



CD/PS361 DEVELOPMENTAL PSYCHOLOGY
IES Abroad Rome

DESCRIPTION:

The primary aim of this course is to provide a current and comprehensive overview of child and adolescent development that reflects the best theories and research that developmental psychology has to offer. This course explores the processes that underlie developmental change: the student acquires a firm understanding of the causes and complexities of development, and how this knowledge could be applied to real life settings.

Current research and examples across a number of human development concerns are examined and students have opportunities to evaluate, synthesize and apply this information to case studies. The course prepares students to read psychological literature with a critical eye, considering the difficulties involved in studying human psychological processes in an objective way. It provides a deep understanding of the biological foundation of human development, and how biological changes influence the psychological development of human beings. The most important theories and research on cognitive development during childhood and adolescence are presented and critically analyzed, with a specific focus on how intelligence, language and communication skills develop. The course also covers other core developmental topics such as emotional development, temperament and attachment; sex differences and gender-role development; aggression altruism and moral development; and how the social context (family, peers, school and technology) influences human development.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF PRESENTATION: English

PREREQUISITES: At least one semester of Introduction to Psychology is a prerequisite for this course

ADDITIONAL COST: None

METHOD OF PRESENTATION: lessons include lectures (using slides and videos), role-playing, class discussions, case studies and course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation 10%
- Research paper 20%
- Presentation 10%
- Reflection paper 15%
- Midterm exam 20%
- Final exam 25%

Details of required work:

- Research paper: students prepare a research question based on a topic of their choice covered in the course. This forms the basis of their academic paper. The research paper is due on week 5, session 1, by 6.00pm. Students who submit their papers after the deadline will lose 4 percentage point from the paper's grade. The research paper should be 3000 words in length (2500-3000 words), typed, doubled-spaced, font 12 and should be submitted both electronically (to the Professor's e-mail) and in paper format to the instructor in class.
- Reflection paper: students reflect on their experience of the connection between their psychological features and their developmental history, using the psychological concepts and theories covered in the course. The reflection paper is due on week 8, session 1, by 6.00pm. Students who submit their papers after the deadline will lose 4 percentage point from the

paper's grade. The reflection paper should be 2000 words in length (1750-2000 words), typed, doubled-spaced, font 12 and should be submitted both electronically (to the Professor's e-mail) and in paper format to the instructor in class.

- Presentation: students are requested to give a presentation of their research paper to the class. Presentations should last a maximum of 10 minutes.
- Midterm exam: written test with both multiple-choice and open-ended questions
- Final exam: written test with both multiple-choice and open-ended questions

Grading Rubric for student participation:

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Define and appreciate the many methodological approaches to the psychology of human development and how different theories emphasize different aspects of it
- Outline and discuss psychological concepts and theories of developmental psychology
- Define, analyze, and evaluate data from developmental psychology
- Define the biological and environmental factors that cause human development
- Identify the holistic nature of human development: how the physical, cognitive, social and emotional components of the "developing self" interact with each other in generating developmental changes
- Define and appreciate the specific contribution of Italian researchers and clinicians to the international field of developmental psychology

ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including field studies. If a student misses more than one class in this course, 2 percentage points will be deducted from the final grade for every additional absence. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. IES will only consider extreme emergency cases and will strictly adhere to this policy. Do plan your semester accordingly.

CONTENT:

Week & Session	Content	Assignments & Reading
<u>Week 1</u> Session 1	Introducing developmental psychology: research strategies	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 1: <i>Introduction to Developmental Psychology and its research strategies</i>, pp. 4-26.</p> <p>Kahn, R., Brandt, D. and Whitaker, R. (2004). <i>Combined Effect of Mothers' and Fathers' Mental Health Symptoms on Children's Behavioral and Emotional Well-being</i>. Archives of Pediatrics & Adolescent Medicine, 158(8), p.721-729</p>
Session 2	Developmental psychology: themes in the study of human development	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 1: <i>Introduction to Developmental Psychology and its research strategies</i>, pp. 26-43.</p> <p>Friedman, N., Haberstick, B., Willcutt, E., Miyake, A., Young, S., Corley, R. and Hewitt, J.(2007). <i>Greater Attention Problems During Childhood Predict Poorer Executive Functioning in Late Adolescence</i>. Psychological Science, 18(10), pp.893-900.</p>

		<p>Gopnik, A., Choi, S. and Baumberger, T. (1996). <i>Cross-linguistic differences in early semantic and cognitive development. Cognitive Development</i>, 11(2), pp.197-225.</p>
<p><u>Week 2</u> Session 1</p>	<p>Biological Foundations of development</p>	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 4: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.131-139.</p> <p>Bahrack, L., Todd, J., Castellanos, I. and Sorondo, B. (2016). <i>Enhanced attention to speaking faces versus other event types emerges gradually across infancy, Developmental Psychology</i>, 52(11), pp.1705-1720.</p>
<p>Session 2</p>	<p>Prenatal development and birth infancy</p>	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 4: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.140-167.</p> <p>O'Connor, T. G., Monk, C. and Fitelson, E. M. (2014), <i>Practitioner Review: Maternal mood in pregnancy and child development – implications for child psychology and psychiatry, J Child Psychology and Psychiatry</i>, 55: pp. 99–111. doi:10.1111/jcpp.12153.</p>

<p><u>Week 3</u> Session 1</p>	<p>Physical development</p>	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Wadsworth Publishing. Chapter 5: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.170-199.</p>
<p>Session 2</p>	<p>Cognitive development: Piaget's theory and Vygotsky's sociocultural viewpoint</p>	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 6: <i>Introduction to Developmental Psychology and its research strategies</i>, pp. 202-247</p> <p>Mills, K., Lalonde, F., Clasen, L., Giedd, J. and Blakemore, S. (2012). <i>Developmental changes in the structure of the social brain in late childhood and adolescence, Social Cognitive and Affective Neuroscience</i>, 9(1), pp.123-131.</p>
<p><u>Week 4</u> Session 1</p>	<p>Cognitive development: information-processing perspectives</p>	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 7: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.249-286.</p> <p>Fink, G. and Rockers, P. (2014). <i>Childhood growth, schooling, and cognitive development: further evidence from the Young Lives study, American Journal of Clinical Nutrition</i>, 100(1), pp.182-188.</p> <p>Fuhrmann, D., Knoll, L. and Blakemore, S. (2015). <i>Adolescence as a Sensitive Period of Brain Development, Trends in Cognitive Sciences</i>, 19(10), pp.558-566.</p>

Session 2	Intelligence: measuring mental performance	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 8: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.289-326</p> <p>Giofrè, D., & Cornoldi, C. (2015). <i>The structure of intelligence in children with specific learning disabilities is different as compared to typically development children</i>. <i>Intelligence</i>, pp. 5236-43, doi:10.1016/j.intell.2015.07.002</p> <p>Balluerka, N., Gorostiaga, A., Alonso-Arbiol, I., & Aritzeta, A. (2016). <i>Peer attachment and class emotional intelligence as predictors of adolescents' psychological well-being: A multilevel approach</i>, <i>Journal Of Adolescence</i>, pp. 531-539 doi:10.1016/j.adolescence.2016.08.009</p>
<u>Week 5</u> Session 1	Class presentations 1 Deadline for research paper submission	
Session 2	In class guest speaker Dr Di Maggio, “Neuropsichiatria Infantile”: an Italian perspective on child and adolescent psychopathology	<p>Jiang, Y., You, J., Hou, Y., Du, C., Lin, M., Zheng, X., & Ma, C. (2016). <i>Buffering the effects of peer victimization on adolescent non-suicidal self-injury: The role of self-compassion and family cohesion</i>, <i>Journal of Adolescence</i>, pp. 53107-115. doi:10.1016/j.adolescence.2016.09.005</p>

<p><u>Week 6</u> Session 1</p>	<p>Development of language and communication skills</p> <p>In class guest speaker Dr Giannandrea. The development of an Italian Mindfulness Based Protocol for children with ADHD</p>	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 9: <i>Introduction to Developmental Psychology and its research strategies</i>, pp. 329-369</p> <p>Wermelinger, S., Gampe, A., & Daum, M. M. (2017). <i>Bilingual toddlers have advanced abilities to repair communication failure</i>, <i>Journal Of Experimental Child Psychology</i>, pp.15584-94. doi:10.1016/j.jecp.2016.11.005</p> <p>Hopkins, T., Clegg, J., & Stackhouse, J. (2016). <i>Young offenders' perspectives on their literacy and communication skills</i>, <i>International Journal Of Language & Communication Disorders</i>, 51(1), pp.95-109. doi:10.1111/1460-6984.12188</p>
<p>Session 2</p>	<p>Midterm exam</p>	
<p><u>Week 7</u> Session 1</p>	<p>Social and personality development: emotional development, temperament and attachment</p>	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 10: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.371-384</p> <p>Shulman, E. P., Harden, K. P., Chein, J. M., & Steinberg, L. (2015). <i>Sex differences in the developmental trajectories of impulse control and sensation-seeking from early adolescence to early adulthood</i>, <i>Journal of Youth and</i></p>

		<p><i>Adolescence</i>, 44(1), pp.1-17 doi:10.1007/s10964-014-0116-9.</p> <p>Greischel, H., Noack, P., & Neyer, F. J. (2016). <i>Sailing uncharted waters: Adolescent personality development and social relationship experiences during a year abroad</i>, <i>Journal Of Youth and Adolescence</i>, 45(11), pp.2307-2320. doi:10.1007/s10964-016-0479-1</p>
Session 2	Social and personality development; emotional development, temperament and attachment (part II)	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 10: <i>Introduction to Developmental Psychology and its research strategies</i>, pp. 386-411</p> <p>McElwain, N. L., Ogolsky, B. G., Engle, J. M., Holland, A. S., & Mitchell, E. T. (2016). <i>Child–child similarity on attachment and temperament as predictors of positive interaction during acquaintanceship at age 3</i>. <i>Developmental Psychology</i>, 52(9), 1394-1408. doi:10.1037/dev0000190</p> <p>Wang, F. L., Eisenberg, N., Valiente, C., & Spinrad, T. L. (2016). <i>Role of temperament in early adolescent pure and co-occurring internalizing and externalizing problems using a bifactor model: moderation by parenting and gender</i>. <i>Development And Psychopathology</i>, 28(4, Part 2), pp.1487-1504. doi:10.1017/S0954579415001224</p>
Week 8: Session 1	Development of self-contempt Deadline for reflection paper submission	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood</i></p>

		<p>and Adolescence. Chapter 11: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.413-454</p> <p>Takeuchi, M. S., Miyaoka, H., Tomoda, A., Suzuki, M., Liu, Q., & Kitamura, T. (2010). <i>The Effect of Interpersonal Touch during Childhood on Adult Attachment and Depression: A Neglected Area of Family and Developmental Psychology?</i>, <i>Journal Of Child And Family Studies</i>, 19(1), pp.109-117.</p> <p>Clark-Keefe, K. (2014). <i>Becoming Artist, Becoming Educated, Becoming Undone: Toward a Nomadic Perspective of College Student Identity Development</i>, <i>International Journal Of Qualitative Studies In Education (QSE)</i>, 27(1), pp.110-134.</p> <p>Reitz-Krueger, C. L., Warner, T. C., Newsham, R. L., & Reppucci, N. D. (2016). <i>Who's to blame? Perceptions of adolescents' maturity and responsibility in sexual relationships with an older partner</i>, <i>Psychology, Public Policy, And Law</i>, 22(1), pp.105-113 doi:10.1037/law0000065.</p>
Session 2	Course-related trip Opera Nazionale Montessori. The origins and the current applications of the Montessori method.	
<u>Week 9:</u> Session 1	Sex differences and gender-role development	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 12: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.457-474.</p>

		<p>Wedow, R., Briley, D. A., Short, S. E., & Boardman, J. D. (2016). <i>Gender and genetic contributions to weight identity among adolescents and young adults in the U.S., Social Science & Medicine</i>, pp.16599-107. doi:10.1016/j.socscimed.2016.07.044.</p>
Session 2	Applying developmental themes to sex Differences and gender role development	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 12: <i>Introduction to Developmental Psychology and its research strategies</i>, pp. 474-491</p> <p>Marjanovič-Umek, L., & Fekonja-Peklaj, U. (2017). <i>The roles of child gender and parental knowledge of child development in parent-child interactive play, Sex Roles</i>, doi:10.1007/s11199-016-0734-7</p> <p>Maguire, L. K., Niens, U., McCann, M., & Connolly, P. (2016). <i>Emotional Development among Early School-Age Children: Gender Differences in the Role of Problem Behaviours, Educational Psychology</i>, 36(8), pp.1408-1428</p>
<u>Week 10:</u> Session 1	Aggression, altruism and moral development	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 13: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.493-510</p>

		<p>Van Goethem, A. J., van Hoof, A., van Aken, M. A., Raaijmakers, Q. A., Boom, J., & de Castro, B. O. (2012). <i>The role of adolescents' morality and identity in volunteering. Age and gender differences in a process model</i>, Journal of Adolescence, 35(3), pp.509-520. doi:10.1016/j.adolescence.2011.08.012</p>
Session 2	Moral development: affective, cognitive and behavioral components	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 13: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.511-530</p> <p>Graham, A. and Fitzgerald, R. (2010). <i>Supporting Children's Social and Emotional Well-being: Does 'Having a Say' Matter?</i>, <i>Children & Society</i>, 25(6), pp. 447-457</p>
Week 11 Session 1	The context of human development: the family	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 14: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.533-549</p> <p>Gregson, K. D., Erath, S. A., Pettit, G. S., & Tu, K. M. (2016). <i>Are they listening? Parental social coaching and parenting emotional climate predict adolescent receptivity</i>, <i>Journal Of Research On Adolescence</i>, 26(4), pp.738-752 doi:10.1111/jora.12222</p> <p>Tang, E., Luyten, P., Casalin, S., & Vliegen, N. (2016). <i>Parental personality, relationship stress, and child development: A stress generation</i></p>

		<p><i>perspective. Infant And Child Development</i>, 25(2), pp.179-197. doi:10.1002/icd.1922</p>
<p>Session 2</p>	<p>The context of human development: family II</p> <p>Course-related trip to the Institute of Child Neuropsychiatry, Via dei Sabelli, 108</p>	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 14: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.549-564</p> <p>Hemphill, S. A., & Littlefield, L. (2006). <i>Child and Family Predictors of Therapy Outcome for Children with Behavioral and Emotional Problems</i>, <i>Child Psychiatry and Human Development</i>, 36(3), pp.329-349. doi:10.1007/s10578-005-0006-1</p>
<p>Week 12 Session 1</p>	<p>The context of human development: peers</p>	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 15: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.568-582</p> <p>Nesi, J., Widman, L., Choukas, Bradley, S., & Prinstein, M. J. (2016). <i>Technology based communication and the development of interpersonal competencies within adolescent romantic relationships: A preliminary investigation</i>, <i>Journal Of Research On Adolescence</i>, doi:10.1111/jora.12274</p> <p>Douglass, S., Mirpuri, S., & Yip, T. (2017). <i>Considering friends within the context of peers in school for the development of ethnic/racial identity</i>,</p>

		<i>Journal of Youth and Adolescence</i> , 46(2), pp.300-316. doi:10.1007/s10964-016-0532-0
Session 2	The context of human development: schools and technology	<p>Shaffer, D. R. & Kipp, K. (2013). <i>Developmental Psychology: Childhood and Adolescence</i>. Chapter 15: <i>Introduction to Developmental Psychology and its research strategies</i>, pp.582-600</p> <p>Cyr, B., Berman, S. L., & Smith, M. L. (2015). <i>The role of communication technology in adolescent relationships and identity development</i>, <i>Child & Youth Care Forum</i>, 44(1), pp.79-92. doi:10.1007/s10566-014-9271-0</p>
	Final exam	

COURSE-RELATED TRIPS:

- Opera Nazionale Montessori
- Institute of Child Neuropsychiatry

REQUIRED READINGS:

- Shaffer, D. R. & Kipp, K. (2013). *Developmental Psychology: Childhood and Adolescence*. Wadsworth Publishing. Selected Chapters. (Textbook).
- Cyr, B., Berman, S. L., & Smith, M. L. (2015). *The role of communication technology in adolescent relationships and identity development*. *Child & Youth Care Forum*, 44(1), pp.79-92. doi:10.1007/s10566-014-9271-0.
- Fuhrmann, D., Knoll, L. and Blakemore, S. (2015). *Adolescence as a Sensitive Period of Brain Development*. *Trends in Cognitive Sciences*, 19(10), pp. 558-566.
- Gregson, K. D., Erath, S. A., Pettit, G. S., & Tu, K. M. (2016). *Are they listening? Parental social coaching and parenting emotional climate predict adolescent receptivity*. *Journal of Research on Adolescence*, 26(4), pp.738-752 doi:10.1111/jora.12222.
- Hemphill, S. A., & Littlefield, L. (2006). *Child and Family Predictors of Therapy Outcome for Children with Behavioral and Emotional Problems*. *Child Psychiatry And Human Development*, 36(3), pp.329-349 doi:10.1007/s10578-005-0006-1.
- Hopkins, T., Clegg, J., & Stackhouse, J. (2016). *Young offenders' perspectives on their literacy and communication skills*. *International Journal of Language & Communication Disorders*, 51(1), pp.95-109 doi:10.1111/1460-6984.12188.

- Jiang, Y., You, J., Hou, Y., Du, C., Lin, M., Zheng, X., & Ma, C. (2016). *Buffering the effects of peer victimization on adolescent non-suicidal self-injury: The role of self-compassion and family cohesion*. *Journal of Adolescence*, pp.53107-115 doi:10.1016/j.adolescence.2016.09.005.
- Kahn, R., Brandt, D. and Whitaker, R. (2004). *Combined Effect of Mothers' and Fathers' Mental Health Symptoms on Children's Behavioral and Emotional Well-being*. *Archives of Pediatrics & Adolescent Medicine*, 158(8), pp.721.
- Mills, K., Lalonde, F., Clasen, L., Giedd, J. and Blakemore, S. (2012). *Developmental changes in the structure of the social brain in late childhood and adolescence*. *Social Cognitive and Affective Neuroscience*, 9(1), pp.123-131.
- Nesi, J., Widman, L., Choukas, Bradley, S., & Prinstein, M. J. (2016). *Technology based communication and the development of interpersonal competencies within adolescent romantic relationships: A preliminary investigation*. *Journal of Research on Adolescence*, doi:10.1111/jora.12274.
- O'Connor, T. G., Monk, C. and Fitelson, E. M. (2014), *Practitioner Review: Maternal mood in pregnancy and child development – implications for child psychology and psychiatry*. *J Child Psychology and Psychiatry*, 55: pp.99–111. doi:10.1111/jcpp.12153.
- Reitz-Krueger, C. L., Warner, T. C., Newsham, R. L., & Reppucci, N. D. (2016). *Who's to blame? Perceptions of adolescents' maturity and responsibility in sexual relationships with an older partner*. *Psychology, Public Policy, And Law*, 22(1), pp.105-113 doi:10.1037/law0000065.
- Shulman, E. P., Harden, K. P., Chein, J. M., & Steinberg, L. (2015). *Sex differences in the developmental trajectories of impulse control and sensation-seeking from early adolescence to early adulthood*. *Journal Of Youth And Adolescence*, 44(1), pp.1-17 doi:10.1007/s10964-014-0116-9.
- Tang, E., Luyten, P., Casalin, S., & Vliegen, N. (2016). *Parental personality, relationship stress, and child development: A stress generation perspective*. *Infant and Child Development*, 25(2), pp.179-197 doi:10.1002/icd.1922.
- Wedow, R., Briley, D. A., Short, S. E., & Boardman, J. D. (2016). *Gender and genetic contributions to weight identity among adolescents and young adults in the U.S*. *Social Science & Medicine*, pp.16599-107 doi:10.1016/j.socscimed.2016.07.044.
- Van Goethem, A. J., van Hoof, A., van Aken, M. A., Raaijmakers, Q. A., Boom, J., & de Castro, B. O. (2012). *The role of adolescents' morality and identity in volunteering. Age and gender differences in a process model*. *Journal of Adolescence*, 35(3), 509-520. doi:10.1016/j.adolescence.2011.08.012

RECOMMENDED READINGS:

- Bahrick, L., Todd, J., Castellanos, I. and Sorondo, B. (2016). *Enhanced attention to speaking faces versus other event types emerges gradually across infancy*. *Developmental Psychology*, 52(11), pp.1705-1720.
- Balluerka, N., Gorostiaga, A., Alonso-Arbiol, I., & Aritzeta, A. (2016). *Peer attachment and class emotional intelligence as predictors of adolescents' psychological well-being: A multilevel approach*. *Journal of Adolescence*, 531-539 doi:10.1016/j.adolescence.2016.08.009.
- Clark-Keefe, K. (2014). *Becoming Artist, Becoming Educated, Becoming Undone: Toward a Nomadic Perspective of College Student Identity Development*. *International Journal of Qualitative Studies in Education (QSE)*, 27(1), pp. 110-134.
- Douglass, S., Mirpuri, S., & Yip, T. (2017). *Considering friends within the context of peers in school for the development of ethnic/racial identity*. *Journal of Youth and Adolescence*, 46(2), pp. 300-316. doi:10.1007/s10964-016-0532-0.
- Fink, G. and Rockers, P. (2014). *Childhood growth, schooling, and cognitive development: further evidence from the Young Lives study*. *American Journal of Clinical Nutrition*, 100(1), pp.182-188.
- Friedman, N., Haberstick, B., Willcutt, E., Miyake, A., Young, S., Corley, R. and Hewitt, J. (2007). *Greater Attention Problems During Childhood Predict Poorer Executive Functioning in Late Adolescence*. *Psychological Science*, 18(10), pp.893-900.
- Giofrè, D., & Cornoldi, C. (2015). *The structure of intelligence in children with specific learning disabilities is different as compared to typically development children*. *Intelligence*, pp. 5236-43. doi:10.1016/j.intell.2015.07.002.
- Gopnik, A., Choi, S. and Baumberger, T. (1996). *Cross-linguistic differences in early semantic and cognitive development*. *Cognitive Development*, 11(2), pp.197-225.
- Graham, A. and Fitzgerald, R. (2010). *Supporting Children's Social and Emotional Well-being: Does 'Having a Say' Matter?* *Children & Society*, 25(6), pp.447-457.
- Greischel, H., Noack, P., & Neyer, F. J. (2016). *Sailing uncharted waters: Adolescent personality development and social relationship experiences during a year abroad*. *Journal Of Youth And Adolescence*, 45(11), pp.2307-2320. doi:10.1007/s10964-016-0479-1.

- Maguire, L. K., Niens, U., McCann, M., & Connolly, P. (2016). *Emotional Development among Early School-Age Children: Gender Differences in the Role of Problem Behaviours*. *Educational Psychology*, 36(8), pp.1408-1428.
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