Manuscripts Accepted for Future Publication
September/October 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 view these articles go to the Child Development landing page on the SRCD website and locate the Articles Published Online to Early View link under View Issues Online.

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

Perceptual Learning: 12-Month-Olds’ Discrimination of Monkey Faces
Joseph Fair, Ross Flom, Jacob Jones, and Justin Martin

Number-Concept Acquisition and General Vocabulary Development
James Negen and Barbara W. Sarnecka

Preschoolers’ Use of Talker Information in On-Line Comprehension
Sarah Creel

The Multiple Sub-Functions of Attention: Differential Developmental Gateways to Literacy and Numeracy
Ann Steele, Gaia Scerif, Annette Karmiloff-Smith, Kim Cornish

Spanking and Child Development During the First Five Years of Life
Kathryn Maguire-Jack, Andrea Gromoske, and Lawrence Berger

Growth in Externalizing and Internalizing Problems in Childhood: A Prospective Study of Psychopathology Across Three Generations
Deborah M. Capaldi, Katherine C. Pears, David C. R. Kerr, Lee D. Owen, and Hyoun K. Kim

Beyond Warmth and Conflict: The Developmental Utility of a Boundary Conceptualization of Sibling Relationship Processes
Sonnette Bascoe, Patrick Davies, and Mark Cummings

Modalities of Infant-Mother Interaction in Japanese, Japanese American Immigrant, and European American Dyads
Marc Bornstein, Linda R. Cote, O. Maurice Haynes, Roger Bakeman, and Joan T. D. Suwalsky

Parenting and Child DRD4 Genotype Interact to Predict Children’s Early Emerging Effortful Control
Heather Smith, Haroon Sheikh, Margaret Dyson, Thomas Olino, Rebecca Laptook, C. Durbin, Elizabeth Hayden, Shiva Singh, and Daniel Klein
Chinese Mothers and Adolescents’ Views of Authority and Autonomy: A Study of Parent-Adolescent Conflict in Urban and Rural China
Min Chen-Gaddini

Children Associate Racial Groups With Wealth: Evidence From South Africa
Kristina Olson, Kristin Shutts, Katherine Kinzler, and Kara Weisman

Infants Use Compression Information to Infer Object Weight: Examining Cognition, Exploration, and Prospective Action in a Preferential-Reaching Task
Petra Hauf, Markus Paulus, and Renee Baillargeon

Parent-Child Shared Time From Middle Childhood to Late Adolescence: Developmental Course and Adjustment Correlates
Chun Bun Lam, Susan M. McHale, and Ann C. Crouter

Learning About Tool Categories Via Eavesdropping
Brenda Phillips, Deborah Kelemen, and Rebecca Seston

Toddlers Use the Number Feature in Determiners During Online Noun Comprehension
Erin Robertson, Rushen Shi, and Andreane Melancon

Family Meals and Child Academic and Behavioral Outcomes
Daniel Miller, Jane Waldfogel, and Wen-Jui Han

Theory of Mind Performance in Children Correlates With Functional Specialization of a Brain Region for Thinking About Thoughts
Hyowon Gweon, David Dodell-Feder, Marina M. Bedny, and Rebecca R. Saxe

Escape from Meta-Ignorance: How Children Develop an Understanding of Their Own Lack of Knowledge
Michael Rohwer, Daniela Kloo, and Josef Perner

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

The Role of Individual Correlates and Class Norms in Defending and Passive Bystanding Behavior in Bullying: A Multilevel Analysis
Tiziana Pozzoli, Gianluca Gini, and Alessio Vieno

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

Naive Theories of Social Groups
Marjorie Rhodes

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

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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

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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

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Shannon Pruden, Sarah Roseberry, Tilbe Goksun, Kathy Hirsh-Pasek, Roberta Golinkoff

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Marc Bornstein, Chun-Shin Hahn, and Dieter Wolke

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Grazyna Kochanska
Children Trust a Consensus Composed of Outgroup Members, but do not Retain it
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Peer Network Overlap in Twin, Sibling, and Friend Dyads
Shirley McGuire and Nancy L. Segal

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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

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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
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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, Synnve Schjalberg, 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
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Child Care Quality and Cognitive Development: Trajectories Leading to Better Pre-Academic Skills
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An ERP Study of Adolescents’ and Young Adults’ Judgments of Moral and Social Conventional Violations
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Domain Differences in Early Social Interactions  
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Associations Between Foster Mothers’ Oxytocin Production, Electrophysiological Brain Activity, Feelings of Commitment, and Caregiving Quality  
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Development of Intra- and Intergroup Judgments in the Context of Moral and Social-Conventional Norms  
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Social Exclusion in Childhood: A Developmental Intergroup Perspective  
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Effects of perceptually rich manipulatives on preschoolers’ counting performance: Established knowledge counts
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Longitudinal Relations Among Language Skills, Anger Expression, and Regulatory Strategies in Early Childhood
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Social Equity Theory and Racial-Ethnic Achievement Gaps
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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
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Dual routes to cognitive flexibility: Learning and response conflict resolution in the dimensional change card sort task
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Forces and Motion: How Young Children Understand Causal Events
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Daily Intragroup Contact in Diverse Settings: Implications for Asian Adolescents’ Ethnic Identity
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Increases in Cognitive and Linguistic Processing Primarily Account for Increases in Speaking Rate with Age
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A Genome-Wide Association Study of Autism Incorporating ADI-R, ADOS, and SRS
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Child Care in Infancy and Cognitive Performance Until Middle Childhood in the Millennium Cohort Study
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Developmental Trajectories of Acculturation in Hispanic Adolescents: Associations with Family Functioning and Adolescent Risk Behavior
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Preschool Center Quality and School Readiness: Quality Effects and Variation by Demographic and Child Characteristics
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Local Redundancy Governs Infants’ Spontaneous Orienting to Visual-Temporal Sequences
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Temperament Moderates Associations Between Exposure to Stress and Children’s Externalizing Problems
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