



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

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

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

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

Academic References:

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

1 2 DWECK

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

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

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

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.

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.