achievement gap. Therefore, it seems essential to target and foster the working memory skills of low-SES children. Classroom, school, and community implications are discussed.

Expectation of external rewards and preschoolers' working memory, inhibitory control, and flexibility

Li Qu (Nanyang Technological University)

Dana Liebermann Finestone (University of Waterloo)

Huiqing Lim (Nanyang Technological University)

Jun Qin Loh (Nanyang Technological University)

ZhenXia Reena Leong (Nanyang Technological University)

The current study investigated how the expectation of receiving an external reward may influence preschoolers' working memory, inhibitory control, and flexibility. One-hundred thirty five Singaporean preschoolers ($M = 54.1$ months, $SD = 6.7$, Range: 43 - 74; 72 girls) were either informed or uninformed that they would receive a favorite toy if they perform the target task well. Additionally, participants were randomly assigned to one of the target tasks: a modified Self-Ordered Pointing Task (mSOPT), the Day/Night Stroop, and the Flexible Item Selection Test (FIST). To control individual differences, before the motivation manipulation and presentation of the target task, all children's vocabulary, short-term memory, inhibitory control, flexibility, and theory of mind were tested, and the children were asked to report their motivation and mood states. The results showed that compared to those in the uninformed condition, 1) the preschoolers in the informed condition were more flexible on the FIST; 2) the girls in the informed condition were less inhibited on the last two trials of the Day/Night; and 3) the preschoolers in the informed

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and uninformed conditions performed similarly on the mSOPT. These results suggest that in preschoolers, the expectation of receiving an external reward may differentially impact their performance on certain EF tasks.

Arguing with peers: Examining two kinds of discourse and their cognitive benefits

David Shaenfield (Columbia University)

This study examines the extent to which meta-level regulation of argumentive discourse goals and strategies relates to improvement in argumentive discourse skill. A 7-month intervention was designed to provide dense experience in argumentive discourse and to promote meta-level regulation of discourse. Pairs of academically disadvantaged eighth graders conducted electronic dialogs with opposing pairs on a series of social topics. Analysis of intra-dyad discussion over the course of the intervention showed that participants producing a high proportion of meta-level utterances were more likely to show improvement in argumentive skill. This finding suggests that enhanced meta-level awareness of the strategies and goals of argument, along with rich engagement in argumentation, promote skill development.

Mothers' achievement goals and contingent regard in relation to their young children's pride and shame

Patricia A Smiley (Pomona College)

Kelly Schwartz (Pomona College)

Sarah Lysogorski (Pomona College)

Self-regulation of emotion is a critical element of adaptive achievement motivation. Parents who emphasize the importance of outcomes (rather than effort) orient their children toward "performance goals" (rather than "learning goals"). Some parents also withhold or offer affection based on children's performance, employing conditional regard (CR). Focusing on performance leads children to attend to external cues, measure success in terms of outcomes, anticipate approval for meeting expectations, and dysregulate achievement emotions. We examined the relation between 150 mothers' achievement goals for their children and endorsement of CR, and their 4- to 5-year-old children's shame and pride during two tasks. Children whose mothers endorsed CR showed less pride in their own picture in a situation where mothers' just-completed pictures were prominently displayed, suggesting that performance standards and CR interfere with task engagement. Children whose mothers were more invested in CR also showed more shame in a situation where they failed to solve puzzles, suggesting that CR makes children conscious of the interpersonal meaning of failing to perform. Children whose mothers endorsed both achievement outcomes and CR showed the most awareness of the meaning of poor performance, i.e., the most shame after failure. Mothers' investment in achievement outcomes socializes emotion dysregulation.

The effectiveness of a mentoring program for young minority boys on academic and attitudinal outcomes

Curtis Lewis (Michigan State University)

KyungSook Lee (Michigan State University)

Gabriela Saenz (Michigan State University)

Karlin Tichenor (Michigan State University)

Patricia Farrell (Michigan State University)

Marvin McKinney (Michigan State University)

James Davis (Lansing School District)

This paper examines the effect of an academically structured mentoring program on young children's feelings about school and academic achievement. Participants were preK to 2nd grade young African

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American, Latino, Asian and American Indian boys (N = 102) who participated in the Promoting Academic Success Initiative (PAS) and who were academically mentored by high school students (N = 15). Children's literacy & math achievements and feelings about school were measured in spring 2008 and spring 2009 using Woodcock-Johnson (WJ) III, Test of Early Mathematics Ability (TEMA), and the Feelings About School (FAS), respectively. Results indicate that students who participated in the mentoring program improved in math, brief and broad reading skills more than those who did not participate in the mentoring program. Specifically, the results show that students' performance on basic reading skills and reading comprehension in the mentoring program did not decline, but the decline rate for students who were not mentored was higher in all 4 subject areas – basic reading skills, reading fluency & comprehension, and math. Also, students in the mentoring program exhibited higher changes in their feelings about their relationship with teacher, their general attitudes toward school, perceived competence in literacy, and perceived competence in math.

4:30-4:45 break

4:45-6:00 IS01 Invited Session 1 Empire

Human agency: Balancing self- and other-determination

Organizer: Jack Martin (Simon Fraser University)

This invited symposium highlights four contemporary understandings of the development of human capabilities for rational and moral agency. The four papers that comprise the symposium elaborate and extend important insights into the development of human agency during ontogenesis formulated by Jean Piaget, Lev Vygotsky, George Herbert Mead, and others. In particular, all the presenters attempt a clear articulation of processes of interactivity and intersubjectivity that enable human infants to develop as self-determining persons within their relationships with others and broader social practices, artifacts, and contexts. Central to these accounts are processes of joint activity, perspective taking, and coordination that take place within existing historical and sociocultural contexts, but which open to possibilities for transformative collaboration of both persons and their societies.

The first paper by Michael Chandler and Bryan Sokol extends Piaget's ideas concerning perspective taking and the "will," especially the manner in which developing individuals come to take possession or ownership of particular stances, and commit themselves to particular values and ideals. The second paper by Anna Stetsenko extends some of the ideas of Vygotsky, arguing that we develop as individuals through the exercise of agency entailed by an activist stance vis-à-vis history and society, and to the extent that we find ways to make our lives matter within collaborative processes to which we are able to make unique contributions. In the third paper, Martin and Gillespie argue that agency be conceptualized in terms of distancing from immediate experience; and, following George Herbert Mead, show how social interactions, institutions, and symbolic resources foster the development of agency in increasingly complex ways as ontogeny unfolds. In their final paper, Barresi and Moore support their claim that in order to engage in adaptive agency in a social world one must represent how the natural world appears from the perspective of others and organize one's actions with respect to their perspectives as well as one's own.

Constructing the agent: Developing conceptions of autonomy and selfhood

Michael J Chandler (University of British Columbia)

Bryan W Sokol (Saint Louis University)

Understanding situations from different vantage points broadens the scope of an individual's potential actions. This is one of the reasons why perspective taking is argued to be so central to the psychologi-

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cal mechanisms contributing to an individual's personal agency. According to Piaget, the relationship between perspective taking and personal agency has even deeper structural parallels. He argues that personal agency, or the "will," operates very much like perspective taking does. The will coordinates and integrates a person's various desires and personal values just as perspective taking allows for the coordination and integration of multiple points of view. Moreover, both processes undergo developmental transformations over time that enrich an individual's social competencies and promote personal autonomy. The extent to which agency is rooted in the development of perspective taking, however, also raises important questions, particularly regarding the place that agency holds in an individual's growing sense of selfhood and identity. One of these questions concerns how individuals take possession or ownership of particular stances and commit themselves to particular values and ideals. This process of self-appropriation, as it is sometimes called, also needs to be seen as an important part of perspective taking development. A set of studies investigating children and adolescents' emotion attributions illustrates the developmental steps involved in the processes of self-appropriation and perspective taking, as well as how these combine in the construction of individuals' developing agentic abilities.

Reconceptualizing agency on the grounds of a transformative activist approach to human development

Anna Stetsenko (The Graduate Center, CUNY)

The goal of this paper is to contribute to a radical revision of prevalent models of agency construed on outdated notions about the very nature of human development. On the basis of a survey of developments to date in sociocultural, critical, and developmental research, it is argued that the most important common achievement of the last decades has been the shift to a relational worldview where humans are understood as both determined by and determining circumstances of their own lives. Yet, in order to move beyond the remaining impasses toward a fully dialectical view of agency that captures dimensions of ethics, responsibility, commitment, and directionality as central to human life, psychology needs to engage in a more programmatic transformation of its foundational premises. My suggestion is that the next step after establishing the profoundly relational nature of human development consists in introducing the notion that collaborative transformative practice aimed at changing the world constitutes the core grounding for human development. While the notion of collaborative transformative practice is fully relational, it also moves beyond relationality and instead highlights the need for an activist stance vis-à-vis the world, embodied in goals and commitments to social transformation, as the key constituent and the very grounding for human development. On this premise, agency can be conceptualized as an ineluctable dimension and a primary sine qua non of development, already present at the level of "elementary" processes such as perception – where seeing is determined by one's goals and orientations – all the way to higher forms of subjectivity and intersubjectivity. Humans come into Being and develop as unique individuals through the exercise of agency entailed by an activist stance vis-à-vis history and society, and to the extent that they find ways to make their lives matter in these collaborative processes through a unique contribution to them.

A Neo-Meadian approach to human agency: The ontogenesis of perspective-coordinating, self-determining persons

Jack Martin (Simon Fraser University)

Alex Gillespie (The University of Stirling)

How can human agency be reconciled with bio-physical determinism? Starting with a discussion of the long standing debate between determinism and agency, we argue that the seeds of a reconciliation can be found in George Herbert Mead's ideas concerning social acts, perspectives, differentiation, self-other interactivity, and conscious understanding. Drawing on more recent reformulations of Mead's ideas, we

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present an integrated account of the ontogenesis of human agency. Human agency, we argue, should be conceptualized in terms of distancing from immediate experience, and we show how social interactions, institutions and symbolic resources foster the development of agency in increasingly complex ways. We conclude by situating our work in relation to other developmental accounts and the larger project of theorizing and empirically supporting a compatibilist rendering of human agency as the “determined” self-determination of persons.

Agency and personhood

John Barresi (Dalhousie University)

Chris Moore (Dalhousie University)

In order to engage in adaptive agency in a social world one must represent how the natural world appears from the perspective of others and organize one’s actions with respect to their perspectives as well as one’s own. So, forms of integration of 1st and 3rd person perspectives of the types and meanings of actions are required. In the case of humans, a form of integration has evolved to require a concept of self and other as persons extended in time and embedded in culture. In the present paper, we trace five important stages in the development of this notion of human agency: 1) In early infancy embodied agency in response to natural and social worlds are disconnected; 2) Toward the end of the first year, they become integrated as the infant engages in shared activities with others; 3) During the second year, the toddler begins to differentiate self from other and acquires knowledge of both as embodied agents and persons with different 1st person perspectives within a temporally limited but shared 3rd person perspective or common world; 4) At age-4 the child begins to regulate its behavior not only with respect to present goals and situated social norms, but also with respect to past and future goals and norms that extend across time; 5) With adolescence, personal agency becomes possible within a normative perspective that is no longer local but is more general even to the possibility of adopting a universal human 3rd person point of view.

4:45-6:00 PS05 Paper Session 5..... Plaza

Adolescence, autonomy, morality, and culture

Chair: Stacey Horn (University of Illinois at Chicago)

Autonomy in Chinese adolescent eyes: Similarities and differences from SDT

Xuelian Chen (Huazhong Normal University)

Zongkui Zhou (Huazhong Normal University)

Zhao Zhang (Wuhan University of Technology)

According to self-determination theory (SDT), autonomy is a fundamental psychological need of human beings that represents the ultimate form of self-regulation. Such self-determination is assumed to predict well-being and optimal functioning in various life domains. However, some cross-cultural researchers hold different perspectives. They argue that the pursuit of autonomy is not universal and may result in inner tension and further undermine individuals’ psychological well-being and interpersonal relationship especially in collectivist cultures that think highly of social relatedness, team spirits and harmony instead of individual competitiveness and autonomy. Strivings for autonomy would definitely weaken social ties. Such debates on autonomy may be a result of both cultural and conceptual confusion on autonomy. Conceptual analysis was conducted to explore Chinese adolescents’ understanding of autonomy. The results found more similarities than differences on the concept of autonomy among Chinese adolescents. Independence, self-determination, agency, freedom, self-independence and so on were frequently used to refer to autonomy both in adolescents’ reports and in theories such as SDT concerning autonomy. As

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for differences, autonomy may include *Zijue*, for example, a Chinese word that contains the meaning of self-awareness and activity in initiating things without the pressure of others; it implies to urge or to encourage someone.

Historical influences on socio-moral development: A cohort replication of a cross-cultural comparison

Monika Keller (Max-Planck-Institute for Human Development)

Wolfgang Edelstein (Max-Planck-Institute for Human Development)

Fu-Xi Fang (Chinese Academy of Sciences)

The study analyzes the effects of socio-historical change on the development of socio-moral reasoning in Iceland and Mainland China. The design replicates a study of four different age groups (7, 9, 12 and 15 yrs) that were tested cross-sectionally and longitudinally beginning 19976 (Iceland) and 1990 (China) (xx, 1998). The same age groups were tested in 2007 in both countries. Participants were asked about decision-making, moral judgment and feelings in a friendship dilemma, in the first studies in an interview, in the second in a questionnaire. Given the radical modernization changes had been taken place in China we expected that socio-moral reasoning of Chinese children and adolescents might have become more similar to the Western sample. As expected, the findings revealed only few and unsystematic differences in Iceland. In contradistinction, the two Chinese cohorts revealed differences in the expected direction. An increase in self-interest and a decrease in other-oriented reasons in the 2007 study can be seen as consistent with a cultural change towards individualism. On the other hand, similarities in moral feelings revealed that cultural differences were preserved. Overall the findings reveal a complex interaction of development, culture and historical time

4:45-6:00 SY05 Symposium Session 5.....Lenox

Self-regulation via mediation with cultural tools

Organizer: Colette Daiute (The Graduate Center, CUNY)

Self-regulation is a focus of inquiry across developmental theories. The papers in this proposed symposium consider self-regulatory means with symbolic media, in particular as used by children, adolescents, and young adults to manage their goals and understandings in relation to those of local society. According to one theory, mediation is human genius at work, with the use of cultural products, the meanings and signs for them agreed upon in society as “conductor[s] of human influence on the object of activity” (Vygotsky, 1978, p. 55). Other theories emphasize metacognition, information processing, or brain functioning. Although explanations differ in the nature and location of regulatory mechanisms, the goal of most self-regulation research is to understand how individuals control their interactions in the world. Requiring more inquiry is the nature of the perceiving-knowing-regulatory perspective as an interaction of individual with environment (Rutter, 1997). Consistent with cultural-historical activity theory, the proposed symposium focuses on symbolic artifacts in diverse contexts (pre-schools, neighborhood streets, and community centers) as used by children, adolescents, and young adults to mediate their personal understandings and goals in relation to expectations in the society. Cultural tools such as time, narrative, text messaging, visual media (collages, fashion) evolve socio-historically but take on new meanings in contemporary activities. The affordances (Heft, 2001) of cultural tools define their use, but individuals exploit those features to serve purposes in everyday activities. This symposium brings this definition of cultural tool to life in various settings requiring self-regulation for adaptation, survival, and development. The symposium adds to the extensive conversation on cognitive and neurological processes, theory and research about intersubjective processes of individuals in physical and symbolic activities.

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The mediation of time through cultural artifacts

Zena Eisenberg (Pontifícia Universidade Católica do Rio de Janeiro)

Katherine Nelson (The Graduate Center, CUNY)

Development of the symbolic function for immigrant youth expressed through narrative form in interpersonal interactions

Luka Lucic (Hunter College)

Self-regulation, agency, and the figured worlds of adolescents: A sociocultural approach

Cynthia Lightfoot (Penn State, Brandywine)

Youth use cultural tools to mediate development in political violence

Colette Daiute (The Graduate Center, CUNY)

4:45-6:00 SY06 Symposium Session 6.....Maryland

Respect, emotion, and peer-related social competence in middle childhood

Organizer: Katherine M Kitzmann (University of Memphis)

Piaget proposed that during middle childhood, children undergo a transition in which unilateral respect for parents develops into a more reciprocal form of respect with peers. Importantly, the capacity for reciprocal respect is assumed to be a marker of social competence in this age group. This symposium reports empirical evidence of the association between respect and social competence, but also extends work in this area by examining how respect may operate in conjunction with other important emotions (shame, anger, loneliness) to predict peer-related social competence in middle childhood. The three papers are based on a common set of data collected annually from all children in grades 3 through 6 (n = 180) in a public elementary school in the U.S. Children complete self-report questionnaires and provide sociometric data in the form of nominations and ratings. For the current symposium, the variables of interest are the child's understanding of respect; the child's experience of respect in the classroom; the child's experience of emotions such as shame, anger, and loneliness; and the child's peer-related social competence.

The first paper examines conceptual reasons to expect that loss of respect from peers would be influenced by, and would in turn influence, children's experience of shame. This paper highlights the importance of distinguishing the internal experience of shame from the outward displays of shame, and presents preliminary empirical results that are relevant to understanding these processes. The second paper highlights respect as an important contextual influence on how children's expressions of anger are interpreted by peers. Although research suggests that children who have trouble regulating anger are often viewed as aggressive, and consequently disliked by peers, the current paper suggests that this process may differ for children who experience high versus low respect in the classroom. The third paper uses longitudinal analyses to examine changes in children's understanding of respect from grades 4 to 6. The results suggest that children who are late in adopting reciprocity as the meaning of respect show lower social competence, evident first in cognitive and behavioral markers of poorer social functioning, followed by an emotional expression of loneliness in the form of feeling apart and removed from peer social functioning.

The functional relations between shame and respect

C Matthew Stapleton (University of Memphis)

Katherine M Kitzmann (University of Memphis)

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Anger dysregulation and peer respect interact to predict social competence

Katianne M Howard (University of Memphis)

Robert Cohen (University of Memphis)

Kelly E Buckholdt (University of Memphis)

Social and emotional developmental implications for understanding reciprocity as the meaning for respect

Yeh Hsueh (University of Memphis)

Robert Cohen (University of Memphis)

Corrie L Schoffstall (University of Memphis)

Rachel Tillery (University of Memphis)

Keaston Julian (University of Memphis)

4:45-6:00 PS06 Paper Session 6.....Regency

Issues in cognitive development

Chair: Carolyn Hildebrandt (University of Northern Iowa)

Children's conceptions of shadows

Robert Louisell (St. Ambrose University)

We explored children's understandings of shadows during early and middle childhood. The influences of the children's personal experiences as well as the narratives of their cultures were examined. In what ways are children's conceptions influenced by their sociocultural context; e.g., by family, peers, literature, and media? When children revert to their naive conceptions (Gardner, 1991) from more schooled ones (Vygotsky, 1962), are their ideas influenced by "spontaneous" thinking or by cultural influences? We conducted a Piagetian interview (Piaget, 1927) with each child and followed by having the child creatively interpret a poem about shadows. Parents and teachers were also interviewed (Similar interviews were presented at a previous JPS meeting concerning the child's ideas about the moon). Next, we engaged each child in a hands-on lesson about shadows and asked the child to write about shadows. After an interval of at least a month, we conducted another interview with an eye towards assessing the impact of the lesson. Implications included: 1. Lessons that relate to a child's ideas about the topic may influence that child's conceptual change, but not necessarily in the way teachers have intended 2. Parents and teachers can provide important insights about the experiences influencing a child's ideas.

Play and the development of symbolic thought and self-regulation

Kelly Boyle (University of California-Berkeley)

Although traditionally a mainstay of early childhood, play is becoming marginalized as school readiness is increasingly emphasized. However, Vygotsky argued that play, specifically sociodramatic play, is the leading source of development during the preschool years and is critical in cultivating school readiness skills, specifically symbolic thought and self-regulation. The inherent nature of play creates a zone of proximal development by elevating children's abilities beyond their normal capabilities. In their everyday behavior, children's thoughts and actions are mostly dictated by the physical world, but play allows them to think and act on a higher-level cognitive plane. In play, children engage in object substitutions which help facilitate the development of symbolic thought and they plan and monitor their behavior to follow socially constructed rules, the beginnings of self-regulation. In order for play to have its maximal effect on development, children must engage in play of a certain level of sophistication, which today's children often do not achieve as they lack practice and experience in this important activity. This paper argues that promoting school readiness through developmentally inappropriate activities such as worksheets

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in the preschool years is time better spent allowing children to engage in play, the leading source of development in this time.

What's in a womb? Fetal development in the context of maternal mental health

Gerry Giesbrecht (University of Calgary)

The notion that maternal experiences of psychological distress (stress, anxiety and depression) during pregnancy may have long-lasting effects on child development has a long history in both culture and science. Yet despite compelling evidence that fetal exposure to maternal psychological distress during gestation is linked with negative perinatal and developmental outcomes, the mechanisms for these effects remain unclear. The purpose of this study is to assess the plausibility of cortisol as a biological link between maternal psychological distress and infant outcomes. Using a momentary ecological assessment method, 75 pregnant women at different stages of pregnancy reported on their symptoms of psychological distress and collected samples of saliva (for cortisol assay) four times each day for three days. Standardized measures of psychological distress were administered retrospectively to provide converging evidence for the mood-cortisol association. Data collection is ongoing. Results will be discussed in terms of the fetal programming hypothesis – the notion that early experiences, especially those that occur during sensitive periods of development, can exercise enduring organizational effects – or program some set points – in a variety of physiological systems.

6:00-6:15 break

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

Poster Session 1

Posters should be mounted in the Starlight room during the afternoon break (2:45-3:00). Authors will be present during the evening poster session.

1. *Person perception in the primary school: Variations in teacher and child representations*
F Francis Strayer (Université Bordeaux 2)
Sofia Hue (Université Bordeaux 2)
2. *Story-sharing as a cultural practice that facilitates the development of voice in middle childhood*
Alexis R Harris (Pennsylvania State University)
Marsha D Walton (Rhodes College)
3. *Parent-child interactions at a museum exhibit on maps: Conversations about symbolic and spatial representation*
Lynn S Liben (Penn State University)
Lauren J Myers (Bryn Mawr College)
4. *Awareness and endorsement of racial stereotypes about who is good at school and math*
Na'ilah Suad Nasir (UC Berkeley)
Sarah Wishcnic (Stanford University)
Kathleen O'Connor (Stanford University)
6. *Using case study archives to advance Piagetian theories*
Robert W Lawler (Purdue University)

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7. *The relationship between religious identity and beliefs and attitudes about homosexuality among emerging adults*
 - Stacey S Horn (University of Illinois at Chicago)
 - Marcy Hochberg (University of Illinois at Chicago)
 - Katherine Romeo (University of Illinois at Chicago)
 - Courtney O'Connell (University of Illinois at Chicago)
8. *The skills of citizenship: Epistemic beliefs, moral reasoning, and critical thinking in high school and undergraduate students*
 - Lisa D Bendixen (University of Las Vegas)
 - Lori Olafson (University of Las Vegas)
 - Florian C Feucht (University of Toledo)
9. *Ego depletion in children*
 - Jason M Cowell (University of Minnesota)
 - Stephanie M Carlson (University of Minnesota)
 - Kathleen D Vohs (University of Minnesota)
10. *Turkish adolescents' reasoning about personal autonomy in the context of adolescent-parent conflict*
 - Melike Acar (University of California, Berkeley)
11. *Mother-infant dyadic emotion regulation and father-infant dyadic emotion regulation: Is there a link?*
 - Eva Costa Martins (ISMAI)
 - Isabel Soares (University of Minho)
 - Carla Martins (University of Minho)
12. *Moral identities, personality and moral action*
 - Darcia Narváez (University of Notre Dame)
 - Jeff Brooks (University of Notre Dame)
 - Kelly Forster (University of Notre Dame)
 - Kayla Delgado (University of Notre Dame)
 - Linsey Laufenberg (University of Notre Dame)
 - Gabrielle Michalak (University of Notre Dame)
13. *Cross-cultural differences in authoritative parenting; Implications for high school achievement*
 - Ji Eun Lee (University at Albany – State University of New York)
 - Xian Stella Li (University at Albany – State University of New York)
 - Shuyi Guan (University at Albany – State University of New York)
 - Joan Newman (University at Albany – State University of New York)
14. *Epistemic strategies and the need for implicit self-esteem when encountering mortality salience*
 - Kacie Gebhardt (St. Louis University)
 - Matt Leonard (St. Louis University)
15. *Parental monitoring, psychosocial maturity, and adolescent risk taking: Implications for youth with and without behavioral issues*
 - Jennifer Wolff (University of Nebraska-Lincoln)
 - Sarah Beal (University of Nebraska-Lincoln)

Thursday—P.M.

16. *“Just say sorry”: Experiences of forgiveness and non-forgiveness in children and adolescents*

Nick O’Donnell (University of Utah)

Holly Recchia (University of Utah)

Monisha Pasupathi (University of Utah)

17. *“She just didn’t fit in”: Children and adolescents’ reasons for socially excluding others*

Holly E Recchia (University of Utah)

Beverly A Brehl (University of Utah)

Cecilia Wainryb (University of Utah)

18. *Motion perception in relation to the onset of self-locomotion in infants*

Petra Hauf (St. Francis Xavier University)

Kailee MacDonald (St. Francis Xavier University)

Elena Geangu (Romanian Academy of Science)

6:30-7:30 REC1 President’s Reception Starlight

President’s Reception

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8:30-5:00	Registration	Conference Desk
8:30-5:00	Book Display.....	Khorassan West
8:00-9:00	RT01 Roundtable Session 1	Empire

Moral and Social Development

Chair: Larry Nucci (University of California - Berkeley)

Roundtable Sessions are designed to foster discussion between presenters and the audience. Each presenter will have 5 minutes to summarize their paper followed by 4-5 minutes of questions and discussion.

Parents, adolescents and moral autonomy: Educative Conceptions' Scale

Luciana Maria Caetano (University of São Paulo)

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

The effect of learning difficulties on children's feelings regarding school

Gabriela Navarro de Abreu (UNIFAE)

Betânia Alves Veiga Dell' Agli (UNIFAE)

Cultural background of "'Deposit money' swindle feign a kindred" in Japan: From a view point of mother-child interaction.

Yasuji Kojima (Hokkai-Gakuen University)

Are you like me? Individual differences in the effect of perceived similarity on empathic behaviour

Sophia Ongley (University of British Columbia)

Hannah Sit (University of British Columbia)

Tracy Cassels (University of British Columbia)

Intentional and unintentional injury accounts: A four-year text analysis

Jessica P Flores (University of British Columbia)

8:00-9:00	RT02 Roundtable Session 2	Regency
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Cognition and Education

Chair: Saba Ayman-Nolley (Northeastern Illinois University)

Roundtable Sessions are designed to foster discussion between presenters and the audience. Each presenter will have 5 minutes to summarize their paper followed by 4-5 minutes of questions and discussion.

How an autonomous scientific thinking emerges from a cycle of solitary and collaborative situations: a study on 'floating or sinking' conceptions with 10 y.o. children.

Romain Boissonnade (Université de Toulouse II)

Valérie Tartas (Université de Toulouse II)

Michèle Guidetti (Université de Toulouse II)

Pedagogy as intradisciplinary knowledge and specific learning models in Upel Maracay, Venezuela

Nancy Flores (Universidad Pedagógica Experimental Libertador)

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First-year university dropout: A self-determination theory perspective

Jessica Abrami (University of Victoria)
Frederick Grouzet (University of Victoria)

An investigation of the extent to which parents' interactions with their young children promotes learning and relates to children's cognitive skills at kindergarten entry: a longitudinal analysis

Jodi Jacobson Chernoff (Education Statistics Services Institute)
Cameron McPhee (Education Statistics Services Institute)
Jeremy Redford (Education Statistics Services Institute)

Developmental levels of the cognitive structure in learning physics

Hiroshi Maeda (Saitama Prefectural University, Saitama, Japan)

9:00-10:30 PS07 Paper Session 7 Empire

Moral development

Chair: Judith Smetana (University of Rochester)

"That's Not Fair!": How maternal discipline and cognitive development influence children's judgment of what is good and bad, and fair and unfair

Marla Johnston (The Graduate Center, CUNY)
Herb Saltzstein (The Graduate Center, CUNY)

Based on Piaget's concept of objective-to-subjective responsibility (the shift from outcome based to intention based moral evaluations), this study investigated how children of different ages evaluated fairness of mothers' praise or blame for acts featuring different combinations of good/bad intentions and good/bad outcome. Forty-eight children (ages 3 – 11 years) were randomly read two stories in which the outcome did not match the intentions (one story with good intentions/bad outcome, and one with bad intentions/good outcome). There were two versions of each story: In one version, the mother praised the child, in the other, she blamed the child. Participants had to decide if the child in the story did something good or bad and if the mother in the story was fair or unfair. Young children (under 7) judged mothers who praised as fair and mothers who blamed as unfair regardless of the nature of the act. Older children (7 or older) judged maternal fairness based on consistency of the mother's reaction with the story child's intentions, apparently using their own moral judgments as a template against which to judge the mothers' fairness. Particularly striking was their judging mothers as unfair who praised bad intended acts.

The neurophysiological correlates of moral development: The distinction between moral and social conventional violations

Ayelet Lahat (University of Toronto)
Philip David Zelazo (University of Minnesota)

Moral and social conventional acts are considered to entail distinct domains of thought. However, prior research has not examined the neural basis of judgments in these domains. The present study focused on the N2 component of ERP in order to determine whether the two types of violation are associated with different neurophysiological correlates and whether they change with development. ERPs were recorded from 12-year-old children and undergraduates who participated in a task that presented neutral, conventional, and moral acts. Participants judged whether the act was acceptable or unacceptable when a rule was assumed or absent. Reaction times were faster for judgments of moral than conventional violations when a rule was assumed for both undergraduates and children as well as when a rule was absent for children but not for undergraduates. ERP data indicated that adults', but not children's, N2 amplitudes

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were larger (i.e., more negative) for conventional than moral violations when a rule was assumed. The findings suggest that judgments of conventional violations involve higher conflict as compared to moral violations, and that these two domains are processed differently across development.

Young children's attributions of false beliefs about deontic domains

Clare Conry-Murray (Penn State University, Beaver)

In two studies, children ages 3 through 5 ($n = 65$) were assessed using standard theory of mind tasks and false belief tasks related to unusual facts and deontic beliefs, including moral (harm and unfairness) and conventional rules. None of the younger children (under 4.58 years), accurately attributed unusual factual and deontic beliefs, whether or not they passed the standard theory of mind tasks (Study 1). Both the implausibility and the obligatory characteristics of the deontic tasks made them particularly difficult (Study 2). Older participants (M age = 5.23 years, $SD = .22$) performed above chance in most tests. Both age groups distinguished the moral and conventional domains. However, beliefs endorsing harm were especially difficult for all ages tested.

9:00-10:30 PS08 Paper Session 8.....Plaza

Affect, Self-regulation and Atypical Development

Chair: Charlie Lewis (Lancaster University)

Neural basis of executive function in young children: A NIRS Study

Yusuke Moriguchi (Joetsu University of Education)

Kazuo Hiraki (University of Tokyo)

Executive function (or cognitive control) refers to the ability both to plan, execute, and monitor appropriate and relevant actions and to inhibit irrelevant and inappropriate actions, for the attainment of a specific goal. Extensive research has revealed that the prefrontal cortex plays an important role in executive function. Adult neuroimaging studies have shown that the inferior prefrontal cortex is activated during executive function tasks. Developmental studies have shown that executive function changes significantly during preschool years. It is known that 3-year-old children often commit perseverative behaviors, whereas 5-year-old children do not. Developmental psychologists assume that maturation of the prefrontal cortex plays an essential role in the development of executive function; however, direct supporting evidence is lacking. We used near infrared spectroscopy and showed that inferior prefrontal activation is associated with successful performances of executive function tasks in young children. We also showed that even preschool children display adult-like inferior prefrontal activation during a simple executive function task. These results suggested that inferior prefrontal regions plays an important role in the development of executive function in young children.

Rethinking echolalia: Repetition as interactional resource in the communication of children with autism spectrum disorders

Laura Sterponi (UC Berkeley)

Jennifer Shankey (UC Berkeley)

The repetition of the speech of others often constitutes the bulk of the early speech of those children with autism who develop language. Echolalia's pervasiveness in the communication of children with autism, in addition to its close association with other perseverative behaviors, has made it one of the defining features of autism spectrum disorders. Recent literature on echolalia has shown that rather than being meaningless or very limited in function, echoes may serve as an interactional resource for both the affected child and those with whom s/he interacts. The present study of two 6-year-old children with autism further

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explores the role of echolalic behavior in the communication of and with affected children. Through an integrated methodology, which combines linguistic, discourse and acoustic analyses, we demonstrate that (1) immediate echoes are not automatic responses entailing minimal cognitive processing and emotional resonance. Rather, they accomplish a range of interactional goals by being delivered in specific sequential positions, at differing time onsets, and with distinctive prosodic contours. (2) Delayed echoes are employed systematically and productively to mark different epistemic and affective stances. (3) Adult-child interaction unfolds according to discernable interactional patterns, which are distinctly conducive to functional uses of echoes. One such generative pattern is interactional speech play. This analysis prompts us to go beyond a symptomatic characterization of autism echolalia to acknowledge the complex interactional work that children with autism accomplish through echo usage.

Lessons from the study of imprinting for the study of joint attention

Tyler J Wereha (Simon Fraser University)

Timothy P Racine (Simon Fraser University)

Despite a consensus as to the importance and “complementarity” of both naturalistic and experimental methods in the study of cognitive capacity, there still seems to exist some tension between members of both camps. This tension is exemplified in a long standing debate among ethologists and comparative psychologists which shows no sign of subsiding in the current study of primate joint attention. In this paper, we argue that much current experimental work in the comparative study of joint attention is not “complementary” to field or naturalistic work. We argue that ethology provides the evolutionary, developmental, and ecological context (abbreviated “developmental” context) on which to ground the laboratory studies of cognitive development. That is, the development of cognitive capacities (studied as what an organism can do or cannot do) cannot be understood without the developmental life history of the organism provided by ethology. We argue that current joint attention research is not grounded in this developmental context and as such does not provide the insights it claims to make. The perils of ungrounded, runaway experimentation have occurred before in imprinting research, and we will suggest that the study of “shared intentionality” in joint attention research is on course to meet a similar fate to the now defunct imprinting research programme.

Relationships between cognitive and affective aspects regarding the conduct of students

Betânia Alves Veiga Dell’ Agli (State University of Campinas)

Rosely Palermo Brenelli (State University of Campinas)

Affectivity and intelligence are now being understood as two inseparable aspects and the Piagetian theory brings important contributions in regard to this. The present study aimed to examine relationships between cognitive and affective aspects regarding the conduct of students with and without complaints of learning disability. Study participants included 12 students of both sexes, in the 4th year of an elementary public school in the state of Sao Paulo - Brazil. Participants were divided into two groups: Group 1 (N = 6) with complaints of learning disability and Group 2 (N = 6) without complaints of learning disability. Ages ranged from 9 years old and 1 month to 10 years old and 10 months. To analyze the affective aspects students were observed at the classroom in school tasks and in a playful situation with game rules, allowing the construction of an affective profile of the students. To analyze the cognitive aspects were applied “piagetian tests”. The results showed relationships between cognitive and affective aspects of conduct. The study has also shown that the nature of the task is crucial to trigger positive emotional aspects necessary in the process of learning, as seen in playful situations.

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

The contribution of executive function to early literacy and math skills

Organizer: Michael R Miller (University of Victoria)

Discussant: Frederick Grouzet (University of Victoria)

Recently, the relation between executive function (EF) and school readiness and school achievement has received considerable attention (for a review, see Müller, Liebermann, Frye, & Zelazo, 2008). EF refers to higher mental processes involved in the conscious control of action and thought. EF is theorized to consist of several component processes, including working memory, inhibition, and flexibility. A number of scholars have emphasized that EF affects school readiness and achievement. In support of this suggestion, empirical studies have shown different aspects of EF to be related to early literacy and math skills.

The three papers in this symposium report on three empirical studies that examined the relations between EF and school readiness (i.e., emerging math and literacy skills) in preschool children. Each of the studies provides a new approach to the relation between EF and school readiness and, therefore, adds to the existing literature. The first study used a longitudinal design that provides a stronger claim for a causal link between EF and math skills. The second study used an extensive battery of EF tasks and sophisticated statistical techniques to examine the relation between different aspects of EF, social understanding and school readiness. The third study conceptualized EF as a link between parents' perceptions of their teaching-related interactions with their child and preschoolers' math skills. Overall, the papers presented in this symposium demonstrate new ways of approaching the relation between EF and school readiness skills and raise important questions for future research.

Longitudinal associations between preschoolers' emerging executive control and developing mathematical competence

Caron A C Clark (University of Nebraska-Lincoln)

Kimberly Andrews Espy (University of Nebraska-Lincoln)

The contribution of working memory, inhibition, and social understanding to preschoolers' preliteracy and math skills

Michael R Miller (University of Victoria)

Mothers' self-as-teacher perceptions and children's math achievement: Executive functioning processes as links

Challis Kinnucan (Saint Louis University)

Janet Kuebli (Saint Louis University)

9:00-10:30 SY08 Symposium Session 8Maryland

Exploring social domain theory to enhance research on respect

Organizer: Shannon Audley-Piotrowski (University of Memphis)

Organizer: Yeh Hsueh (University of Memphis)

The Kantian-Piagetian position of moral development has been a time-honored one, where respect plays a central role in the development of moral judgment. Using this as a basis for our own studies, we have come to three understandings of respect. First, we posit that in order to recognize the cultural nature of respect, we have to acknowledge that respect is embedded in both cultural and social interactions. Second, we suggested that respect should be a social emotion that is influenced by cultural pro-social behavior norms. Third, we shared the view that respect is developmental in nature, stemming from a unilateral respect for authority to a more reciprocal respect between peers.

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However, to the position above, there are alternatives that may lend us insights into examining respect from a different angle. Social domain theory is one approach that has emerged with empirical support. Like the Kantian-Piagetian position, it focuses on the moral development of children. However, the social domain perspective also differs from the Kantian-Piagetian position in the philosophical basis for the theory, the concept and its approach to studying moral development, and its empirical findings. These differences merit an effort to explore respect via the social domain approach in view of its philosophical grounding, research method and explanatory validity.

Three papers in this symposium represent such an effort that attempts to address issues about conducting research on respect using the social domain approach. The first paper evaluates the philosophical basis of the social domain approach. The second paper examines three conceptual and methodological aspects of the approach that may challenge our attempt to study respect. The last paper addresses the considerations of the previous presentations and compares empirical evidence using the social domain approach and considers its explanatory validity for kindergarteners' notion of the social domains and respect. Taken together, these three papers attempt to address a few major concerns in examining respect from the social domain approach. They reveal the pros and cons of the social domain approach in our attempt to enhance our understanding of respect. We suggest that the social domain approach provide useful insights for future studies of respect. We also acknowledge that there are limitations to using this framework to examine respect; therefore, other approaches along with the social domain perspective must be considered when used to enhance our understanding of respect.

Philosophical challenges to Social Domain Theory

Sarah Clark Miller (University of Memphis)

Deborah Tollefsen (University of Memphis)

Methodological issues in social domain theory: A clinical perspective

Stephanie Donahue (University of Memphis)

Kindergarteners' responses to moral, social-conventional transgressions and respect behaviors

Shannon Audley-Piotrowski (University of Memphis)

Melanie Sumner (University of Memphis)

Keaston Byrd Julian (University of Memphis)

Stephanie Donahue (University of Memphis)

9:00-10:30 SY09 Symposium Session 9.....Regency

From direct encounter with objects to reflection on action - A cinematic reconstruction of an individual cognitive process (film, 90 minutes)

Organizer: Thomas Thiel (University of Potsdam)

This contribution is a scientific film. In this film the cognitive process of an individual child is reconstructed in a microgenetic way. Over the period of one year the child tries to solve a puzzle. At the beginning the child is 4 years old. The original footage of this film was recorded in the research project "The equilibration of cognitive structures", which was conducted by Christiane Schmid-Schönbein and me at the Free University of Berlin. Empirically cognitive processes can exist only within individual subjects. Therefore our aim was not to construct processes using cross-sectional data, but to re-construct processes which really occurred. We joined together the microgenetic approach and Piaget's clinical method.

With reference to the theory of equilibration and reflecting abstraction, Piaget has redesigned in the seventies based on a large number of studies, the film reconstructs how the child is generating and

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differentiating figurative knowledge about the properties of the puzzle pieces on the one hand and operative knowledge about his own actions on the other hand. It can be shown, that Piaget's notion of reflecting abstraction plays a central role in this process. Patterns of behaviour as reported from microgenetically oriented researchers (Siegler 2006) have been found in the behaviour of our children too, for example the difference between discovery and uptake of a new problem solving strategy. The cinematic reconstruction can show that this behaviour pattern can be explained within the Piagetian theory as distinguished feature of a cognitive process. Although the child had developed a successful strategy to solve the puzzle, at the end of the process he surprises by developing a strategy which is no longer successful. Nevertheless the child stayed with this new strategy. The reconstruction can show that this is not a step back but a not fully executed step forward.

10:30-10:45 break

10:45-12:00 PLO3 Plenary Session 3 Khorassan

Two layers of the mind in the self-regulatory process: Serotonergic function and what impulsive aggression and depression have in common

Charles S Carver (University of Miami)

A family of theories has arisen in psychology that assumes two simultaneous modes of processing experience, one more basic and reactive, the other more deliberative and planful. This presentation will describe those ideas and relate them to the functioning of the serotonergic system. The serotonin system has been studied for decades. Variation in serotonergic function relates to psychological and behavioral variability of several sorts, including impulsive aggression, borderline personality disorder, and (more surprisingly) depression. Dual-process models suggest a way to conceptualize these effects of serotonergic function: Specifically, serotonergic function may influence the balance of influence between the lower-order system that responds quickly to emotions and cues of the moment and the higher-order system that responds reflectively and planfully. Specifically, low serotonergic function seems to enhance the influence of the lower-order system, whereas higher serotonergic function seems to enhance the influence of the higher-order system. This hypothesis has a number of implications, both for normal variation in personality and for views of disorder. A underlying theme is that the dual-process model provides a useful vantage point on surprisingly diverse aspects of behavior.

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12:00-12:30 MEM Annual Members Meeting..... Khorassan

Annual Members Meeting — all are welcome to attend

Agenda

1. Opening Remarks — Geoffrey Saxe, President
2. Minutes of the 2009 Annual Members Meeting—Saba Ayman-Nolley, VP Communications
3. Financial Report
Ashley Maynard, Treasurer
Stephanie Carlson, VP Program Arrangements and Funding Support
4. President's Annual Report—Geoffrey Saxe, President
Special Announcements
Recipients of the Peter Pufall Travel Awards
Donated film series now available (Keith Alward)
New Members of the Board of Directors 2010-2013
Eric Amsel, Na'ilah Nasir, Bryan Sokol, Fred Strayer, and Cecilia Wainryb
5. Local Arrangements Report—Bryan Sokol, Coordinator of Local Arrangements
6. JPS 2011—Larry Nucci, VP Meeting Planning
7. New Business

12:00-1:15 Lunch

1:15-2:45 IS02 Invited Session 2..... Empire

Emotion, Cognition, and Self-Regulation

Organizer: Clancy Blair (New York University)

Understanding the self-regulation of behavior is a primary goal of psychological science. This symposium will feature research from educational, developmental, and physiological psychology designed to examine the processes through which emotion, cognition, and stress conspire to foster or undermine self-regulation. Papers will focus on short-term and contextually bound influences on self-regulation, as seen in high stakes educational testing and the occurrence of stereotype threat, on self-regulation considered from the perspective of cybernetics and the initiation and control of motivation and actions, and in terms of development in infancy and early childhood and the ways in which emotion and cognition are functionally interrelated over time in specific trajectories of self-regulation development.

On the interplay of emotion and cognitive control: Why high-stress testing situations compromise the performance of the best and brightest students

Sian L Beilock (University of Chicago)

For many people, the desire to perform their best in academics is high. Consequences for poor performance, especially in examinations, include poor evaluations by mentors, teachers, and peers; lost schol-

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arships; and relinquished educational opportunities. But, why do poor performances occur in those very situations where individuals are set on doing their best? What cognitive and neural processes drive less-than-optimal outcomes when the pressure is high and can we use knowledge about how cognitive control structures are altered under stress to shed light on why some people thrive while others fail in high-stakes situations? In this talk, I will discuss work examining how students' knowledge and general cognitive abilities interact with social and emotional factors (e.g., a woman's fears about confirming stereotypes such as "girls can't do math") to impact performance in academic arenas such as math. Implications for education and assessment will be discussed.

Affective biases in action regulation: Dual controls on planning and working memory

Don M. Tucker (University of Oregon)

The mediodorsal networks of the frontal lobe provide projectional or ballistic control over actions, in which urges lead to actions toward goals. The ventrolateral frontal networks provide feedback control, in which criteria for targeting constrain the action trajectories. Each of these frontal systems comes to support planning skill, drawing on unique memory circuits, with unique affective biases. The mediodorsal networks are supported by the hippocampus and cingulate cortex which apply a positive affective bias to their feedforward cybernetics. The ventrolateral networks draw on the amygdala and ventral limbic circuits which apply a negative affective bias to their feedback cybernetics.

Working memory and emotion regulation: A psychobiological model of developing self-regulation

Martha Ann Bell (Virginia Polytechnic Institute and State University)

Self-regulation has multiple definitions and can be examined at behavioral and biological levels. Because it is such a complex construct, developmental scientists have typically simplified the study of self-regulation by focusing only on one or two of these conceptual levels at a time, such as the regulation of emotion. It is critical, however, to examine how these multiple behavioral and biological indices of self-regulation emerge and become integrated across infancy and early childhood. Processes associated with working memory and emotion regulation provide a framework for this integration. Data from longitudinal studies across infancy and early childhood will be used to provide empirical evidence for this conceptualization of self-regulation.

Stress and the experiential canalization of emotional and cognitive development in early childhood

Clancy Blair (New York University)

Evidence from a variety of species indicates that the early rearing environment shapes development in part through effects on stress physiology. In mammals, rearing in lower resource, higher stress environments can influence the development of stress physiology in ways that lead to more emotionally reactive and less cognitively reflective phenotypes. In this talk, I will describe the relation of early stress to the development and functioning of neural systems that underlie self-regulation. Early experiential canalization of development by stress physiology will be examined using data from a longitudinal sample of children followed from birth to school entry.

Piagetian Theory

Chair: Katherine Nelson (City University of New York)

An emergent-constructivist perspective on learning and development

Jedediah W P Allen (Lehigh University)

Mark H Bickhard (Lehigh University)

The purported goal of developmental psychology is to study and explain the nature of the developmental and learning processes involved in human functioning/growth. However, it is the experimental investigation of what abilities develop, and when, that consumes the vast majority of resources devoted to the discipline. Consequently, relatively little exploration of the nature of possible learning and developmental processes takes place. The current proposal is that learning processes are the means by which we come to know about the world around us and developmental processes are the emergent properties and constraints on that learning. That is, there is only one underlying dynamic process and it can be looked at over short time-frames (learning) or longer time-frames (development). Finally, at the core of this discussion is a fundamental split between active and passive ontologies regarding the nature of the knowledge that is learned and this difference has implications for models of representation, learning and development. The main conclusion is that nativism, empiricism and the passive models of representation from which they derive have limited (and problematic) possibilities concerning the nature of learning and development. Emergent-constructivism provides a richer conceptual space and involves possibilities that are not available to alternative frameworks.

Piaget's Dialectic

Thomas R Bidell (Independent Scholar)

A number of commentators have pointed to a dialectical quality in Piaget's theory, and Piaget himself has acknowledged this. Although some neo-Marxist scholars have taken exception to Piaget's emphasis on abstract formal reasoning as an object of research, there is a fairly broad consensus among students of dialectics that Piaget's work is generally dialectical. While this topic has not been pursued much in recent times, current interest in possible commonalities between Piaget's theory and Vygotsky's dialectical materialist theory make the topic worth revisiting. The present paper seeks to elaborate Piaget's dialectic by contrasting it with the formal logic of Cartesian reductionism. In contrast to the Cartesian atomistic conception of totality – a static, formal conception of parts independent from wholes – Piaget's relational conception of totality is highlighted as the basis of the dialectical character of his theory. In contrast to the Cartesian "dualisms," such as the mind-body division, arising from the reductionist tradition, Piagetian "bi-polar unities" are advanced as primary dialectical constructs upon which his theory rests. These constructs are then related to the fundamental dialectical principle of the "interpenetration of opposites" and the corollary principle of internal contradiction (negation).

Piaget and his snails, 1911-1925: Why should psychologists care about the zeroeth Piaget?

Jeremy Trevelyan Burman (York University)

This paper reports on the author's ongoing attempts to reconstruct Piaget's early biological method using the dry *Limnaea* shell collection at the Royal Ontario Museum in Toronto, Canada. Although some preliminary data will be reported, this will be for illustrative purposes only: the focus will be on how Piaget used anti-Mendelian methods to group individual snails together in their relevant species groups. It will then be shown how this connects to Piaget's realization regarding the logic of grouping. And from this, it will be argued how this might have led Piaget to interpret the results of the intelligence tests he conducted

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at the Binet Lab. In short: (1) children group according to age in justifying their responses to test questions; and (2) these groupings are similar – formally – to how one would characterize a species from collections of individuals. Therefore (3) children can be conceived as being grouped according to different “species of mind.” If this is indeed the basic problem definition for Piaget’s early research program, we can explain the bulk of his work during his “logical” period in psychology: his aim in conducting psychological experiments was to describe the logic underlying the operations of each grouped species of mind.

The relevance of Piagetian theory for current imitation research

Jedediah W P Allen (Lehigh University)

The historical break with Piagetian theory concerning imitation research has had both positive and negative consequences. On the negative side, failing to fully appreciate the developmental approach and action-based constructivist framework of Piagetian theory has contributed to some of the fundamental limitations of more contemporary imitation research. On the positive side, Piagetian theory was overly focused on the cognitive learning aspects of imitation that constrained exploration of social and motivational aspects. The central thesis of the current talk is that researchers are correct in wanting to explore the social and motivational aspects of imitation; however, a genuinely developmental approach is essential to such exploration and the richness of an action-based constructivism is a powerful resource for understanding imitation as a cognitive process.

1:15-2:45 PS10 Paper Session 10.....Lenox

Culture, gender, and development

Chair: Michael Chandler (University of British Columbia)

Preadolescents’ gendered spiritual identities and self-regulation

Sandra Bosacki (Brock University)

Kelsey Moore (McGill University)

Victoria Talwar (McGill University)

Jeeseon Park (McGill University)

Recent research suggests that self-control or self-regulation may play a role in the connections among spirituality, health, well-being, and social behavior. Within the framework of social-cognitive developmental theory, this paper will address the main question of how children and adolescents come to know, and learn to live with their gendered spiritual selves and develop self-control. That is, how do children and adolescents learn to think of themselves as gendered and spiritual beings within the context of social and self-relationships and learn to have control over their mental and social worlds? Specifically, we will build on past theories of spirituality and self-regulation and discuss how educational and developmental research has furthered discourse about theory, methodology, and practice in spirituality, self-regulation and sociocognitive development. We argue that preadolescents’ understanding of themselves as gendered, spiritual beings is part of a complex, developmental process that is dynamic and co-constructed within a community of body, minds, and souls. We end the discussion with future research questions to guide developmental and educational research with precise, conceptually sound definitions, respectful and accurate research methods, and meaningful dissemination.

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Gender in China: Voices of graduate psychology women

Virginia Navarro (University of Missouri-St. Louis)

The Chinese government has made great strides in passing laws to protect the rights of women including access to education and jobs. Irreducible tensions remain, however, in a culture that continues to espouse and practice fairly essentialist notions of gender roles in the family and workplace. Women in higher education institutions are on the forefront of re-negotiating possible lives in the post cultural revolution world of modern China. It is unclear whether these educated women will benefit from China's robust market economy or if they can change deeply entrenched values that privilege males in family, social and economic contexts. This qualitative study involves 25 students in a graduate social psychology course at Central China University who wrote papers answering the question, "How has gender shaped your identity?" Findings include evidence of continued discrimination, a strong sense of filial piety linking women closely to family expectations, and concerns about fitting into current job markets and finding "Mr. Right" as a partner. Further emergent themes included women's limited experience with autonomous choices and attachment issues with mothers. A strong sense of hopefulness about China's future and a willingness to serve the goals of the nation are also evident in these personal narratives.

Social change and the development of friendship concepts in East Germany before and after re-unification

Michaela Gummerum (University of Plymouth)

Monika Keller (Max Planck Institute for Human Development)

Though friendship is a common, and maybe even universal, human relationship, psychological research has shown that conceptions of what constitutes a good friendship change with age and by culture. However, so far we know of only one study that investigated the effect of social change on children's and adolescents' friendship conceptions. The present study investigates how the economic and social changes associated with the collapse of the socialist regime in East Germany had an impact on what two cohorts of East German children and adolescents think about their close relationships with friends, how they make moral judgments and decisions in the context of these friendships, and how they reason about these decisions. Two cross-sectional samples of 7-, 9-, 12-, and 15-year-old East German children and adolescents were interviewed in 1990 and 2005. Participants were presented with a friendship dilemma and were asked about their moral reasoning and friendship concept. Participants interviewed in 2005 referred significantly more to normative and interpersonal reasons than participants interviewed in 1990, both in their moral reasons and when describing close friendships. Overall, we would argue that the value of close friendship has increased for East German children between 1990 and 2005.

Developmental paths to professional burnout of teachers in France

Sofia Hue (Université Bordeaux 2)

Nicole Rascle (Université Bordeaux 2)

Laurence Janot (Université Bordeaux 2)

Burnout is defined as a process in which workers disengaged from their tasks in response to stress and strain experienced in the workplace. Teachers in France often complain about the lack of recognition for their work, poor material conditions, work overload linked to a very demanding programs and very mixed levels of students. An advantages of viewing burnout as a developmental process is that it facilitates identification of specific antecedents, particularly features of persons and organizations that are related to experienced stress and lead to professional disengagement. In this paper we adopt a "person oriented" approach to the burnout process. Our aim is to define specific pathways: an initial profile describing healthy persons; a second describing individuals suffering from emotional exhaustion; and fi-

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nally a third profile of those in professional burnout. Analyses focus upon changes in teacher adaptation during a two-year period. Professional burnout involves temporal sequencing of emotional exhaustion, depersonalization, and reduced feelings of personal accomplishment. Although at a theoretical level the three dimensions of professional burnout are conceptually distinct, developmentally they are organized into three major trajectories that appear to shape young teachers' adaptation to the school setting.

1:15-2:45 SY10 Symposium Session 10.....Maryland

Self-regulation into the social-regulation and inverse: Experimental work, early research training and statistic reasoning

Organizer: Luis Mauricio Rodríguez-Salazar (CIECAS-Instituto Politécnico Nacional)

Organizer/Discussant: Carmen Patricia Rosas-Colín (CINVESTAV-Instituto Politécnico Nacional)

Discussant: Arely Ivonne López Soto (CIECAS-Instituto Politécnico Nacional)

This symposium is presented by a research team named Nuovo Cimento that is considering by itself as a post-piagetian team. We are developing a new epistemological theory that we have named epistemology of imagination. We present this new proposal from three scenes: science, science education and math education. The first one proposes the relationship between self-regulation and social-regulation as the relationship between soliloquium and aciloquium processes in experimental work. In this proposal we consider History of Science as an Epistemological Laboratory. The aim was to explain the origin and nature of the first galvanic apparatus created by Hans Christian Ørsted. The result was that in a co-evolutionary way we developed the analysis of Ørsted's experimental work by creating a new epistemological proposal that we named epistemology of imagination. Based on this new proposal, we finalized this work by transferring our analysis from History of Science to Science Education, so that Education could be another Epistemological Laboratory.

The second proposal is about Early Research Training and the importance of self-regulation research activity and productivity into ranking research systems as social-regulators of scientific work. We propose why and how to link social and individual rules for scientific activities and productivity, in order to increase them and keep them during the entire researcher's career. We are carrying out this in a specific program of our Institute: Institutional Researchers Training Program, proposing how to link in a coordinated manner research and education policies with pedagogical goals. The third proposal is about the statistic reasoning in elderly adults. Elderly people in Mexico City who do not have higher education when they were young, now have a new option. Two years ago Mexican Educational System founded an Elderly Adults University. This work is about how to study the individual's self-regulation as a system itself by considering a group of elderly adults in this new University. The question is if pedagogy, didactic material and everything that is related to teaching nowadays, are suitable for these kinds of students. We try to give answer to this statement in the framework of complex systems but considering the principles of epistemology of imagination.

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Soliloquium and actiloquium processes as self-regulation and social-regulation in experimental work

Luis Mauricio Rodríguez-Salazar (CIECAS-Instituto Politécnico Nacional)

Carmen Patricia Rosas-Colín (CINVESTAV-Instituto Politécnico Nacional)

Autonomy in researcher’s career: Linking self-regulation and social regulation in a research training program

Carmen Patricia Rosas-Colín (CINVESTAV-Instituto Politécnico Nacional)

Victor Guillermo López-García (ESIME-Instituto Politécnico Nacional)

Self-regulation into education as a complex system

Silverio Gerardo Armijo-Mena (CINVESTAV-Instituto Politécnico Nacional)

Luis Mauricio Rodríguez-Salazar (CIECAS-Instituto Politécnico Nacional)

1:15-2:45 PS11 Paper Session 11Regency

Moral and social development

Chair: Sam A Hardy (Brigham Young University)

Metaethics and development

Mark H Bickhard (Lehigh University)

Metaethics is concerned with the philosophy of ethics — for example, the metaphysical assumptions made in various ethical arguments and systems. I argue that there are serious problems in the metaphysics of major ethical and moral systems, including those of Kant and Aristotle, and that correcting these can render ethical and moral development much more understandable.

Adolescent naturalistic conceptions of morality

Sam A Hardy (Brigham Young University)

Lawrence J Walker (University of British Columbia)

Jonathan E Skalski (University of West Georgia)

Jason C Basinger (Utah State University)

Joseph A Olsen (Brigham Young University)

Understanding lay conceptions of morality is important because they can guide moral psychology theory and as social cognitions they may play a role in everyday moral functioning. Although some work has elucidated adult conceptions of morality (Walker & Pitts, 1998), little is known about what adolescents think it means to be a moral person. Thus, the purpose of this study was to examine adolescent conceptions of moral maturity. Study 1 (200 adolescents 12-18 years) involved a free-listing procedure to generate traits descriptive of a moral person. In Study 2, involving 100 early (11-14 years) and 99 late (15-18 years) adolescents, the 106 moral person traits obtained in the first study were rated in terms of how well they described a moral person. Study 3, with 235 early (10-14 years) and 240 late (15-21 years) adolescents entailed a similarity-sorting task and a rating procedure similar to that from Study 2. Analyses identified clusters of trait for each age group, and oriented these traits in two-dimensional space. This set of studies uncovered early and late adolescents’ implicit typologies of moral maturity, and points to possible age similarities and differences.

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A developmental comparison of moral emotion attributions in young adolescents

Shole Amiri (University of Isfahan)

Azar Etesampour-King (Community College of Baltimore County)

The aim of this study was to investigate moral emotion attributions in young adolescents. Participants were 367 young adolescents (175 boys and 192 girls) in three grades (equivalent to sixth, seventh, and eighth grade in middle schools in other countries). First (N=109 with mean age 11.06.) second (N=130 with mean age 12.11) , and third (N=128 with mean age 13.06) grades public middle school in Isfahan, Iran. The samples were randomly selected from 12 classes in four schools (2 for girls and 2 for boys). To measure moral emotion attributions, a scenario was described and after it a story about cheating position was delivered to students and asked them to reply to several questions. Data was analyzed by Chi-Square Test. Result showed that differences between three grades in moral emotion attribution in first stage was significant ($p > .002$). Differences between three grades in moral emotion attribution in second stage was not significant. Differences between boys and girls in first stage was not significant, but in second stage was significant ($p > .005$). Differences between moral emotion attribution in first and second stage was significant ($p > .001$). The results are discussed in terms of theoretical approaches and implications.

2:45-3:00 break

3:00-4:15 PL04 Plenary Session 4 Khorassan

'It's a part of life to do what you want:' The role of personal choice in social development

Larry P Nucci (University of California, Berkeley)

A major aspect of the development of self-regulation is the construction of concepts of normative and moral obligation (Killen & Smetana, 2006). For most of the history of psychology the process of moral growth has been cast as the gradual overcoming of the desires (Freud) or egoistic self-interests of the individual (Piaget). The focus of this plenary, however, will be on the opposite side of this dynamic. The presentation will explore the thesis first presented to JPS in 1993 that a personal zone of privacy and personal choice is integral to the construction of self and a sense of individuality, and essential for psychological integrity. Cross-cultural and cross-sectional research done over the past decade will be used to illustrate the basic validity of that thesis, and to help account for children's and adolescents' resistance to norms perceived to intrude upon their personal sphere. This will include recent work employing a theory of mind paradigm that has examined children's predictions and emotions regarding young children's compliance and non-compliance with parental rules. Ongoing work looking at the development of moral judgments of harm and welfare will be used to provide a new account of "egoistic" moral reasoning as efforts by children and adolescents to weigh personal domain considerations with moral obligations in straight-forward and ambiguous moral contexts. Finally, the talk will briefly address the educational implications of students' requirements for a personal domain

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4:15-4:30 break

4:30-5:45 IS03 Invited Session 3.....Empire

Autonomy versus dependence in the development of normativity

Organizer: Jeremy Carpendale (Simon Fraser University)

Discussant: Ulrich Müller (University of Victoria)

The developmental aspects of autonomy and dependence come together in the problem of how moral norms develop. Norms are concerned with standards of correctness and means of evaluation. However, there are various definitions and types of norms. Psychology and sociology tend to view norms as culturally specific, sanctioned action patterns imposed by the previous generation. These accounts emphasize dependence and neglect autonomy. These accounts further avoid the question of whether conformity to externally imposed rules can explain moral norms, as most definitions of morality require voluntary choice. In other words, the development of autonomy must be addressed if morality is not to be reduced to blind obedience and conformity to the norms imposed by the collective, or due to evolved gut reactions. At the same time, individual choice alone fails to fully capture the social and shared aspects of morality and human conduct. This is the problem Piaget grappled with—how children construct rationally grounded moral norms that are acceptable for a group. Stuart Hammond and Jeremy Carpendale introduce the problem in the first paper and outline a solution based on interpersonal rational agreement. Lutz Eckensberger, in the second paper, introduces a theoretical approach to the development of agency and uses an empirical example of dealing with a life-threatening diagnosis of cancer as an illustration. In the third paper Charles Helwig presents research on the development of conceptions of autonomy and rights in rural and urban China, and discusses three interrelated aspects of autonomy.

The Development of moral norms in interpersonal agreement

Stuart Hammond (Simon Fraser University)

Jeremy Carpendale (Simon Fraser University)

Social interaction is highly normative, yet psychology rarely addresses normativity explicitly; more often, norms are addressed, implicitly, in the study of morality. Durkheim exemplifies the classic approach to norms, where individuals' experience of obligation to conform arose from social pressures. Piaget critiqued Durkheim, arguing that rationally grounded moral norms are constructed by children and accepted, rather than being simply imposed on children by previous generations. After introducing this problem of how moral norms develop and discussing different conceptions of norms, we will explore different conceptions of the genesis of norms. We outline a solution drawn from Forst, Habermas, Mead, and Piaget that is itself a social reformulation of Kantian philosophy.

Autonomy, rights, and culture: Findings from recent research in mainland China as seen through the lens of self-determination theory and social domain theory

Charles C Helwig (University of Toronto)

This presentation will synthesize findings from our recent research examining the development of conceptions of autonomy and rights in a non-Western culture (Mainland China) in light of theoretical propositions from self-determination theory (SDT) and social domain theory. Both these theories view autonomy as a universal human need or construction, in contrast to culturally-deterministic perspectives that largely link autonomy and rights to Western cultures. Drawing on examples from our research findings in rural and urban China, three interrelated facets of autonomy will be illustrated. First, autonomy entails respect for areas of personal jurisdiction that should be free from coercion or undue influence, second, autonomy is negotiated in relationship with others and therefore sometimes may be legitimately subordinated to

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group goals or other social considerations, and third, the acceptance of moral norms is facilitated by autonomy-supportive modes of social interaction that uphold rational agency and are governed by reciprocity and mutual respect.

Autonomy in an existential crisis

Lutz Eckensberger (Johann-Wolfgang Goethe Universität)

The diagnosis of cancer is a life threatening and life-changing event. Understand the related coping processes requires: (a) a comprehensive theory, which includes cognition, affects, evaluations and dynamic processes as well as developmental principles; (b) a methodology, which is as unobtrusive as possible, allowing maximum control by patients. Addressing this problem concerns the “development” of agency (self), which is intrinsically related to autonomy—the potentiality of humans to decide. Decisions are embedded in agency related cognitions and evaluations (interests) and other related cognitions and evaluations (moral, evaluative). Thus the topic requires a theory of the development of agency in (cultural) context. First a short summary of action theory will be presented, which elaborates on this development and integrates important psychological concepts (cognition/social cognition morality, other domains of conduct like conventions, law, personal concerns, religiosity), control and reflection; agency. An empirical illustration will be presented from research on cognitive and affective coping with cancer.

4:30-4:45 SY11 Symposium Session 11 Plaza

Private speech: A tool for cognitive self-regulation

Organizer: Dana Liebermann Finestone (University of Waterloo)

Discussant: David J Atencio (University of New Mexico)

According to Vygotsky, a pivotal milestone in cognitive development is attained when language is not only used for communication with others, but also as a tool to direct one’s own thoughts and behaviors. At first, this type of self-regulation is overt and seen through the use of self-directed (private) speech, which then becomes internalized as inner speech.

The merging of thought and language in the form of private speech is thought to allow for the development of higher order psychological functions, such as executive functions. The collective of cognitive processes referred to as executive functions play a prominent part in studying the development of self-regulation, as the primary focus of executive functioning is on the volitional control of cognitive self-regulatory processes. Evidence for links between private speech and executive functioning can be found in literatures originating from different theoretical traditions, with all findings suggesting that self-directed speech does indeed play a key role in the development of executive functions.

The goal of this symposium is to present five papers that provide a glimpse of the range of methodological and theoretical approaches researchers are currently taking to further understand the role of private speech in children’s cognitive self-regulation. The first talk presents new findings regarding the relations between the development of executive functions and the internalization of private speech. The second and third talks explore private speech as a tool for motivation and emotion regulation respectively. Specifically, the second talk explores how private speech may serve a motivational function for children as they perform two planning tasks. In turn, the third talk addresses how emotional utterances within private speech may be related to emotional self-regulation and executive functioning. The fourth talk explores the quantity, self-regulatory quality and social origins of private speech in children diagnosed with ADHD and ASD. Finally, the fifth talk describes a longitudinal study that explored the role of private speech as a tool for self-regulation within a communicative task.

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Executive function and private speech: Moving forward the reflexive consciousness

José A Sánchez Medina, David Alarcón-Rubio & Rafael J Prieto-García (Pablo de Olavide University)

The cognitive and motivational nature of children's private speech

Dana Liebermann Finestone (University of Waterloo)

Private speech and emotional self-regulation in preschool children

Eva R Vindel (Autónoma University of Madrid)

Ignacio Montero (Autónoma University of Madrid)

Private speech and self-regulation among children with problems of executive functioning: autism and ADHD

Adam Winsler (George Mason University)

Rebekah LaRocque (George Mason University)

Private speech as a tool for self-regulation on communicative tasks: Vygotsky helping Piaget

Conchi San Martín (Universidad de Barcelona)

Ignacio Montero (Autónoma University of Madrid)

4:30-5:45 PS12 Paper Session 12.....Lenox

Development of Self-regulation

Chair: Philip David Zelazo (University of Minnesota)

Uncertainty monitoring and the development of self-regulation in early and middle childhood

Kristen Lyons (University of Minnesota)

Philip David Zelazo (University of Minnesota)

Simona Ghetti (University of California, Davis)

Children routinely encounter a variety of decision-making dilemmas on a daily basis: Should I run out into the street to get my ball (or should I ask my mom for help)? Should I answer this test question now (or should I ask the teacher for clarification)? Thus, the capacity to evaluate how sure one is that one can proceed without erring (before engaging in a course of action) is critical for effective self-regulation. In the current research we examined the development of children's ability to monitor their certainty and their ability to act on the basis of these evaluations in early (Experiment 1) and middle childhood (Experiment 2). In both experiments, age-related improvements in uncertainty monitoring were observed; with increasing age, confidence judgments increasingly differentiated between accurate and inaccurate decisions. Furthermore, individual differences in uncertainty monitoring were associated with individual differences in self-regulation, suggesting that children's ability to regulate their behavior may be critically dependent on their ability to evaluate the likely outcomes of potential responses. Overall, results suggest that an important mechanism underlying the development of self-regulation may be age-related improvements in children's capacity to evaluate their subjective certainty.

Examining the role of social comparison in self-regulation

Kevin P McIntyre (Trinity University)

Gil A Poplinger (Trinity University)

Although much work has been devoted to understanding how non-social factors (e.g., implementation intentions, accessibility of standards, ego depletion) influence self-regulation, relatively little is known about the importance of social information. The current work focuses on the role that social comparison plays in

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affecting self-regulation. When individuals compare themselves to others they gain information regarding their abilities and attributes, information that is critical for monitoring whether previous self-regulatory efforts have been successful and for motivating future actions. Results from three experiments will be presented focusing on two aspects of the social comparison/self-regulation relationship: 1) How social comparison increases motivation within the comparison domain; and 2) How social comparison affects the magnitude of self-discrepancies. Implications for the self-regulation and social comparison literatures will be discussed.

An integrative framework of basic attentional processes in self-regulation

Michael J Cahill (St. Louis University)

Self-regulation theory has long emphasized the importance of goal-focused attention, but much of this research focuses on particular determinants of attention (e.g., situational primes), rather than the interaction of various influences. Consequently, social cognitive research on self-regulation lacks a comprehensive model of goal focused attention. Cognitive psychology, particularly semantic priming paradigms, provides invaluable information about basic attentional processes that may provide a useful framework for integrating a variety of self-regulation findings in the social cognitive literature. The priming literature identifies two distinct processes that jointly determine attention: an automatic spreading of activation process and a strategic control process. Further, a clear understanding of attention requires consideration of three classes of variables: those that influence the automatic process, those that influence the strategic control process, and those that determine the relative influence of automatic vs. controlled processing. An important emphasis of this framework is that the impact of variables that limit controlled processing (e.g., ego depletion, cognitive load) need not always impair self-regulation, and limiting controlled processing may actually benefit self-regulation in certain instances in which the output of the automatic process is more consistent with successful self-regulation than is the output from the strategic control process.

4:30-5:45 PS13 Paper Session 13.....Maryland

Parental socialization and social and emotional development

Chair: Yeh Hsueh (University of Memphis)

Socialization of past event talk for 4-year old children in three cultural contexts: The case of unelaborative Estonian mothers

Pirko Tõugu (Tartu University)

Tiia Tulviste (Tartu University)

Lisa Schröder (University of Osnabrück)

Heidi Keller (University of Osnabrück)

Boel de Geer (Södertörn Högskola)

Mother-child past event talk is generally regarded as an important tool for socialization. Two conversational styles by mothers have been distinguished: high-elaborative and low-elaborative. Western mothers tend to be significantly more elaborative than Non-Western mothers, and this has been taken to mirror their attitude towards the socialization of self i.e. socialization towards an autonomous self rather than towards a related self. We chose three autonomy oriented contexts for our study. 115 children participated with 35 children from Germany (16 boys/19 girls) and 42 from Sweden (21 boys/ 21 girls) and 38 from Estonia (14 boys/ 24 girls). Mothers were asked to talk to the child about two past events. Estonian mothers use fewer elaborative statements than mothers from the other two samples. They seem to uphold a more pragmatic function of language and use a more direct approach to conversation eliciting. Yet, the amount of child memory elaborations is similar. Therefore, different types of elaborations

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may function differently even in similar cultural contexts. It is possible that by the age of four children are acquainted with the conversational models used in their cultural context; although the cues to enter into a conversation are not the same, they still participate to a considerable extent.

Differences in the utilization of parental emotion socialization practices from late childhood to middle adolescence

Kelly E Buckholdt (University of Memphis)
Gilbert R Parra (University of Memphis)
Katherine M Kitzmann (University of Memphis)
Lisa Jobe-Shields (University of Memphis)
Katie M Howard (University of Memphis)
C Matthew Stapleton (University of Memphis)

Parental emotion socialization processes play an important role in the development of emotional, social, and behavioral competence across the life span. These processes are flexible in that there are a number of ways in which parents can respond to their children's emotions depending on the intensity of the child's emotional experiences and the child's ability to self-regulate emotions and subsequent actions, which change over development. This study was based on the reports of 308 children and adolescents in the U.S. who ranged from age 8- to 18-years. Youth completed a measure of parental responses to emotions which assessed five ways that parents can respond (i.e., reward, override, punish, neglect, magnify) to three distinct emotions (i.e., sadness, anger, shame). Results indicate that the frequency of parental responses that are positive (i.e., reward, override) remained stable across development. On the other hand, the frequency of negative parental responses (i.e., punishment, neglect, and magnification) differed for the child and adolescent samples. These differences suggest that these negative parenting practices may be sensitive to the developmental needs of the child and the expectations that parents have for children's ability to self-regulate at different developmental periods.

Mother mental state talk at age 3 predicts children's emotional and behavioural difficulties at age 8

Amanda Carr (Roehampton University)
Nicola Yuill (University of Sussex)
Lance Slade (Roehampton University)

Children's conversations with family members are a primary context for social development. For example, mother mental state talk (MST) facilitates 3 and 4 year olds theory of mind understanding (ToM; Ruffman, Slade & Crowe, 2002). We know less, however, about how mother MST might facilitate other developmental outcomes such as emotional and behavioural adjustment into middle childhood. We report findings from a seven-year longitudinal study of 83 middle class families in the South East of England. At wave one (3-4 years old) measures included mother MST, general parenting style, SES, child ToM and general language ability. At wave two (8-9 years old) children's emotional and behavioural adjustment was measured using the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997). Results show that mothers' early use of mental state talk predicted children's later total difficulties; children whose mothers used less mental state talk when they were 3 or 4 experienced higher levels of difficulties (e.g., conduct and peer problems) when they were 8 or 9 years old. There was no relation between mother mental state talk and prosocial outcomes. We discuss these findings in relation to parenting style and present a possible model of mediation.

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Parental personality and parents' representations of their child's temperament and attachment

Teresa Blicharski (Université de Toulouse le Mirail)

Géraldine Bouchet (Université de Toulouse le Mirail)

Sylvie Duthu (Université de Toulouse le Mirail)

Sylvie Bourdet-Loubère (Université de Toulouse le Mirail)

Bowlby theorized about how individual differences in the degree of access to particular thoughts, feelings and memories of the "Internal Working Model" were related to attachment security. Studies in child temperament focus on individual difference in reactivity and auto-regulation. Both theories agree that parental personality shapes parental behavior, as well as the parent-child relationship, and the child's developmental outcome. In this study, 74 families were visited at home when children were between 24 and 36 months. Both parents filled out three questionnaires concerning their own characteristics: Adult Attachment, Personality and Psychiatric Symptoms. Both parents independently described the quality of their child's attachment and temperament. To identify families where either the mother or the father described themselves as being insecure and/or as having an extreme personality profile, cluster analyses were performed on all sets of data for both parents. Cross tabulation of parental profiles allowed us to highlight typical, atypical and extreme families. Analyses of variance were performed using parental descriptions of their child's characteristics in terms of temperamental traits and dimensions of attachment as dependent measures differentiating clusters of identified family profiles. The paper will conclude with a more clinical description of extreme cases.

5:45-6:00 break

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

Poster Session 2

Posters should be mounted in the Starlight room during the afternoon break (2:45-3:00). Authors will be present during the evening poster session.

- 1. The development of symbolism and realism in children's drawings*
Saba Ayman-Nolley (Northeastern Illinois University)
Lara Arshawer (Northeastern Illinois University)
- 2. Children's implicit theory of officers of the law as portrayed in their drawings*
Saba Ayman-Nolley (Northeastern Illinois University)
Maria Patrella (Northeastern Illinois University)
Christopher Regalado (Northeastern Illinois University)
Julia Andrade (Northeastern Illinois University)
- 3. Formal Drawing Style as a dynamic relation between the functional pull and structural constraints on aspects of drawing*
Peter B Pufall (Smith College)
Emily Jean Brown (Smith College)
Alyssa Shaw (Smith College)
- 4. The developmental relations between the understanding of the body as an obstacle and mirror self-recognition*
Sarah Elizabeth Ivens (University of Victoria)
Breanne Aesie (University of Victoria)

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Ulrich Müller (University of Victoria)

5. *Neural correlates of implicit learning in children*

Jessica Anthony (Saint Louis University)

Ethan Jost (Saint Louis University)

Hikaru Tsujimura (Saint Louis University)

Michelle Hendricks (Saint Louis University)

Christopher M Conway (Saint Louis University)

6. *The role of mathematics and metacognition in gambling judgments: A test of Dual Process Theory*

Eric Amsel (Weber State University)

Paul Klaczynski (University of Northern Colorado)

7. *The role of different cultural practices on early development of self-regulation*

Duc N Tran (University of Houston)

Hanako Yoshida (University of Houston)

8. *Science self efficacy during adolescence in Iceland*

Kristjan Ketill Stefansson (University of Iceland)

Almar Midvik Hallorsson (University of Iceland)

Sif Einarsdottir (University of Iceland)

Steinunn Gestsdottir (University of Iceland)

9. *Infant affect sharing reactions to peer emotions*

Elena Geangu (Romanian Academy of Science)

Wolfram Bentz (St. Francis Xavier University)

Kailee MacDonald (St. Francis Xavier University)

Petra Hauf (St. Francis Xavier University)

10. *The friends we make: How structured activities impact peer relationships*

Lina Sweiss (University of British Columbia)

Kimberly A Schonert-Reichl (University of British Columbia)

11. *Success following failure: How Learning Goal orientation influences perseverance during an interactive science task*

Victoria Bonnett (University of Sussex)

Amanda Carr (Roehampton University)

Nicola Yuill (University of Sussex)

Rose Luckin (University of London)

Katerina Avramides (University of London)

12. *Gesture's effect on learning and explanations in a spatial task*

Steven Andrew Jacobs (University of Chicago)

Jayson Murray (University of Chicago)

R Breckinridge Church (Northeastern Illinois University)

13. *Aligning strengths of the individual and the context to promote positive youth development: Interactions between nonparental adults and intentional self regulation*

Edmond P Bowers (Tufts University)

Christopher Napolitano (Tufts University)

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Richard M Lerner (Tufts University)

14. *The relation between self regulation, language, and literacy among Icelandic children in first grade*
 Steinunn Gestsdottir (University of Iceland)
 Freyja Birgisdottir (University of Iceland)
 Hrafnhildur Ragnarsdottir (University of Iceland)
15. *Self-perceived cognitive competence moderates the association between peer victimization and academic functioning among early adolescents*
 Jonathan Bruce Santo (University of Nebraska at Omaha)
 Alexa Martin-Storey (Concordia University)
 William M Bukowski (Concordia University)
16. *The relationship between children’s, adolescents’, and adults’ epistemological development and their evaluation of different teaching methods*
 Sarah Watson (University of Toronto)
17. *Autonomy development within relationships with parents and friends*
 Masha Komolova (University of Utah)
18. *A latent variable approach to determining the structure of executive function in preschool children*
 Michael R Miller (University of Victoria)
 Gerald F Giesbrecht (Alberta Children’s Hospital)
 Robert J McInerney (IWK Health Centre)
 Kimberly A Kerns (University of Victoria)

6:30-7:30 REC2 Reception 2 Starlight

Jacob’s Foundation Reception for International Emerging Scholars

8:00 Student Dinner..... TBA

Returning Students’ Dinner

Are you a student who has previously presented a paper at the Piaget Society? Are you now returning to present again? If so, the Pufall Award winners and the Emerging Scholars Committee invite you to join them – and some special guests – for an informal dinner on Friday evening. This is an opportunity to meet other returning students and postdocs, and network with some of the society’s senior scholars. The dinner will be hosted by Jeremy Burman (jburman@yorku.ca) and Irenka Domínguez-Pareto (idpareto@berkeley.edu).

The Pufall Awards were created through a generous gift to the society by the children of Peter Pufall in recognition of his career-long commitment to students and young scholars. They are awarded every year at the society’s Members Meeting (Friday, 12:00-12:30 in the Khorassan Ballroom).

The Emerging Scholars Committee serves the society’s Board of Directors. Its mandate is to explore ways of better engaging graduate students and junior faculty in the workings of the Society. We are currently preparing new initiatives and proposals that speak directly to the interests and needs of emerging scholars: all ideas are welcome!

Friday—P.M.

The Jean Piaget Society thanks the Jacobs Foundation for their generous support in helping the Society promote research and scholarship, especially among our new members and international scholars. Both the Jean Piaget Society and Jacobs Foundation share a common commitment to improving children's lives through scientific effort and scholarly practice.

The Jacobs Foundation's mission is to foster Productive Youth Development. To this end, the Jacobs Foundation supports projects that "...contribute to the welfare, social productivity and social inclusion of current and future generations of young people by understanding and promoting their personal development and employability, their respect for and integration with nature and culture and the challenges faced by social, economic or technological changes."
(Mission Statement)

We believe in 'better education, better work, better life' and therefore focus on promoting personal and professional development of future generations.

The aim of our projects is to achieve immediate, tangible results in the lives of individual young people, while at the same time affecting long-term changes in their communities. Once we have identified promising solutions, we advocate change by promoting their widespread implementation.

The Jacobs Foundation was established by Klaus J. Jacobs, in December 1988, in Zurich, Switzerland. The Foundation is particularly committed to promoting Positive Youth Development by bringing together basic research, application and intervention projects, and through dialogue and network building.

For more information please visit the Foundation's website: www.jacobsfoundation.org



Saturday—A.M.

8:30-3:00	Registration	Conference Desk
8:30-3:00	Book Display.....	Khorassan West
8:00-9:00	RT03 Roundtable Session 3	Empire

Executive Function and Self-Regulation

Chair: Ulrich Müller (University of Victoria)

Self-regulatory efficacy and responsibility for learning

Mehtap Ozkasap (Yildiz Teknik Universitesi)

Parental reports of emotion expression and regulation during math homework completion

Jill Campo, Janet Kuebli, Challis Kinnucan, Elizabeth Greenlund, Katelyn Poelker (Saint Louis University)

From play to self: Piaget and Winnicott on imagination and agency

Paulo Jesus (Universidade Lusofona do Porto)

The self-organizing dynamics of executive control

Jason Anastas, James Dixon (University of Connecticut)

Can non-intelligent behavior generate intelligence? Multi-agent computational modeling as a theory-building tool in developmental psychology and education research

Paulo Blikstein (Stanford University)

8:00-9:00	RT04 Roundtable Session 4	Regency
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Language, Cognitive Development and Emotion Understanding

Chair: Nancy Budwig (Clark University)

Comprehension and political participation in Spanish adolescents from two different sociopolitical contexts: Newborn democracy and consolidated democracy

Manuel Rodríguez, Raquel Kohen, Juan Delval (UNED)

Private gestures and pre-linguistic signs as tools for thought: From social interaction to self-regulation

Marisol Basilio Seyler (Universidad Autónoma de Madrid)

Cintia Rodríguez Garrido (Universidad Autónoma de Madrid)

The relations between emotional understanding and peer acceptance

Emma Baumgartner, Stefania Sette, Sara Liguori (University of Rome)

Emotional affect and processing levels in word recognition

Valerie Mandoske, Allison Mecca, Jessie Jeevarajan, Hikaru Tsujimura (St. Louis University)

Personality and empathetic impact on viewing Facebook profiles

Mary Elizabeth Herbst, Sanita Saengvilay (St. Louis University)

Psychological and neuropsychological aspects of attention in children with and without complaint of learning difficulty

Gabriela Navarro de Abreu (UNIFAE)

Saturday—A.M.

9:00-10:30 SY12 Symposium Session 12..... Empire

Representation of attachment and temperament as socially constructed person perception

Organizer: F Francis Strayer (Université Bordeaux 2)

Organizer: Maria Manuela Pedro Verissimo (Instituto Superior de Psicologia Aplicada)

Discussant: Marcel Trudel (Université de Sherbrooke)

Questions about how to characterize developmental diversity have had a long and complex history in child development research. Variation in personal characteristics can be seen as reflecting either qualitative or quantitative changes. Both approaches have intuitive appeal, perhaps because each offers unique analytic possibilities. When diversity is characterized as variation along selected dimensions, predictions about adaptation across social settings may be enhanced. Qualitative analysis of modes of adaptation emphasize communality in early social experience and developmental pathways. These questions are central in contemporary research on the social-emotional roots of personality.

From the original attachment theory to contemporary explorations of adult representation of affective bonds, theorists have emphasized dynamics of dyadic interaction, rather than rates and frequencies of specific behaviors. The child's use of the mother as a secure base predicts effective use of the mother as a source of comfort during distress because both aspects of attachment organization share a common history of sensitive and cooperative care giving. Similarly, research on early temperament, emphasizes the dynamic equilibration during child-parent interaction in the "goodness of fit" explanation of the consolidation of emergent personality. It is exactly this interconnection of parent child and adjustment that leads to the wide acceptance of primary attachment and early temperament as cornerstones of future working models for intimate relationships. This symposium examines both quantitative and qualitative approaches to socio-affective adjustment throughout life from an ecological perspective emphasizing interpersonal communication as a dialogical process anchoring the collective objectification and the individual appropriation of emerging personal characteristics.

Representing affective bonds: Validity of mother and expert observations

F Francis Strayer (Université Bordeaux 2)

Parental congruence in the perception of temperament and attachment

Teresa Blicharski (Université Toulouse 2)

Trait anxiety and models of attachment with young adults

Camille Brisset (Université Bordeaux 2)

Transmission of attachment models across generations

Colette Sabatier (Université Bordeaux 2)

9:00-10:30 SY13 Symposium Session..... Plaza

What have we learned from The Learning Theory of Piaget and Inhelder?: An appreciation and reappraisal after (nearly) 30 years

Organizer: Brian D Cox (Hofstra University)

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

Discussant: Eric Amsel (Weber State University)

When it was first published in 1981, Gallagher and Reid's book *The Learning Theory of Piaget and Inhelder* was one of the very few works available to the Anglophone world that explicitly focused on the processes of learning as opposed to the content and structure of stages in Genetic Epistemology. Its

Saturday—A.M.

emphasis on how reflexive abstraction, contradiction, and correspondences lead to a child's widening grasp of consciousness highlighted for the English-speaking audience the then-new turn towards the study of regulatory processes by the Genevan School. The papers in this symposium reexamine the lessons after nearly thirty years.

But the papers in this symposium will do more than just celebrate the historic context and contributions of this work. They will also describe how the process emphasis of late constructivism has been assimilated into current work, and how more can be done in the present and the future to increase the focus on regulatory processes in learning.

In the first presentation, Jeremy Burman will examine the trenchant historical fact that the founding of the Jean Piaget Society in 1971 nearly coincided with the time of the transformation of Piaget and Inhelder's theory away from stage structures towards a focus on the processes of development, its biological nature and autoregulatory processes. This fact, addressed in Gallagher's work of that decade, presaged the book. Next, Brian D. Cox will examine how Gallagher & Reid's volume brought such abstract notions as equilibration and the spiral of knowing down to earth as processes observed in everyday behavior. In the same spirit, the notions of epistemic growth through contradiction, and cognitive feedback mechanisms in children's reasoning will be discussed. Abel Hernandez-Ulloa will examine the education side of these issues, both in opportunities taken and opportunities still missed in using equilibration in enriching learning experience for children. Noting that Gallagher and Reid's work was one of the few to honor Inhelder's crucial and independent role in guiding the Genevan school, Yeh Hsueh will reconstruct her role in leading a multidimensional research community of scholarship that was generally ignored in the presentation of Genetic Epistemology in North America.

Gallagher's addressing of the new theory: The changing meaning of genetic epistemology at the founding of the Jean Piaget Society

Jeremy Trevelyan Burman (York University)

Everyday equilibration: Gallagher and Reid's demystification of constructive mechanisms in Genetic Epistemology

Brian D Cox (Hofstra University)

Leaving the paths to find the ways for Education: A reappraisal of the Learning Theory of Piaget and Inhelder

Abel Rubén Hernández-Ulloa (Universidad de Guanajuato)

Interpreting Bärbel Inhelder's Roles in the Geneva School and beyond

Yeh Hsueh (University of Memphis)

9:00-10:30 PS14 Paper Session 14.....Lenox

Adolescent development and education

Chair: Chris Moore (Dalhousie University)

Achievement goals and discrete academic emotions in Chinese college students

Shaoying Gong (Huazhong Normal University)

Xiancai Xu (Yingtian No.1 Middle School)

This study investigated the relationship between the 2 × 2 achievement goal framework and discrete academic emotions using achievement goals questionnaires and the academic emotions questionnaires. The participants were 562 undergraduates from four universities in Wuhan, China. A hierarchical regres-

Saturday—A.M.

sion analysis was processed to examine the additional contribution of achievement goals in predicting discrete academic emotions after control of grade, gender and major. The results indicated that mastery-approach goals were positive predictors of positive-activity focus emotions (enjoyment, relief and autonomy) and positive-outcome focus emotion (pride); mastery-avoidance goals predicted part of the positive emotions (enjoyment and relief) negatively, negative-activity focus emotions (boredom and fidgety) and negative-outcome focus emotions (shame, anxiety and hopelessness) positively; performance-approach goals were predictors of positive-outcome focus emotion (pride), negative-activity focus emotions (dissatisfaction) and negative-outcome focus emotions (shame and anxiety); performance-avoidance goals positively predicted negative-outcome focus emotions (anxiety and hopelessness) and negative-activity focus emotions (boredom and fidgety), it also negatively predicted activity-focus and outcome-focus positive emotions (relief, autonomy, and pride). The results supported the control-value theory of achievement emotions that achievement goals was one of the important individual antecedent factors influence individual's academic emotions.

Youth's judgments and reasoning about community service programs in high schools designed to foster prosocial orientations

Justin McNeil (University of Toronto)

Charles C Helwig (University of Toronto)

In recent years, youth civic engagement has suffered a slow, steady decline (Putnam, 2000). To address this problem, many districts in North America have implemented mandatory community service programs in high schools. Despite much research examining outcomes of various community service programs, there is a dearth of research on the perspectives of youth themselves toward such programs. This study addressed this gap by assessing youths' reasoning about different types of community service programs in high schools. 72 participants between 10-18 years of age evaluated 5 hypothetical community service programs that varied according to whether students or the government decided the areas in which students would serve, and whether or not the program included a structured reflection component. Findings showed that the freedom to select the task was of utmost importance to many youth, even as some did concede that the government may have broader knowledge of social ills. However, at the same time, youth were cognizant of the moral value of community service and tended to prefer mandatory programs to purely voluntary programs. The findings reveal that youth are not simply self-focused but rather balance and coordinate considerations of autonomy and community in their evaluations of mandatory community service programs.

The interplay between adolescent future-oriented cognitions and academic activities

Sarah J Beal (University of Nebraska-Lincoln)

Lisa J Crockett (University of Nebraska-Lincoln)

The ability to consider one's future selves develops in adolescence, affording them the opportunity to think about future identities and make plans toward attainment. Theory has suggested that future cognitions motivate behavior and are important for future outcomes. This study examined the relationships between adolescents' aspirations, expectations, and their corresponding academic behaviors using longitudinal data on 317 adolescents (55% female; M age = 14.98, SD = 0.85) who were followed across high school. Results of dynamic systems model analyses conducted using Mplus indicated reciprocal relations among future cognitions and academic activities in adolescence, where future-oriented cognitions predicted subsequent changes in academic behaviors. Specifically, academic activities and educational and occupational expectations were significantly related. These results suggest a potentially important influence of adolescents' future cognitions on later adolescent behavior, which supports theoretical notions that adolescents are actively shaping their own development.

Saturday—A.M.

9:00-10:30 SY14 Symposium Session 14..... Regency

Using the CREDE standards for effective pedagogy to promote learning and self-regulation among culturally and linguistically diverse students

Organizer: Lois A Yamauchi (University of Hawaii)

This symposium describes research on the Center for Research on Education, Diversity, and Excellence (CREDE) Standards for Effective Pedagogy and how they promote learning and self-regulation for students from culturally and linguistically diverse backgrounds. The CREDE Standards are instructional strategies that derive from Vygotsky's (1978) theory and over 30 years of research on effective instruction for diverse students (Tharp, Estrada, Dalton, & Yamauchi, 2000). The CREDE Standards are: (a) Joint Productive Activity, (b) Language and Literacy, (c) Contextualization, (d) Complex Thinking, (e) Instructional Conversation, (f) Modeling, and (g) Student Directed Activity. The first "Five Standards" are generic principles for use with all cultural and linguistic groups. Modeling and Student Directed Activity are considered "indigenous standards" in that they are based on research on traditional indigenous learning settings (Tharp, 2006). Compared to the first five, there is relatively less research on these last two Standards.

All of the Standards promote students' more active engagement in learning and the development of classroom self-regulation. A teacher who uses all of the Standards simultaneously must support students being able to plan activities, organize their time, and work independently and in groups (Tharp et al., 2000).

The symposium consists of four paper presentations followed by questions from the audience. Paper 1, "The CREDE Standards for Effective Pedagogy," provides an overview of the CREDE Standards, their theoretical framework, and previous research on their effectiveness for culturally diverse students. Paper 2, "Indigenous Perspectives of Observational and Self-Regulated Learning" examines the connection between the CREDE Standards Modeling and Student Directed Activity. It describes research on these instructional strategies from several indigenous perspectives including that of Native Hawaiians, Native Alaskans, and Mayans. Paper 3, "Comparing Student Directed Activity Across Grade Levels" presents research on how elementary, middle, and high school teachers used the CREDE Standard Student Directed Activity to plan and teach their lessons. Results suggested that compared to teachers of younger children, those teaching upper grades had more difficulty integrating Student Directed Activity into their instruction because they felt they needed to focus on mandated benchmarks and content mastery. Paper 4, "The Relationship between CREDE-based Instruction and Student Autonomy in Classroom Learning," presents a study on how teachers' use of the CREDE strategies was related to student autonomy in classrooms with high percentages of Hawaiians. Data included videorecordings of teachers' instruction and students' surveys about their self-regulated learning.

The CREDE standards for effective pedagogy

Lois A Yamauchi (University of Hawaii)

Indigenous perspectives of observational and self-regulated learning

Rebecca J I Luning (University of Hawaii)

Comparing student directed activity across grade levels

Tasha R Wyat (University of Hawaii)

The relationship between CREDE-based instruction and student autonomy in classroom learning

Jon M Yoshioka (University of Hawaii)

Saturday—A.M.

10:30-10:45 break

10:45-12:00 PL05 Plenary Session 5 Khorassan

Facilitating self-regulation in the family: Balancing socialization and autonomy goals

Wendy S Grolnick (Clark University)

The goal of socialization is for children to acquire attitudes, behaviors, and values important in society. However, beyond maintaining them, effective socialization involves children taking on and “owning” these values and behaviors – in effect autonomously regulating them.

An interesting paradox occurs – on the one hand socializers must get children to perform valued behaviors. On the other, pressure may undermine the valuing process. From a Self-Determination Theory perspective (Deci & Ryan, 1985), children naturally internalize behaviors and values as they fulfill their innate needs for autonomy, competence, and relatedness. However, the socializing environment can facilitate or forestall internalization in accord with whether it provides autonomy support, involvement, and structure. Much SDT work centers on autonomy support and involvement. However, parents introduce key values and behaviors in everyday activities by providing rules, expectations and guidelines for children’s behaviors or structure. In recent work with European American and Hispanic families, we have delineated components of structure such as clear and consistent expectations and predictable consequences. Further, a key issue is how structure is communicated. Providing structure in an autonomy supportive manner includes involving children in developing expectations, using empathy, and providing rationales consistent with children’s goals.

In this presentation, we discuss recent results on how structure and autonomy support work together to facilitate self-regulation. We present both quantitative findings, showing that it is more how structure is implemented than how much structure is provided that relates to internalization as well as qualitative work showing that parents have different goals in providing structure in different domains such as academics, unsupervised time and responsibilities. The work considers the cultural and economic backgrounds of families and how they might moderate these processes.

Saturday—P.M.

12:00-1:30 Lunch

12:00-1:30 BoD Board of Directors Meeting Wine Room of the Eau Bistro

1:30-2:45 PL06 Plenary Session 6 Khorassan

Motivation and development in the context of schools: Research on how classroom environments affect student engagement, well-being and performance

Richard M Ryan (University of Rochester)

A primary aim of educators is that of helping students experience interest and value in learning. Yet specific teacher attitudes and practices can undermine or facilitate these experiences, and leave students feeling either engaged or alienated. In this talk Ryan will discuss the critical aspects of teaching styles that are associated with enhanced student motivation and performance. He will address how teachers' support for students feelings of autonomy, competence and relatedness in the classroom can enhance intrinsic motivation and internalization of values for school, a result found across developmental and cultural contexts. More importantly he will discuss the barriers to teachers ability to support students' psychological needs, and the institutional supports needed by teachers to develop high quality learning environments.

2:45-3:00 break

3:00-4:30 ISO4 Invited Session 4.....Lenox

Self-regulation and school success

Organizer: Stephanie M Carlson

School success refers to both academic achievement and social competence in a school setting. It is vitally important in setting the stage for a wide range of achievements that extend well beyond the formal schooling years. In this symposium, leading investigators will present their research on the nexus of self-regulation and school success. Using a variety of methodological approaches, age groups, and outcomes, all three presentations highlight the predictive power and discriminant validity of assessing self-regulation in conjunction with more traditional assessments of academic achievement in an era of educational accountability.

What No Child Left Behind leaves behind: Self-control, achievement test scores, and report card grades

Angela Lee Duckworth (University of Pennsylvania)

Current policies aimed at increasing the accountability of K-12 schools rely upon standardized achievement tests to benchmark academic performance. Report card grades are widely assumed to be subjective and, therefore, less valid measures of student competence. In two longitudinal, prospective studies of middle school students, we compared the variance predicted in standardized achievement test scores on the one hand, and GPA on the other, by self-control and intelligence. Self-control was a stronger predictor of GPA than was IQ, an effect that was fully mediated by improvements in mid-year student conduct. In contrast, IQ was a stronger predictor of standardized achievement tests. Exclusive reliance on achievement test scores to assess student competence may inadvertently "leave behind" self-control and other non-IQ competencies.

Saturday—P.M.

Children's self-regulation and school readiness: How "Touching your Toes" predicts school success

Megan McClelland (Oregon State University)

Claire Ponitz (University of Virginia)

Developing strong self-regulation is important for a range of children's' outcomes. This paper examines the components of self-regulation (including aspects of attention, working memory and inhibitory control) which are especially relevant for school success, and the predictability of these skills for academic achievement from childhood to early adulthood. Methodological challenges in reliably and validly assessing these skills in young children are discussed and recent advances in measurement are described. One task, the Head-Toes-Knees-Shoulders (HTKS), is a direct measure of children's behavioral self-regulation that predicts gains in children's achievement in early childhood. Results are presented supporting the HTKS as a reliable and ecologically valid measure that predicts children's school success in the US and a number of other cultures.

Preschool executive control matters: A substrate of emerging academic and behavior competence

Kimberly Andrews Espy (University of Nebraska-Lincoln)

Recent applications of structural modeling techniques have resulted in a better understanding of the structure and nature of executive control in preschool children. With these models, large samples, and multi-dimensional task batteries, we describe how executive skills contribute to key outcomes, such as parent-rated externalizing symptomatology and emergent math skills. Furthermore, these relations differ substantively between boys and girls, and among preschoolers who vary in familial sociodemographic risk. Finally, our recent findings suggest that executive control relates to specific aspects of social competence in the school context. Implications for preventive interventions will be discussed.

A summary and discussion will be moderated by Stephanie Carlson following the presentations.

3:00-4:30 SY15 Symposium Session 15 Plaza

Three- to 15-month-olds' social-interactional experiences and competencies across different cultural settings

Organizer: Ulf Liszkowski (Max Planck Institute for Psycholinguistics)

Converging research suggests that children's acquisition of language is based on prelinguistic social-cognitive and social-interactional skills from the beginning. But how, in turn, do these prelinguistic social-interactional skills emerge? Before children begin to talk, they have had abundant social-interactional experiences and so ample opportunity to acquire non-linguistic social and communicative skills. One possibility is thus that already infants' prelinguistic communication is influenced by the social-interactional environment in which it emerges. Little is known about systematic differences in infants' prelinguistic social-interactional environments. The current symposium brings together a set of new studies that investigated infants' natural social-interactional environments and their spontaneous prelinguistic communication in different sociocultural settings.

The first paper compares gestures and social interaction in the daily lives of caregivers and their 8- to 15-month-old infants in three different cultures (Yucatec-Maya; Netherlands; China). All three cultures differed both in the amount of triadic interactions and in infants' gestures. Further, cultural differences were found in the relations between age; gestures; and triadic interactions. Findings show cultural differences

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in prelinguistic communication and are discussed with regard to the emergence of prelinguistic communication skills.

The second paper reports results of a cross-cultural, longitudinal study on compliance in 6- to 12-month-old British and Indian infants. Interactions between infant and caretaker were investigated in play and feeding situations with the aim of describing specific directive behaviors of the mothers. Results revealed differential use of the forms of directive behaviors (e.g., physical, distal, or verbal) and variability in age and cultural contexts. Findings are discussed with regard to parenting styles in the context of compliance and infants' developmental course of socio-cognitive skills.

The third paper investigates prelinguistic pointing as a cross-culturally shared, universal practice. In a comparative study across 6 cultures infants' index-finger pointing occurred in all cultural settings around the same ages, at similar rates, and associations between parent and infant pointing. An experimental study on Yucatec Maya 1-year-olds' comprehension of referential pointing yielded similar performance to that of German infants in the same basic task. Results support the idea that pointing emerges as a shared practice of looking at things together and that it is a universally shared prelinguistic skill of human referential communication.

Caretaker-infant social interaction and gestures across cultures

Dorothe Salomo (Max Planck Institute for Psycholinguistics)

Compliance and parenting styles across cultures

Katja Liebal (Free University Berlin)

Vasu Reddy (University of Portsmouth)

Infants' socialization contexts in different cultural communities

Monika Abels (University of Osnabrück)

Infant pointing across cultures: A prelinguistic universal of human communication

Ulf Liszkowski (Max Planck Institute for Psycholinguistics)

3:00-4:30 SY16 Symposium Session 16..... Regency

Multiple perspectives on self-regulation in early childhood: Integrating developmental research with teacher education and classroom practice

Organizer: Priya Shimpi (Mills College)

The four papers in this symposium center around understanding and scaffolding young children's social-emotional development, each from a different theoretical and applied perspective. The first paper, *Exposure to Media Violence and Other Correlates of Aggressive Behavior in Preschool Children*, examines the origins of children's aggressive behavior. While many experiential factors were positively associated with aggression, including solitary viewing of aggressive videos, and gender and family factors, the strongest relation was with self-regulatory capacity. Children who were poor self-regulators showed the most violent behavior, whereas children with high self-regulation capacity demonstrated the most prosocial behavior. The second paper, *Early Childhood Curriculum Development: The role of play in building self-regulatory capacity in young children*, outlines how a play-based early childhood curricula can best serve children's development of self-regulation. The third paper, *Supporting Children's Self-regulation through Attachment-based Classroom Routines in a Mixed-age Preschool Classroom*, examines how developmental curriculum is used to enhance children's development of self-regulation skills in a constructivist framework. Through classroom studies with student teachers, lead teachers guide and observe children's emerging sense of agency and regulation. The final paper, *Social Emotional*

Saturday—P.M.

Theory and Emotional Self-Awareness in Early Childhood Teacher Education, demonstrates the effectiveness of a teacher education curriculum that encouraged early childhood teachers' own social-emotional self-reflection. This self-reflective practice, in turn, had a positive impact on teachers' ability to scaffold children's social-emotional development. Together, the papers offer a diverse set of viewpoints on the development and scaffolding of young children's self-regulatory capacity that inform practice in and out of the classroom.

Exposure to media violence and other correlates of aggressive behavior in preschool children

Laurie Daly (Yuba College Clear Lake Campus)

Linda M Perez (Mills College)

Early childhood curriculum development: the role of play in building self-regulatory capacity in young children

Linda Kroll (Mills College)

Supporting children's self-regulation through attachment-based classroom routines in a mixed-age preschool classroom

Sara Sutherland (Mills College)

Paula Buel (Mills College)

Social emotional theory and emotional self-awareness in early childhood teacher education

Linda M Perez (Mills College)

4:30-4:45 break

4:45-5:45 REC3 Reception 3 Regency / Khorassan West

Elsevier Book Discussion Session — Intelligence & Affectivity

Despite various attempts to adjust the current "received view" of Piaget's theory, the general impression that Piaget really had nothing substantive to contribute regarding the development of children's affective lives pervades much of contemporary psychology. Piaget, at least as many social scientists understand him, is the "cold cognitivist," whose affinities with Kant's rationalism led him to eschew all things affective or emotional. Much like Piaget's contributions to sociology (Piaget, 1965/1995), his work on affectivity and emotions is largely forgotten, despite his various attempts to note the significance of individuals' affective lives in several of his major publications. Dispelling this impression, or at least naïve versions of it, will be a central aim of our book discussion on Intelligence and Affectivity (Piaget, 1981). Although it is certainly true that Piaget's epistemological interests overshadowed much of his work on affectivity (Brown, 1996), he nevertheless offers a variety of developmental insights regarding the relationship between intelligence and affectivity that bare repeating and remembering.

Facilitators: Bryan Sokol (Saint Louis University), Ulrich Müller (University of Victoria), Frederick Grouzet (University of Victoria)

We end with wine and tearful good byes...

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Christopher E Lalonde (University of Victoria) and Larry Nucci (University of California – Berkeley)

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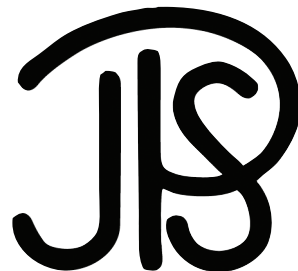
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Want to organize an Annual Meeting?

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.

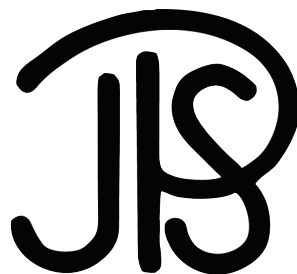
Preliminary proposal

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: Larry Nucci (nucci@berkeley.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://www.elsevier.com/locate/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*. Proposals for the 2012 and 2013 Special Issues are now invited.

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)

Cultural Supports for Developing Mathematical & Scientific Understanding

41st Annual Meeting of The Jean Piaget Society

2–4 June 2011, Berkeley, California

Organizers: Richard Lehrer and Leona Schauble

The 2011 meeting of the Piaget Society focuses upon the interface between developmental and educational processes across knowledge domains in mathematics and science. The conference seeks to display and problematize the ways that developmental inquiry about the origins and transformation of knowledge can productively inform inquiry into educational practices as well as vice versa—how analyses of learning and development in educational practices can provide fertile ground to support theory building in developmental sciences. An important message of the conference is that a coordination of advances in these worlds of inquiry will open up important new strands of research and productive conceptual analysis.

The plenary speakers will set the tone for the conference. A general premise is that valued knowledge in mathematics and science is unlikely to occur unless it is deliberately supported, and the interplay between educational and learning processes is key in developmental analyses. Of particular interest are useful cultural/educational supports for the way people turn artifacts (e.g., levers, number lines, graphs) into material tools and semiotic systems as people solve mathematical and scientific problems. From educational and developmental perspectives, such transformative activities can involve re-conceptualizing the structure of problems, establishing new resources for further elaboration of knowledge.

Questions that will cut through the plenary and invited symposia will all engage educational problems that are at the intersection between the development of mathematics/scientific understandings and instruction. The conference will take up questions as: What does it take for students to accumulate and build a deep understanding across grade levels? How do students attain long-term dispositions to reason, seek knowledge, and ask questions?

The distinguished group of plenary speakers who will address the conference theme include: Andrea diSessa (University of California), Deanna Kuhn (Columbia University), Annemarie Sullivan Palincsar (University of Michigan), Geoffrey Saxe (University of California), Reed Stevens (Northwestern University).

A Call for Program Proposals will be issued in September 2010

Visit www.piaget.org for updates

Jean Piaget Society DVD Series

The Growing Mind: A Piagetian view of Children

Produced by Keith Alward

This set of four broadcast-quality, full-color, DVDs covers the cognitive development of children between four and eight years of age in four domains of knowledge, with one DVD devoted to each domain:

The Development of Classification (30 minutes)

The Development of Order Relations: Seriation (28 minutes)

The Development of Quantitative Relations: Conservation (32 minutes)

The Development of Spatial Relations (29 minutes)

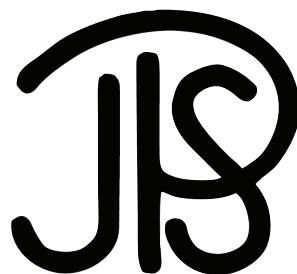
Each DVD is narrated and self-contained. Across the four DVDs, interviewers, in conversation with 13 children, reveal Piaget's pre-operational, transitional, and concrete-operational stages. Many of the same children appear in several of the DVDs, permitting analyses of case studies of individual students' thinking across knowledge domains.

The Jean Piaget Society relies on the generous support of our members and affiliates. DVDs in this series are available as a gift with your donation of \$100 for one DVD, or \$300 for the set of four.

A new added benefit to members is a 20% discount on the DVD Growing Mind film series, a valuable addition to course material in undergraduate, pre-service, and graduate courses in cognition and development.

"For nearly thirty years I have used The Growing Mind series in a course for students who are preparing to teach in elementary schools. It has been an invaluable resource, not only for helping my students understand Piaget's stages of development, but also for illustrating some effective questioning strategies that they can use to assess and promote their own students' understandings of the curricula they teach." (Paul Ammon, Professor & Director, Developmental Teacher Education Program, UC Berkeley)

For details, visit: www.piaget.org/video





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For more information see page 91 inside

www.piaget.org

