



# MIND in the Making

EXPERIMENTS IN CHILDREN'S LEARNING

CATALOGUE

CREATED BY

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## # 1 ABER

**Principal Researcher:** J. Lawrence Aber, Ph.D  
New York University

**Video:** Hostile Attribution Retraining in Schools

**Research Question:** Can more constructive ways of dealing with conflict be taught?

**MITM Skill:** Perspective Taking

**Runtime:** 5:27

### Academic References:

J. Lawrence Aber et al., "Resolving Conflict Creatively: Evaluating the Developmental Effects of a School-Based Violence Prevention Program in Neighborhood and Classroom Context," *Development and Psychopathology* 10, no. 2 (1998): 187–213.

J. Lawrence Aber, Joshua L. Brown, and Stephanie M. Jones, "Developmental Trajectories Toward Violence in Middle Childhood: Course, Demographic Differences, and Response to School-Based Intervention," *Developmental Psychology* 39, no. 2 (2003): 324–48.

## # 2 AKHTAR

**Principal Researcher:** Nameera Akhtar, Ph.D  
University of California, Santa Cruz

**Video:** The Robustness of Learning Through Overhearing

**Research Question:** Can babies learn a new word from someone who isn't talking to them?

**MITM Skill:** Communicating

**Runtime:** 5:40

### Academic References:

Nameera Akhtar, "The Robustness of Learning Through Overhearing," *Developmental Science* 8, no. 2 (2005): 199–209.

## #3 ALS

**Principal Researcher:** Heidelise Als, PhD  
Harvard Medical School

**Video:** The Role of Relationship-Based Developmentally Supportive Newborn Intensive Care in Strengthening Outcome of Preterm Infants

**Research Question:** How can understanding a baby's coping strategies improve the care they receive?

**MITM Skill:** Taking on Challenges

**Runtime:** 6:15

### Academic References:

Heidelise Als et al., "Individualized Behavioral and Environmental Care for the Very Low Birth Weight Preterm Infant at High Risk for Bronchopulmonary Dysplasia: Neonatal Intensive Care Unit and Developmental Outcome," *Pediatrics* 78, no. 6 (1986): 1123–32.

Heidelise Als and Linda Gilkerson, "Developmentally Supportive Care in the Neonatal Intensive Care Unit," *Zero to Three* 15, no. 6 (1995): 1–10.

Heidelise Als et al., "Individualized Developmental Care for the Very Low Birth Weight Preterm Infant: Medical and Neurofunctional Effects," *Journal of the American Medical Association* 272, no. 11 (1994): 853–58.

## #4 ANDERSON

**Principal Researcher:** Daniel R. Anderson, PhD  
University of Massachusetts, Amherst

**Video:** The Effects of Background Television on the Toy Play Behavior of Very Young Children

**Research Question:** Does background television affect children's play?

**MITM Skill:** Focus and Self Control

**Runtime:** 5:30

### Academic References:

Marie Evans Schmidt et al., "The Effects of Background Television on the Toy Play Behavior of Very Young Children," *Child Development* 79, no. 4 (2008): 1137–51.

## #5 BAUER

<b>Principal Researcher:</b>	Patricia J. Bauer, PhD Emory University
<b>Video:</b>	Early Memory Development
<b>Research Question:</b>	What facilitates memory in very young children?
<b>MITM Skill:</b>	Self-Directed, Engaged Learning
<b>Runtime:</b>	4:24

### Academic References:

Patricia J. Bauer, "Early Memory Development," in *Blackwell Handbook of Childhood Cognitive Development*, ed. Usha Goswami (Malden, MA: Blackwell Publishing, 2002), 127-46.

Patricia J. Bauer et al., "Props, Not Pictures, Are Worth a Thousand Words: Verbal Accessibility of Early Memories Under Different Conditions of Contextual Support," *Applied Cognitive Psychology* 18, no. 4 (2004): 373.

Patricia J. Bauer, "What Do Infants Recall of Their Lives? Memory for Specific Events by One- to Two-Year-Olds," *American Psychologist* 51, no. 1 (1996): 29-41.

## #6 BRAZELTON

<b>Principal Researcher:</b>	T. Berry Brazelton, MD Harvard Medical School
<b>Video:</b>	Neonatal Behavioral Assessment Scale
<b>Research Question:</b>	What can we learn from the behavioral language of the newborn?
<b>MITM Skill:</b>	Focus and Self-Control
<b>Runtime:</b>	6:11

### Academic References:

T. Berry Brazelton and J. Kevin Nugent, *Neonatal Behavioral Assessment Scale*, 3rd ed. (London: Mac Keith Press, 1995).

## #7 CAMPOS

**Principal Researcher:** Joseph Campos, PhD  
University of California, Berkley

**Video:** Social Referencing:  
The Visual Cliff Study

**Research Question:** How does nonverbal communication affect a baby's behavior?

**MITM Skill:** Taking on Challenges

**Runtime:** 3:22

### Academic References:

Mary D. Klinnert et al., "Emotions as Behavior Regulators in Infancy: Social Referencing in Infancy," in *Emotion: Theory, Research, and Experience*, ed. Robert Plutchik and Henry Kellerman, 57–86 (New York: Academic Press, 1983).

James F. Sorce et al., "Maternal Emotional Signaling: Its Effect on the Visual Cliff Behavior of 1-Year-Olds," *Developmental Psychology* 21, no. 1 (1985): 195–200.

## #8 CANADA HCZ

**Principal Researcher:** Geoffrey Canada  
Harlem Children's Zone

**Video:** Harlem Children's Zone: An Experiment in Education and Social Change

**Research Question:** How can you create a community that supports children to succeed in school and beyond?

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 4:46

### Academic References:

Will Dobbie and Roland G. Fryer, Jr., *Are High-Quality Schools Enough to Close the Achievement Gap? Evidence from a Bold Social Experiment in Harlem* (Cambridge, MA: Harvard University, 2009).

Paul Tough, *Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America* (New York: Houghton Mifflin, 2008).

## #9 DELOACHE (MAGIC)

**Principal Researcher:** Judy DeLoache, PhD  
University of Virginia

**Video:** Children's Reactions to 'Real'  
Impossible Events

**Research Question:** How readily do children believe what  
an adult is telling them?

**MITM Skill:** Critical Thinking

**Runtime:** 6:53

### Academic References:

Megan Bloom Pickard, Gabrielle Simcock, and Judy S. DeLoache, "Children's Reactions to 'Real' Impossible Events" (manuscript in preparation), 11.

## #10 DELOACHE (SCALE)

**Principal Researcher:** Judy DeLoache, PhD  
University of Virginia

**Video:** Rapid Change in the Symbolic  
Functioning of Very Young Children

**Research Question:** When does the ability to understand  
symbolic representation develop in  
young children?

**MITM Skill:** Communicating

**Runtime:** 4:59

### Academic References:

Judy S. DeLoache, "Young Children's Understanding of the Correspondence Between a Scale Model and a Larger Space," *Cognitive Development* 4, no. 2 (1989): 121–39.

Judy S. DeLoache, "Symbolic Functioning in Very Young Children: Understanding of Pictures and Models," *Child Development* 62, no. 4 (1991): 736–52.

## # 1 1 DIAMOND

<b>Principal Researcher:</b>	Adele Diamond, PhD University of British Columbia, Vancouver
<b>Video:</b>	Development of Cognitive Control and Executive Functions
<b>Demonstration:</b>	The importance and development of executive functions in young children
<b>MITM Skill:</b>	Focus and Self Control
<b>Runtime:</b>	6:00

### Academic References:

Developmental Cognitive Neuroscience, "EF Tasks," University of British Columbia, <http://www.devcogneuro.com/eftasks.html>.

## # 1 2 DWECK

<b>Principal Researcher:</b>	Carol S. Dweck, PhD Stanford University
<b>Video:</b>	Self-Theories and Motivation: Students' Beliefs About Intelligence
<b>Research Question:</b>	Why are some children so motivated by challenges?
<b>MITM Skill:</b>	Taking on Challenges
<b>Runtime:</b>	6:45

### Academic References:

Carol I. Diener and Carol S. Dweck, "An Analysis of Learned Helplessness: Continuous Changes in Performance, Strategy, and Achievement Cognitions Following Failure," *Journal of Personality and Social Psychology* 36, no. 5 (1978): 451–62.

Claudia M. Mueller and Carol S. Dweck, "Praise for Intelligence Can Undermine Children's Motivation and Performance," *Journal of Personality and Social Psychology* 75, no. 1 (1998): 33–52.

## # 13 EXEC FUNCTIONS

**Principal Researchers:** Philip David Zelazo, PhD  
University of Minnesota

Adele Diamond, PhD  
University of British Columbia

Jean Brooks-Gunn, PhD  
Columbia University

Michael Posner, PhD  
University of Oregon

**Video:** Executive Functions of the Brain:  
Central to All Life Skills

**MITM Skill:** Focus and Self Control

**Runtime:** 6:27

### Academic References:

Clancy Blair, Philip David Zelazo, and Mark T. Greenberg, "The Measurement of Executive Function in Early Childhood," *Developmental Neuropsychology* 28, no. 2 (2005): 561–71.

Stuart Marcovitch et al., "Self-Reflection and the Cognitive Control of Behavior: Implications for Learning," *Mind, Brain, and Education* 2, no. 3 (2008): 136-41.

Mary K. Rothbart et al., "Developing Mechanisms of Temperamental Effortful Control," *Journal of Personality* 71, no. 6 (2003): 1113-43.

M. Rosario Rueda et al., "Training, Maturation and Genetic Influences on the Development of Executive Attention," *Proceedings of the National Academy of Sciences* 102, no. 41 (2005): 14931-36.

## # 14 FERNALD

**Principal Researcher:** Anne Fernald, PhD  
Stanford University

**Video:** Children's Speech Processing  
Efficiency and Later Language Growth

**Research Questions:** When and how do children develop  
efficiency in processing speech?

Does a child's experience hearing  
language at home influence  
processing efficiency?

**MITM Skill:** Communicating

**Runtime:** 8:40

### Academic References:

Anne Fernald and Virginia A. Marchman, "Individual Differences in Lexical Processing at 18 Months Predict Vocabulary Growth in Typically-Developing and Late-Talking Toddlers," *Child Development*, (2011).

Anne Fernald and Adrianna Weisleder, "Early Language Experience is Vital to Developing Fluency in Understanding," in *Handbook of Early Literacy Research* (Vol. 3), ed. Susan B. Neuman and David K. Dickinson (New York: Guilford Publications, 2011).

Nereyda Hurtado, Virginia A. Marchman, and Anne Fernald, "Does Input Influence Uptake? Links Between Maternal Talk, Processing Speed, and Vocabulary Size in Spanish-Learning Children," *Developmental Science* 11, no. 6 (2008): F31–F39.

Virginia A. Marchman and Anne Fernald, "Speed of Word Recognition and Vocabulary Knowledge in Infancy Predict Cognitive and Language Outcomes in Later Childhood," *Developmental Science* 11, no. 3 (2008): F9–F16.

Anne Fernald, Kristin Thorpe, and Virginia A. Marchman, "Blue Car, Red Car: Developing Efficiency in Online Interpretation of Adjective-Noun Phrases," *Cognitive Psychology* 60, no. 3 (2010): 190-217.

## # 15 FISHER, HIRSH-PASEK, GOLINKOFF

**Principal Researchers:** Kelly Fisher, PhD  
Temple University

Kathy Hirsh-Pasek, PhD  
Temple University

Roberta S. Golinkoff, PhD  
University of Delaware

**Video:** Learning Shapes: A Comparison  
of Teaching Methods

**Research Question:** Do children learn shapes best through  
guided play, playful learning, or direct  
instruction?

**MITM Skill:** Making Connections

**Runtime:** 6:31

### Academic References:

Fisher, K., Hirsh-Pasek, K., Newcombe, N., & Golinkoff, R.M. (under review). Taking shape: How teaching practices impact preschoolers' geometric knowledge.

Kelly Fisher, Kathy Hirsh-Pasek, and Roberta Golinkoff, *Exploring the Differential Impact of Playful Learning and Didactic Pedagogies in Early Childhood in Playful Learning*. Pedagogy and Policy Panel. Symposium Paper Presented at the Biennial Society for Research in Child Development, Montreal.

Fisher, K., Nash, B., Hirsh-Pasek, K., Newcombe, N., & Golinkoff, R. (2009, April). *Breaking the Mold: Altering Preschoolers' Concepts of Geometric Shapes*. Poster Presented at the Biennial Society for Research in Child Development Conference, Denver, Colorado.

## # 16 FOX

**Principal Researcher:** Nathan Fox, PhD  
University of Maryland

**Video:** Predicting Behavioral Inhibition within  
a Developmental Framework

**Research Question:** How is temperament defined and  
measured?

**MITM Skill:** Taking on Challenges

**Runtime:** 6:50

### Academic References:

Nathan A. Fox et al., "Continuity and Discontinuity of Behavioral Inhibition and Exuberance: Psychophysiological and Behavioral Influences Across the First Four Years of Life," *Child Development* 72, no. 1 (2001): 1–21.

## # 17 GARDINER

**Principal Researcher:** Martin F. Gardiner, PhD  
Brown University

**Video:** Music Skills and Learning

**Research Question:** How will a rich and ongoing music program affect the overall development of capability in children?

**MITM Skill:** Making Connections

**Runtime:** 6:41

### Academic References:

Martin F. Gardiner et al., "Learning Improved by Arts Training," *Nature* 381 (1996): 284.

## # 18 GOPNIK (BLICKET)

**Principal Researcher:** Alison Gopnik, PhD  
University of California, Berkeley

**Video:** Young Children Construct and Test Theories

**Research Question:** How do young children construct and test theories?

**MITM Skill:** Making Connections

**Runtime:** 4:07

### Academic References:

Alison Gopnik and David M. Sobel, "Detecting Blickets: How Young Children Use Information About Novel Causal Powers in Categorization and Induction," *Child Development* 71, no. 5 (2000): 1205-22.

## #19 GOPNIK (FALSE BELIEF)

- Principal Researcher:** Alison Gopnik, PhD  
University of California, Berkeley
- Videos:** Early Reasoning about Desires:  
Evidence from 14- and 18-Month-Olds
- Young Children's Understanding of  
Changes in Their Mental States
- Research Questions:** When can children understand that  
one person might want one thing  
and another person might want  
another thing?
- When do children learn that others'  
thoughts can differ from their own?
- MITM Skill:** Perspective Taking
- Runtime:** 7:37
- Academic References:**
- Betty M. Repacholi and Alison Gopnik, "Early Reasoning About Desires: Evidence from 14- and 18-Month-Olds," *Developmental Psychology* 33, no. 1 (1997): 12–21.
- Alison Gopnik and Janet W. Astington, "Children's Understanding of Representational Change and Its Relation to the Understanding of False Belief and the Appearance-Reality Distinction," *Child Development* 59, no. 1 (1988): 26–37.
- Alison Gopnik and Virginia Slaughter, "Young Children's Understanding of Changes in Their Mental States," *Child Development* 62, no. 1 (1991): 98–110.

## #20 GUNNAR

- Principal Researcher:** Megan Gunnar, PhD  
University of Minnesota
- Video:** Investigating Children and Stress
- Research Topic:** Understanding the growth and  
repair modes in children's responses  
to stress
- MITM Skill:** Taking on Challenges
- Runtime:** 3:33
- Academic References:**
- Eve B. Schwartz et al., "Assessing Salivary Cortisol in Studies of Child Development," *Child Development* 69, no. 6 (1998): 1503-13.
- Megan R. Gunnar et al., "Neonatal Stress Reactivity: Predictions to Later Emotional Temperament," *Child Development* 66, no. 1 (1995): 1-13.
- Mary C. Larson et al., "Dampening of the Cortisol Response to Handling at 3 Months in Human Infants and Its Relation to Sleep, Circadian Cortisol Activity, and Behavioral Distress," *Developmental Psychobiology* 33, no. 4 (1998): 327-37.
- Erikson Institute, *Early Development and the Brain: Teaching Resources for Educators*, ed. Linda Gilkerson and Rebecca Klein (Washington, DC: Zero to Three Press, 2008).
- Elizabeth O. Johnson et al., "Mechanisms of Stress: A Dynamic Overview of Hormonal and Behavioral Homeostasis," *Neuroscience and Biobehavioral Reviews* 16, no. 2 (1992): 115-30.
- Megan R. Gunnar et al., "Damping of Adrenocortical Responses During Infancy: Normative Changes and Individual Differences," *Child Development* 67, no. 3 (1996): 887-89.

## #21 HAMLIN, WYNN

**Principal Researchers:** J. Kiley Hamlin, PhD  
University of British Columbia

Karen Wynn, PhD  
Yale University

**Video:** Social Evaluation by Preverbal Infants

**Research Question:** How early can babies evaluate other people's social behavior?

**MITM Skill:** Critical Thinking

**Runtime:** 4:02

### **Academic References:**

J. Kiley Hamlin, Karen Wynn, and Paul Bloom, "Social Evaluation by Preverbal Infants," *Nature* 450, no. 7169 (2007): 557–59.

## #22 KEIL

**Principal Researcher:** Frank Keil, PhD  
Yale University

**Video:** Early Understanding of the Division of Cognitive Labor

**Research Question:** When do children recognize that there are different categories of expertise?

**MITM Skill:** Critical Thinking

**Runtime:** 4:19

### **Academic References:**

Donna J. Lutz, Frank C. Keil, "Early Understanding of the Division of Cognitive Labor," *Child Development* 73, no. 4 (2002): 1073-84.

## # 23 KLAHR

**Principal Researcher:** David Klahr, PhD  
Carnegie Mellon University

**Video:** Control Variable Strategy: Direct Instruction vs. Discovery Learning

**Research Question:** Do these two methods of teaching have different outcomes?

**MITM Skill:** Critical Thinking

**Runtime:** 10:02

### Academic References:

David Klahr and Milena Nigam, "The Equivalence of Learning Paths in Early Science Instruction: Effects of Direct Instruction and Discovery Learning," *Psychological Science* 15, no. 10 (2004): 661–67.

## # 24 MAPP

**Principal Researcher:** Karen L. Mapp, EdD  
Harvard Graduate School of Education

**Video:** Family Engagement and Learning

**Research Topic:** A rubric for assessing where schools and districts stand in terms of family-school partnerships

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 6:08

### Academic References:

Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson, and Don Davies, *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships* (New York: The New Press, 2006).

Anne T. Henderson and Karen L. Mapp, *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievements* (Austin: SEDL, 2002).

## #25 MELTZOFF

<b>Principal Researcher:</b>	Andrew Meltzoff, PhD University of Washington
<b>Video:</b>	Infant Imitation and Memory Development
<b>Research Question:</b>	How long can young children remember novel actions and be able to imitate them?
<b>MITM Skill:</b>	Self-Directed, Engaged Learning
<b>Runtime:</b>	5:14

### Academic References:

Andrew N. Meltzoff, "Elements of a Developmental Theory of Imitation," in *The Imitative Mind: Development, Evolution, and Brain Bases*, ed. Andrew N. Meltzoff and Wolfgang Prinz, 19–41 (New York: Cambridge University Press, 2002).

Andrew N. Meltzoff, "Immediate and Deferred Imitation in Fourteen- and Twenty-Four-Month-Old Infants," *Child Development* 56, no. 1 (1985): 62-72.

Mikael Heimann and Andrew N. Meltzoff, "Deferred Imitation in 9- and 14-Month-Old Infants: A Longitudinal Study of a Swedish Sample," *British Journal of Developmental Psychology* 14 (1996): 55–64.

Andrew N. Meltzoff, "Infant Imitation and Memory: Nine-Month-Olds in Immediate and Deferred Tests," *Child Development* 59, no. 1 (1988): 217–25.

Pamela J. Klein and Andrew N. Meltzoff, "Long-Term Memory, Forgetting and Deferred Imitation in 12-Month-Old Infants," *Developmental Science* 2, no. 1 (1999): 102–13.

## #26 MISCHEL

<b>Principal Researcher:</b>	Walter Mischel, PhD Columbia University
<b>Video:</b>	The Marshmallow Test: Delay of Gratification in Children
<b>Research Question:</b>	How do children react to a delayed gratification task?
<b>MITM Skill:</b>	Focus and Self Control
<b>Runtime:</b>	3:59

### Academic References:

Walter Mischel and Ebbe B. Ebbesen, "Attention in Delay of Gratification," *Journal of Personality and Social Psychology* 16, no. 2 (1970): 329-337.

## # 27 NELSON

**Principal Researcher:** Charles A. Nelson, PhD  
Harvard Medical School

**Video:** Children are Born Primed to Communicate

**Research Question:** Do children come into the world primed to communicate?

**MITM Skill:** Communicating

**Runtime:** 3:17

### Academic References:

Raye-Ann deRegnier et al., "Neurophysiologic Evaluation of Auditory Recognition Memory in Healthy Newborn Infants and Infants of Diabetic Mothers," *The Journal of Pediatrics* 137, no. 6 (2000): 777–84.

## # 28 NEWMAN

**Principal Researcher:** Rochelle S. Newman, PhD  
University of Maryland

**Video:** The Cocktail Party Effect in Infants Revisited

**Research Question:** How do very young children develop the ability to separate speech from background noise?

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 6:53

### Academic References:

Rochelle S. Newman, "The Cocktail Party Effect in Infants Revisited: Listening to One's Name in Noise," *Developmental Psychology* 41, no. 2 (2005): 352–62.

## #29 RAMANI, SIEGLER

**Principal Researchers:** Geetha Ramani, PhD  
University of Maryland

Robert Siegler, PhD  
Carnegie Mellon University

**Video:** Playing Linear Numerical Board Games Promotes Low-Income Children's Numerical Development

**Research Question:** Why do some children learn about numerical magnitude more effectively than others, and can this knowledge be improved?

**MITM Skill:** Making Connections

**Runtime:** 7:48

### Academic References:

Geetha B. Ramani and Robert S. Siegler, "Promoting Broad and Stable Improvements in Low-Income Children's Numerical Knowledge Through Playing Number Board Games," *Child Development* 79, no. 2 (2008): 375–94.

Robert Siegler and Julie L. Booth, "Development of Numerical Estimation in Young Children," *Child Development* 75, no. 2 (2004): 428–44.

## #30 RITTLE-JOHNSON

**Principal Researcher:** Bethany Rittle-Johnson, PhD  
Vanderbilt University

**Video:** Learning from Explaining

**Research Question:** Does explaining something to another person improve learning?

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 7:01

### Academic References:

Bethany Rittle-Johnson, Megan Saylor, and Kathryn E. Swygert, "Learning from Explaining: Does It Matter If Mom Is Listening?" *Journal of Experimental Child Psychology* 100, no. 3 (2007): 215-24.

## # 31 SAFFRAN

**Principal Researcher:** Jenny Saffran, PhD  
University of Wisconsin

**Video:** Infant Statistical Learning

**Research Question:** How do babies break into this sea of sound?

**MITM Skill:** Communicating

**Runtime:** 5:44

### Academic References:

Bruna Pelucchi, Jessica F. Hay, and Jenny R. Saffran, "Statistical Learning in a Natural Language by 8-Month-Old Infants," *Child Development* 80, no. 3 (2009): 674–85.

[http://www.waisman.wisc.edu/infantlearning/publications/cdev\\_1290.pdf](http://www.waisman.wisc.edu/infantlearning/publications/cdev_1290.pdf)

## # 32 SCHULZ

**Principal Researcher:** Laura Schulz, PhD  
MIT

**Video:** Serious Fun: Preschoolers Engage in More Exploratory Play When Evidence is Confounded

**Research Question:** What contexts and conditions motivate children to explore and be curious?

**MITM Skill:** Critical Thinking

**Runtime:** 4:00

### Academic References:

Laura E. Schulz and Elizabeth Baraff Bonawitz, "Serious Fun: Preschoolers Engage in More Exploratory Play When Evidence is Confounded," *Developmental Psychology* 43, no. 4 (2007): 1045–50.

## # 33 SNOW

**Principal Researcher:** Catherine Snow, PhD  
Harvard University

**Video:** The Home-School Study of Language and Literacy Development

**Research Question:** Which experiences can families provide to make the biggest impact on children's development in language and literacy?

**MITM Skill:** Communicating

**Runtime:** 5:26

### Academic References:

Patton O. Tabors, Kevin A. Roach, and Catherine E. Snow, "Home Language and Literacy Environment: Final Results," in *Beginning Literacy with Language: Young Children Learning at Home and School*, ed. David K. Dickinson and Patton O. Tabors, 111-38 (Baltimore: Paul H. Brookes, 2001).

Barbara Alexander Pan, Rivka Y. Perlmann, and Catherine E. Snow, "Food for Thought: Dinner Table as a Context for Observing Parent-Child Discourse," in *Methods for Studying Language Production*, ed. Lise Menn and Nan Bernstein Ratner, 205-24 (Mahwah, NJ: Lawrence Erlbaum, 2000).

## # 34 SPELKE

**Principal Researcher:** Elizabeth Spelke, PhD  
Harvard University

**Video:** An Emerging Number Sense

**Research Question:** Can infants tell the difference between large and small numbers?

**MITM Skill:** Making Connections

**Runtime:** 3:23

### Academic References:

Fei Xu and Elizabeth S. Spelke, "Large Number Discrimination in 6-Month-Old Infants," *Cognition* 74, no. 1 (2000): B1-B11.

Fei Xu, Elizabeth S. Spelke, and Sydney Goddard, "Number Sense in Human Infants," *Developmental Science* 8, no. 1 (2005): 88-101.

## # 35 THOMPSON

**Principal Researcher:** Ross Thompson, PhD  
University of California, Davis

**Video:** Children's Emotional Understanding

**Research Question:** Can children understand the difference between what they know to be true and what someone else might think is true?

**MITM Skill:** Perspective Taking

**Runtime:** 4:42

### Academic References:

Deborah J. Laible and Ross A. Thompson, "Mother-Child Discourse, Attachment Security, Shared Positive Affect, and Early Conscience Development," *Child Development* 71, no. 5 (2000): 1424-40.

Lenna L. Ontai and Ross A. Thompson, "Patterns of Attachment and Maternal Discourse Effects on Children's Emotional Understanding from 3 to 5 Years of Age," *Social Development* 11, no. 4 (2002): 433-50.

## # 36 THREE ECE STUDIES

**Principal Researchers:** Craig T. Ramey, PhD  
Virginia Tech Carillon School of  
Medicine and Research

Arthur J. Reynolds, PhD  
University of Minnesota

Lawrence J. Schweinhart, PhD  
HighScope Foundation

**Video:** Gold-Standard Experiments in  
Early Education

**Research Question:** Can human development be altered through a systematic change in learning experiences in the early years?

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 7:01

### Academic References:

Craig T. Ramey and Sharon L. Ramey, "Early Learning and School Readiness: Can Early Intervention Make a Difference?," *Merrill-Palmer Quarterly* 50, no. 4 (2004): 471-91.

Arthur J. Reynolds, *Success in Early Intervention: The Chicago Child-Parent Centers* (Lincoln, NE: University of Nebraska Press, 2000).

Lawrence J. Schweinhart et al., *The High/Scope Perry Preschool Study Through Age 40: Summary, Conclusions and Frequently Asked Questions* (Ypsilanti, MI: High/Scope Educational Research Foundation, 2005).

Ellen Galinsky, *The Benefits of High-Quality Early Childhood Education Programs: What Makes the Difference?* (Washington, DC: Committee for Economic Development, 2006), [www.ced.org](http://www.ced.org).

## # 37 TRONICK

**Principal Researcher:** Edward Z. Tronick, PhD  
Harvard Medical School  
University of Massachusetts, Boston

**Video:** Still-Face Paradigm

**Research Question:** Why is connection with others so critical?

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 4:50

### Academic References:

Edward Tronick. "Why is Connection with Others So Critical? The Formation of Dyadic States of Consciousness and the Expansion of Individuals' States of Consciousness: Coherence Governed Selection and the Co-Creation of Meaning Out of Messy Meaning Making," *Emotional Development*, ed. J. Nadel and D. Muir, 293-315 (Oxford University Press: 2005).

## # 38 TROSETH

**Principal Researcher:** Georgene Troseth, PhD  
Vanderbilt University

**Video:** Toddlers' Imitation of New Skills from People on Video

**Research Question:** Can children learn as well from a video as they can from a person?

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 4:44

### Academic References:

Gabrielle A. Strouse, Georgene L. Troseth, "Don't Try This at Home: Toddlers' Imitation of New Skills From People on Video," *Journal of Experimental Child Psychology* 101, no. 4 (2008): 262-80.

## #39 WEIKUM, WERKER

**Principal Researchers:** Whitney Weikum, PhD  
University of British Columbia

Janet Werker, PhD  
University of British Columbia

**Video:** Visual Language Discrimination  
in Infancy

**Research Question:** What properties of their native language  
(or languages) are pre-verbal babies  
learning to pay attention to?

**MITM Skill:** Communication

**Runtime:** 4:51

### Academic References:

Whitney M. Weikum et al., "Visual Language Discrimination in  
Infancy," *Science* 316, no. 5828 (2007): 1159.

## #40 WOODWARD

**Principal Researcher:** Amanda Woodward, PhD  
University of Chicago

**Video:** Infants Selectively Encode the Goal  
Object of an Actor's Reach

**Research Question:** When do babies begin to interpret  
human behavior as being goal-directed?

**MITM Skill:** Perspective Taking

**Runtime:** 4:18

### Academic References:

Amanda L. Woodward, "Infants Selectively Encode the Goal  
Object of an Actor's Reach," *Cognition* 69, no. 1 (1998): 1-34.

## # 41 ZELAZO (DCCS)

**Principal Researcher:** Philip David Zelazo, PhD  
University of Minnesota

**Video:** The Dimensional Change Card Sort:  
A Method of Assessing Executive  
Function in Children

**Demonstration:** Rule use and executive function

**MITM Skill:** Making Connections

**Runtime:** 6:13

### Academic References:

Philip David Zelazo, "The Dimensional Change Card Sort (DCCS):  
A Method of Assessing Executive Function in Children," *Nature  
Protocols* 1, no. 1 (2006): 297–301.

## # 42 ZELAZO (FIST)

**Principal Researcher:** Philip David Zelazo, PhD  
University of Minnesota

**Video:** The Flexible Item Selection Task –  
Assessing Executive Functions  
in Children

**Demonstration:** Measuring executive functions:  
the flexible item selection task

**MITM Skill:** Making Connections

**Runtime:** 3:54

### Academic References:

Sophie Jacques and Philip David Zelazo, "The Flexible Item  
Selection Task (FIST): A Measure of Executive Function in  
Preschoolers," *Developmental Neuropsychology* 20, no. 3 (2001):  
573-91.