Manuscripts Accepted for Future Publication

November/December 2012

The following manuscripts have been accepted for future print publication in *Child Development* and will appear in approximately the following order (based upon acceptance date).

Some articles may already be published online to *Child Development*'s Early View section of the Wiley Online Library.

---

Epigenetic Vestiges of Early Developmental Adversity: Childhood Stress Exposure and DNA Methylation in Adolescence
Marilyn J. Essex, W. Thomas Boyce, Clyde Hertzman, Lucia Lam, Jeffrey M. Armstrong, Sarah M.A. Neumann, and Michael S. Kobor

Child Development and Molecular Genetics: 13 Years Later
Robert Plomin

From Genes to Environment: Using Integrative Genomics to Build a Systems Level Understanding of Autism Spectrum Disorders
Valerie W. Hu

Maternal Preferences Moderate the Effects of Mandatory Employment and Education Programs on Child Positive and Problem Behaviors
Anna Gassman-Pines, Erin B. Godfrey, and Hirokazu Yoshikawa

To Study or Sleep? The Academic Costs of Extra Studying at the Expense of Sleep
Cari Gillen-O’Neel, Virginia Huynh and Andrew Fuligni

Emotion Regulation Strategies that Promote Learning: Reappraisal Enhances Children’s Memory for Educational Information
Elizabeth Davis and Linda Levine

Children’s Physiological and Emotional Reactions to Witnessing Bullying Predict Bystander Intervention
Lydia Barhight, Julie Hubbard, and Christopher Hyde

Helping the Ingroup Feels Better: Children’s Judgments and Emotion Attributions in Response to Prosocial Dilemmas
Drika Makariev and Kristin Lagatutta

Does Maternal Employment Following Childbirth Support or Inhibit Low-Income Children's Long-Term Development?
Rebekah Levine Coley and Caitlin McPherran Lombardi

Preverbal Infants' Attention to Manner and Path: Foundations for Learning Relational Terms
Rachel Pulverman, Lulu Song, Shannon M. Pruden, Roberta M. Golinkoff, and Kathy Hirsh-Pasek

Developmental Dynamics of Emotion and Cognition Processes in Preschoolers
A. Nayena Blankson, Marion O’Brien, Esther M. Leerkes, Stuart Marcovitch, Susan D. Calkins, and Jennifer Weaver
Toddlers’ Processing of Phonological Alternations: Early Compensation for Assimilation in English and French
Katrin Skoruppa, Nivedita Mani, and Sharon Peperkamp

Tracing the Cascade of Children’s Insecurity in the Interparental Relationship: The Role of Stage-Salient Tasks
Patrick Davies, Liviah Manning, and Dante Cicchetti

Geographic Variations in Cost of Living: Associations with Family and Child Well-Being
Nina C. Chien and Rashmita S. Mistry

Young Word Learner’s Interpretations of Words and Symbolic Gestures Within the Context of Ambiguous Reference
Sumarga H. Suanda and Laura L. Namy

Exposure to Violence Across the Social Ecosystem and the Development of Aggression: A test of Ecological Theory in the Israeli-Palestinian Conflict
Paul Boxer, L. Rowell Huesmann, Eric F. Dubow, Simha F. Landau, Shira Dvir Gvirsman, Khalil Shikaki, and Jeremy Ginges

Cliff or Step? Posture-Specific Learning at the Edge of a Drop-Off
Kari Kretch and Karen Adolph

Infant Categorization of Path Relations During Dynamic Events
Shannon Pruden, Sarah Roseberry, Tilbe Goksun, Kathy Hirsh-Pasek, Roberta Golinkoff

Systems and Cascades in Cognitive Development and Academic Achievement
Marc Bornstein, Chun-Shin Hahn, and Dieter Wolke

Early Attachment Organization With Both Parents and Future Behavior Problems: From Infancy to Middle Childhood
Grazyna Kochanska

Children Trust a Consensus Composed of Outgroup Members, but do not Retain it
Eva Chen, Kathleen Corriveau, and Paul Harris

Peer Network Overlap in Twin, Sibling, and Friend Dyads
Shirley McGuire and Nancy L. Segal

Changes in Sensory Dominance During Childhood: Converging Evidence From the Colavita Effect and the Sound-Induced Flash Illusion
Elena Nava and Francesco Pavani

Does Adolescents’ Disclosure to their Parents Matter for their Academic Adjustment?
Cecilia Cheung, Eva Pomerantz, and Wei Dong

A Longitudinal Study of Emotion Regulation, Emotion Lability/Negativity, and Internalizing Symptomatology in Maltreated and Nonmaltreated Children
Jungmeen Kim-Spoon, Dante Cicchetti, and Fred Rogosch

The Relation of Moral Emotion Attributions to Prosocial and Antisocial Behavior: A Meta-Analysis
Tina Malti and Tobias Krettenauer
Longitudinal Associations between Executive Control and Developing Mathematical Competence in Preschool Boys and Girls
Caron Clark, Tiffany Sheffield, Sandra Wiebe, and Kimberly Espy

I Don't Want to Pick!: Introspection on Uncertainty Supports Early Strategic Behavior
Kristen Lyons and Simona Ghetti

Did She Jump Because She was the Big Sister or Because the Trampoline was Safe? Causal Inference and the Development of Social Attribution
Elizabeth Seiver, Alison Gopnik, and Noah Goodman

Effects of Parental Depressive Symptoms on Child Adjustment Moderated by HPA: Within- and Between-Family Risk
Heidemarie Laurent, Leslie Leve, Jenae Neiderhiser, Misaki Natsuaki, Daniel Shaw, Philip Fisher, Kristine Marceau, Gordon Harold, and David Reiss

Trajectories of Internalizing Problems in War-Affected Sierra Leonean Youth: Roles of Conflict and Post-Conflict Factors
Theresa Betancourt, Ryan McBain, Elizabeth Newnham, and Robert Brennan

Caregiver Experiences of Discrimination and African American Adolescents’ Psychological Health Over Time
Kahlil Ford, Noelle Hurd, Robert Jagers, and Robert Sellers

Selective Imitation of In-Group Over Out-Group Members in 14-Month-Old Infants
David Buttelmann, Norbert Zmyj, Moritz Daum, and Malinda Carpenter

A Longitudinal Study of School Belonging and Academic Motivation across High School
Cari Gillen-O'Neel and Andrew Fuligni

Continuity and Discontinuity in Perceptions of Family Relationships From Adolescence to Young Adulthood
Kim Tsai, Eva Telzer, and Andrew Fuligni

Identification of Effective Strategies to Promote Language in Deaf Children With Cochlear Implants
Ivette Cruz, Alexandra Quittner, Craig Marker, and Jean DesJardin

Infant Gaze Following During Parent-Infant Coviewing of Baby Videos
Lindsay Demers, Katherine Hanson, Heather Kirkorian, Tiffany Pempek, and Daniel Anderson

Developmental Trajectories in Children With and Without Autism Spectrum Disorders: The First Three Years
Rebecca Landa, Alden Gross, Elizabeth Stuart, and Ashley Faherty

Development of Abstract Grammatical Categorization in Infants
Marilyn Cyr and Rushen Shi

Action Imitation at 1 ½ Years is Better Than Pointing Gesture in Predicting Late Development of Language Production at 3 Years of Age
Imac Maria Zambrana, Eivind Ystrøm, Synnøve Schjølberg, and Francisco Pons
How do Children Acquire Early Grammar and Build Multiword Utterances? A Corpus Study of French children Aged Two to Four
Marie-Thérèse LE NORMAND, Ignacio Moreno-Torres, Christophe Parisse, and George Dellatolas

To Sign or Not to Sign: The Impact of Encouraging Infants to Gesture on Infant Language and Maternal Mind-Mindedness
Elizabeth Kirk, Neil Howlett, Karen J Pine, and Ben (C) Fletcher

Minimal Groups Increase Young Children’s Motivation and Learning on Group-Relevant Tasks
Allison Master and Gregory Walton

The Language Growth of Spanish-Speaking English Language Learners
Raúl Rojas and Aquiles Iglesias

Differential Contributions of Development and Learning to Infants’ Knowledge of Object Continuity and Discontinuity
Bennett Bertenthal, Gustaf Gredeback, and Ty Boyer

Young Children’s Response Tendencies Toward Yes-No Questions Concerning Actions
V. Heather Fritzley, Rod. C. L. Lindsay, and Kang Lee

Child Care Quality and Cognitive Development: Trajectories Leading to Better Pre-Academic Skills
Sylvana M. Côté, Christa Japel, Chantal Mongeau, Qian Xu, Jean R. Séguin, and Richard E. Tremblay

An Implicit Theories of Personality Intervention Reduces Adolescent Aggression in Response to Victimization and Exclusion
David Yeager, Kali Trzesniewski, and Carol Dweck

Motor Origins of Tool Use
Björn Kahrs, Wendy Jung, and Jeffrey Lockman

An ERP Study of Adolescents’ and Young Adults’ Judgments of Moral and Social Conventional Violations
Ayelet Lahat, Charles Helwig, and Philip Zelazo

Domain Differences in Early Social Interactions
Audun Dahl and Joseph Campos

Associations Between Foster Mothers’ Oxytocin Production, Electrophysiological Brain Activity, Feelings of Commitment, and Caregiving Quality
Johanna Bick, Mary Dozier, Kristin Bernard, Damion Grasso

Semantic development in Spanish-English bilingual children: Effects of age and language experience
Li Sheng, Lisa Bedore, Elizabeth Pena, and Christine Fiestas

Development of Intra- and Intergroup Judgments in the Context of Moral and Social-Conventional Norms
Melanie Killen, Adam Rutland, Dominic Abrams, Kelly Lynn Mulvey, and Aline Hitti

Academic Achievement Trajectories of Homeless and Highly Mobile Students: Resilience Amid Chronic and Acute Risk
J.J. Cutuli, Christopher Desjardins, Janette Herbers, Jeffrey Long, David Heistad, Chi-Keung Chan, Elizabeth Hinz, and Ann Masten
Social Exclusion in Childhood: A Developmental Intergroup Perspective
Melanie Killen, Kelly Mulvey, and Aline Hitti

Mine or Yours? Development of Sharing in Toddlers in Relation to Ownership Understanding
Celia Brownell, Stephanie Iesue, Sara Nichols and Margarita Svetlova

Developmental Changes in Infant Spatial Categorization: When More is Best and When Less is Enough
Marianella Casasola and Youjeong Park

Parental SES, Communication and Children's Vocabulary Development: A 3-Generation Test of the Family Investment Model
Sara Sohr-Preston, Laura V. Scaramella, Monica J. Martin, Lenna Ontai, Rand D. Conger, and Tricia K. Neppl

Children's Cross-Ethnic Relations in Elementary Schools: Concurrent and Prospective Associations between Segregation and Social Status
Travis Wilson and Philip Rodkin

Differential Associations Between Domains of Sibling Conflict and Adolescent Emotional Adjustment
Nicole Campione-Barr, Kelly Bassett Greer and Anna Kruse

Neighborhoods, Social Support, and African American Adolescents' Mental Health Outcomes: A Multilevel Path Analysis
Noelle Hurd, Sarah Stoddard and Marc Zimmerman

A U-Shaped Relation between Sitting Ability and Upright Face Processing in Infants
Cara Cashon, Oh-Ryeong Ha, Casey L. Allen, and A. Cevelle Barna

Silent Films and Strange Stories: Theory of Mind, Gender and Social Experiences in Middle Childhood
Rory Devine and Claire Hughes

Discrimination Concerns and Expectations as Explanations for Gendered Socialization in African American Families
Fatima Varner and Jelani Mandara

Strong Genetic Contribution to Peer Relation Difficulties at School Entry: Findings from a Twin Study
Michel Boivin, Mara Brendgen, Frank Vitaro, Ginette Dionne, Alain Girard, Daniel Pérusse, and Richard Tremblay

Age Differences in the Impact of Employment on Antisocial Behavior
Kathryn Monahan, Laurence Steinberg, and Elizabeth Cauffman

Effects of perceptually rich manipulatives on preschoolers’ counting performance: Established knowledge counts
Lori Petersen and Nicole McNeil

The Role of Sex of Peers and Gender-Type Activities in Young Children’s Peer Affiliative Networks: A Longitudinal Analysis of Selection and Influence
Carol Martin, Olga Kornienko, David R. Schaefer, Laura Hanish, Richard Fabes, and Priscilla Goble

Longitudinal Relations Among Language Skills, Anger Expression, and Regulatory Strategies in Early Childhood
Caroline Roben, Pamela Cole, and Laura Armstrong
Informants’ Traits Weigh Heavily in Children’s Trust in Testimony and in their Epistemic Inferences
Jonathan Lane, Henry Wellman, and Susan Gelman

Social Equity Theory and Racial-Ethnic Achievement Gaps
Clark McKown

Socio-cultural settings influence the emergence of prelinguistic deictic gestures
Dorothe Salomo and Ulf Liszkowski

Little Evidence that Time in Child Care Causes Externalizing Problems during Early Childhood in Norway
Henrik Zachrisson, Eric Dearing, Ratib Lekhal, and Claudio Toppelberg

Siblings, Theory of Mind and Executive Functioning in Children Aged 3 to 6 Years: New Longitudinal Evidence
Anna McAlister and Candida C. Peterson

Dual routes to cognitive flexibility: Learning and response conflict resolution in the dimensional change card sort task
Michael Ramscar, Melody Dye, Jessica Whitten Gustafson, and Joseph Klein

Predicting Long-term Growth in Adolescents’ Mathematics Achievement: The Unique Contributions of Motivation and Cognitive Strategies
Kou Murayama, Reinhard Pekrun, Stephanie Lichtenfeld, and Rudolf vom Hofe

Forces and Motion: How Young Children Understand Causal Events
Tilbe Goksun, Nathan George, Kathy Hirsh-Pasek, and Roberta Golinkoff

The Moving Window Technique: a Window Into Developmental Changes in Attention During Facial Emotion Recognition
Elina Birmingham, Tamara Meixner, Grace Iraocci, Christopher Kanan, Daniel Smilek, and James Tanaka

Daily Intragroup Contact in Diverse Settings: Implications for Asian Adolescents’ Ethnic Identity
Tiffany Yip, Sara Douglass and J. Shelton

Increases in Cognitive and Linguistic Processing Primarily Account for Increases in Speaking Rate with Age
Ignatius S. B. Nip and Jordan R. Green

A Genome-Wide Association Study of Autism Incorporating ADI-R, ADOS, and SRS
John Connolly, Joseph T. Glessner and Hakon Hakonarson

Coparenting Among Lesbian, Gay, and Heterosexual Couples: Associations With Adopted Children’s Outcomes
Rachel Farr and Charlotte Patterson

Child Care in Infancy and Cognitive Performance Until Middle Childhood in the Millennium Cohort Study
Sylvana Côté, Orla Doyle, Amerlie Petitclerc, and Lori Timmins

Developmental Trajectories of Acculturation in Hispanic Adolescents: Associations with Family Functioning and Adolescent Risk Behavior
Seth Schwartz, Sabrina Des Rosiers, Shi Huang, Byron Zamboanga, Jennifer Unger, George Knight, Hilda Pantin and Jose Szapocznik

Role Models and the Psychological Characteristics That Buffer Low Socioeconomic Status Youth From Cardiovascular Risk
Edith Chen, William Lee, Lisa Cavey, and Amanda Ho

Preschool Center Quality and School Readiness: Quality Effects and Variation by Demographic and Child Characteristics
Tran Keys, George Farkas, Margaret Burchinal, Greg Duncan, Deborah Vandell, Weilin Li, Erik Ruzek, and Carollee Howes

Visual Attention to Global and Local Stimulus Properties in Six-Month-Old Infants
Maggie Guy, Greg Reynolds, and Dantong Zhang

“Two for flinching”: Children’s and Adolescents’ Narrative Accounts of Harming their Friends and Siblings
Holly Recchia, Cecilia Wainryb and Monisha Pasupathi

Genetic Moderation of Early Child Care Effects on Social Functioning Across Childhood: A Developmental Analysis
Jay Belsky and Michael Pluess

Associations among pubertal development, empathic ability, and neural responses while witnessing peer rejection in adolescence
Carrie Masten, Naomi Eisenberger, Jennifer Pfeifer, Natalie Colich and Mirella Dapretto

Longitudinal Relations of Intrusive Parenting and Effortful Control to Ego-Resiliency During Early Childhood
Zoe Taylor, Nancy Eisenberg, Tracy Spinrad and Keith Widaman

Rigidity in Gender-Typed Behaviors in Early Childhood: A Longitudinal Study of Ethnic Minority Children
May Ling Halim, Diane Ruble, Catherine Tamis-LeMonda and Patrick Shrout

Local Redundancy Governs Infants’ Spontaneous Orienting to Visual-Temporal Sequences
Caspar Addyman and Denis Mareschal

Genetic and Environmental Influences on Negative Life Events from Late Childhood to Adolescence
Daniel Johnson, Soo Rhee, Mark Whisman, Robin Corley and John Hewitt

Gene Expression in the Human Brain: The Current State of the Study of Specificity and Spatio-temporal Dynamics
Oksana Yu. Naumova, Dean Palejev, Sergei Yu. Rychkov, Natalia V. Vlasova, Maria Eastman, Olga N. Babich, Flora Vaccarino, and Elena Grigorenko

Multilevel Mediation: Cumulative Contextual Risk, Maternal Differential Treatment and Children’s Behavior Within Families
Jean-Christophe Meunier, Michael Boyle, Thomas O’Connor and Jennifer Jenkins

Parent Praise to 1-3 Year-Olds Predicts Children’s Motivational Frameworks 5 Years Later
Elizabeth Gunderson, Sarah Gripshover, Carissa Romero, Carol Dweck, Susan Goldin-Meadow and Susan Cohen Levine
Implicit Theories of Personality and Attributions of Hostile Intent: A Meta-Analysis, Experiment, and Longitudinal Intervention
David Yeager, Adriana Miu, Joseph Powers and Carol Dweck

Mind-Mindedness and Theory of Mind: Mediating Roles of Language and Perspectival Symbolic Play
Elizabeth Meins, Charles Fernyhough, Bronia Arnott, Susan Leekam and Marc de Rosnay

Touching Up Mental Rotation: Effects of Manual Experience on 6-Month-Old Infants’ Mental Object Rotation
Wenke Mohring and Andrea Frick

Sleep and Cognition in Preschool Years: Specific Links to Executive Functioning
Anne Bernier, Miriam Beauchamp, Andree-Anne Bouvette-Turcot, Stephanie Carlson and Julie Carrier

Online Lexical Competition During Spoken Word Recognition and Word Learning in Children and Adults
Lisa Henderson, Anna Weighall, Helen Brown and M. Gaskell

The Development of Language Constancy: Attention to Native Versus Non-native Accents
Christine Kitamura, Robin Panneton and Catherine Best

Temperament Moderates Associations Between Exposure to Stress and Children’s Externalizing Problems
Alice C. Schermerhorn, John E. Bates, Jackson A. Goodnight, Jennifer E. Lansford, Kenneth A. Dodge, and Gregory S. Pettit

Do Time in Childcare and Peer Group Exposure Predict Poor Socioemotional Adjustment in Norway?
Elisabet Solheim, Lars Wichstrom, Jay Belsky and T. Suzanne Berg-Nielsen

Response Inhibition in Preschoolers at Familial Risk for ADHD: A Behavioral and Electrophysiological Stop-Signal Study
Andrea Berger, Uri Alyagon, Hadas Hadaya, Naama Atzaba-Poria and Judith Auerbach

Classifying Prosocial Behaviour: Children’s Responses to Instrumental Need, Emotional Distress, and Material Desire
Kristen Dunfield and Valerie Kuhlmeier

Early neglect is Associated With Alterations in White Matter Integrity and Cognitive Functioning
Jamie Hanson, Nagesh Adluru, Moo Chung, Andrew Alexander, Richard Davidson and Seth Pollak

Transactions Between Child Social Wariness and Observed Structured Parenting: Evidence from a Prospective Adoption Study
Misaki Natsuaki, Leslie Leve, Gordon Harold, Jenae Neiderhiser, Daniel Shaw, Jody Ganiban, Laura Scaramella, David Reiss

Child Care Subsidies and School Readiness in Kindergarten
Anna Johnson, Anne Martin and Jeanne Brooks-Gunn

Preschoolers Use Emotion in Speech to Learn New Words
Jared Berman, Susan Graham, Dallas Callaway and Craig Chambers

Being Mimicked Increases Prosocial Behavior in 18-Month-Old Infants
Malinda Carpenter, Johanna Uebel and Michael Tomasello
Developmental Trajectories of Maladaptive Perfectionism among African American Adolescents
Keith Herman, Kenneth Wang, Reid Trotter, Wendy Reinke, and Nicholas Ialongo

First Possession, History, and Young Children’s Ownership Judgments
Ori Friedman, Julia Van dr Vondervoort, Greta Defeyter, and Karen Neary

Revisiting the Fantasy-Reality Distinction: Children as Naive Skeptics
Jacqueline Woolley and Maliki Ghossainy

Maintaining a Social-Emotional Intervention and its Benefits for Institutionalized Children
Robert McCall, Christina Groark, Larry Fish, Rifkat Muhamedrahimov, Oleg Palmov, and Natalia Nikiforova

A Stereotype Threat Account of Boys’ Academic Underachievement
Bonny Hartley and Robbie Sutton

Not all Past Events are Equal: Biased Attention and Emerging Heuristics in Children’s Past-to-Future Forecasting
Kristin Lagattuta and Liat Sayfan

Is the Secure Base Phenomenon Evident Here, There, and Everywhere?
German Posada, Ting Lu, Kill Trumbell, Garene Kaloustian, Marcel Trudel, Sandra Plata, Paola Pena, Jennifer Perez, Susana Tereno, Romaine Dugravier, Gabrielle Coppola, Alessandro Pierini, Rosalinda Cassibba, Kiyomi Kondo-Ikemura, Magaly Noblega, Ines Haya, Claudia Pedraglio, Manuela Verissimo, Antonio Santos, Ligia Monteiro, and Keng-Ling Lay

Inhibitory Control During Emotional Distraction Across Adolescence and Early Adulthood
Julia Cohen-Gilbert and Kathleen Thomas

Environmental-Scale Map Use in Middle Childhood: Links to Spatial Skills, Strategies, and Gender
Lynn Liben, Lauren Myers, Adam Christensen and Corinne Bower

3-Year-Old Children Make Relevance Inferences in Indirect Verbal Communication
Cornelia Schulze, Susanne Grassmann, and Michael Tomasello

Taking Shape: Supporting Preschoolers’ Acquisition of Geometric Knowledge
Kelly Fisher, Kathy Kirsh-Pasek, Nora Newcombe, and Roberta Golinkoff

Red to Green or Fast to Slow?: Infants’ Visual Working Memory for ‘Just Salient Differences’
Zsuzsa Kaldy and Erik Blaser

School Life and Adolescents’ Self-Esteem Trajectories
Alexandre Morin, Christophe Maiano, Herb Marsh, Benjamin Nagengast, and Michel Janosz

Developmental Personality Types from Childhood to Adolescence: Associations with Parenting and Adjustment
Amaranta de Haan, Maja Dkovic, Alithe Van den Akker, Sabine Stoltz, and Peter Prinzie

Reciprocal Pathways between American and Chinese Early Adolescents’ Sense of Responsibility and Disclosure to Parents
Lili Qin and Eva Pomerantz
Development of phonological constancy: 19-month-olds, but not 15-month-olds, identify words in a non-native regional accent
Karen Mulak, Catherine Best, Michael Tyler, Christine Kitamura, and Julia Irwin

Impacts of a Prekindergarten Program on Children’s Mathematics, Language, Literacy, Executive Function, and Emotional Skills
Christina Weiland and Hirokazu Yoshikawa

Racial Identity from Adolescence to Young Adulthood: Does Prior Neighborhood Experience Matter?
Deborah Rivas-Drake and Dawn Witherspoon

The Effect of Teachers’ Memory-Relevant Language on Children’s Strategy Use and Knowledge
Jennie Grammer, Jennifer Coffman, and Peter Ornstein

Children’s Naive Theories of Intelligence Influence Their Metacognitive Judgments
David Miele, Lisa Son, and Janet Metcalfe

Developmental Changes in Executive Functioning
Kerry Lee, Rebecca Bull, and Ringo Ho

Gene-Environment Correlation Underlying the Association between Parental Negativity and Adolescent Externalizing Problems
Kristine Marceau, Briana Horwitz, Jurgita Narusyte, Jody Ganiban, Erica Spotts, David Reiss, and Jenae Neiderhiser