

IRVING E. SIGEL

EDUCATION

University of Chicago	1951	Ph.D.	Human Development
Clark University	1948	M.A.	Human Development
University of Chicago	1943	B.A.	Psychology

EXPERIENCE

1989-	Distinguished Research Psychologist (Emeritus), Educational Testing Service, Princeton, NJ
1980	Lecturer, University of Pennsylvania Graduate School of Education, Philadelphia, PA
1976-1989	Distinguished Research Psychologist, Educational Testing Service, Princeton, NJ
1973-1976	Senior Research Psychologist, Educational Testing Service, Princeton, NJ
1969-1973	Professor, Department of Psychology, State University of New York at Buffalo, NY
1959-1969	Chairman of Research, Merrill-Palmer Institute, Detroit, MI
1959-1969	Adjunct Professor, Wayne State University, Detroit, MI
1960 (Summer)	Professor, Department of Educational Psychology, University of Hawaii, Honolulu, HI
1952-1959	Project Leader, Merrill-Palmer Institute, Detroit, MI
1951-1952	Assistant Professor, Department of Psychology, Michigan State University, East Lansing, MI
1949-1951	Assistant Professor, Department of Psychology, Smith College, Northampton, MA
1947-1949	Instructor, Department of Psychology and Resident Counselor, Indiana University Center, East Chicago, IN
1946-1947	Probation Officer, Children's Court, Westchester County, NY
1943-1946	Personnel Consultant, United States Army
1985-	Principal Investigator, Family Process and School Adaptation Project

1979-1982 Co-Principal Investigator, The Effect of the Atypical Child on the Family Project

1979-1982 Co-Principal Investigator, Parents as Teachers of Their Own Learning Disabled Child

1978-1979 Team Leader, Instrument Development, Evaluation of Parent-Child Development Center Replication Project

1977-1979 Principal Investigator, The Effects of Spacing and Birth Order on Problem-Solving Competence of Pre-school Children

1973-1980 Project Director, Child Care Research Center Project

1969-1973 Director, Early Childhood Education Project, Buffalo, NY

1969-1973 Director, Graduate Training Program in Developmental Psychology, Buffalo, NY

1963-1967 Project Director, Cognitive Styles and Personality Dynamics Project, Detroit, MI

1954-1969 Chairman, Merrill-Palmer Institute Conferences on Research and Teaching of Infant Development

1952-1963 Project Leader, Parent Influence Techniques and Their Effects on Children, Detroit, MI

PROFESSIONAL ASSOCIATIONS

American Educational Research Association
 American Psychological Association
 American Psychological Society
 Association for Supervision and Curriculum Development
 Eastern Psychological Association
 International Society for the Study of Behavioral Development
 Jean Piaget Society
 Merrill Palmer Society
 Social Science Education Consortium
 Society for Research in Child Development

PROFESSIONAL ACTIVITIES

1992- Member, Board of Directors, Jean Piaget Society

1990- Member, Board of Scientific Affairs, American Psychological Association

1989- Charter Member, American Psychological Society

1989- Editorial board, Children's Environments Quarterly

1989- Member, Board of Trustees, Millhill Child and Family Development Center

1986-1987 Community Representative, Montgomery Township Schools
Superintendent's Curriculum Advisory Council

1984-1987 Advisory Board Member, Center for Cognitive Growth in Early
Childhood, Institute for the Advancement of Philosophy for
Children

1984- Associate Member, Graduate Faculty, Rutgers University

1983-1984 Editorial Consultant, Advances in Developmental psychology

1982- Charter Member, Merrill-Palmer Society

1982- Grant reviewer, Binational Science Foundation

1981-1983 Advisory Board, Sesame Street parents' Newsletter

1981- Advisory Board, Journal of Mental Imagery

1980-1982 Chairman, Advisory Committee on Child Development and Early
Childhood Education, New Jersey Department of Education

1980-1985 Member, Princeton University Interdepartmental Review Panel on
the Use of Human Subjects

1980-1981 Member, Boyd McCandless Young Scientist Award, Standing
Committee, APA, Div. 7

1980-1985 Member, Board of Directors, Jean Piaget Society

1980-1981 Chairman, AERA/Special Interest Group/Early Education and
Child Development

1979-1980 Past-President, Jean Piaget Society

1979-1980 Vice-Chairman, AERA/Special Interest Group/Early Education and
Child Development

1978- Editor, Journal of Applied Developmental Psychology

1978-1979 Editorial Board, Roeper Review

1978-1980 Member at Large, Executive Committee, AERA-Early Education and
Child Development Special Interest Group

1978-1987 Member, Social and Behavioral Science Research Advisory Committee, March of Dimes Birth Defects Foundation, ViceChairman-1978-1981, Chairman-1981-1984

1978-1979 President, Jean Piaget Society

1977-1983 Editorial Board, Monographs for the Society for Research in Child Development

1977-1978 Chairman, Committee on Research and Development in Special Education

1977-1978 Program Chairman, Eighth Annual Symposium of the Jean Piaget Society

1976-1983 Member, National Advisory Committee, Frank Porter Graham Child Development Center

1976-1978 Member, Agenda Committee, Senior Research Staff, ETS

1976-1977 Program Chairman, AERA/SIG in Early Education and Child Development, 1977 AERA Meeting

1973-1975 Editorial Board, Journal of Educational Psychology

1971-1972 President, Division 7, American Psychological Association

1970-1977 Editorial Board, Child Study Journal

1967-1981 Editorial Board, Merrill-Palmer Quarterly

1967-1970 Secretary-Treasurer, Division 7, American Psychological Association

1965-1969 Study Section, Division of Research Grants, NICHD, Bethesda, MD

1965-1967 Consultant, Basic Research Branch, Office of Education

1960-1967 Book Review Editor, Merrill-Palmer Quarterly

1954-1964 Psychological Consultant, Cerebral Palsy Center, Windsor, Ontario, Canada

HONORS

Fellow, Divisions 7, 9, and 15, APA
 Fellow, Society for Research in Child Development Jerome S. Bruner Award
 Phi Beta Kappa
 IRVING E. SIGEL

PUBLICATIONS

The answer depends on the question: A conceptual and methodological analysis of a parent belief-behavior interview regarding children's learning. With M. Kim) In S. Harkness & C. M. Super (Eds.), Parental ethnotheories: Cultural origins and developmental consequences. New York: Guilford. (in press).

Applied developmental psychology graduate training should be grounded in a social-cultural framework. In C. Fisher, J. P. Murray, & I. E. Sigel (Eds.), Applied developmental science: Graduate training for diverse disciplines and educational settings. (Advances in Applied Developmental Psychology) Norwood, NJ: Ablex (in press) .

The images of children in developmental psychology journals. In P. Hwang, M. Lamb, & I. Sigel (Eds.), Images of childhood. Hillsdale, NJ: Erlbaum, in press.

A Move Toward an Integrated Theory of Cognitive Development. Review of the book, Children's Understanding: The Development of Mental Models. Contemporary Psychology, 1995, 40(8), 797-799.

Parental beliefs. (with A. McGillicuddy-DeLisi) In M. H. Bornstein (Ed.). Handbook of parenting: Vol. 3. Status and social conditions of parenting (pp.333-358). Hillsdale, NJ: Lawrence Erlbaum Associates, 1995.

Elterliche Überzeugungen und deren rolle bei der kognitiven entwicklung von kindern (Parents' beliefs do play a role in the cognitive development of their children. Unterrichts Wissenschaft: Zeitschrift für Lernforschung, 160-181, 1994.

Two kindergarten programs and children's perceptions of school. Unpublished manuscript (with X. Zhang). Law School Admission Services, 1994.

The centrality of a distancing model for the development of representational competence. In R. R. Cocking & K. A. Renninger (Eds.), The Development and Meaning of Psychological Distance, pp. 141-158. Hillsdale, NJ: Erlbaum, 1993.

Educating the young thinker: A distancing model of preschool education. In J. L. Roopnarine & J. E. Johnson (Eds.), Approaches to Early Childhood Education, 2nd ed., pp. 179-194. Columbus, OH: Charles E. Merrill, 1993.

Family process and school achievement: A comparison of children with and without communication handicaps. (with E. T. Stinson & J. Flaughner) In R. E. Cole & D. Reiss (Eds.), How Do Families Cope with Chronic Illness?, pp. 95-120. Hillsdale, NJ: Erlbaum, 1993.

The National Conference on Graduate Education in the Applications of Developmental Science Across the Life Span. (with C. B. Fisher, J. P. Murray, J. R. Dill, J. W. Hagen, M. J. Hogan, R. M. Lerner, G. W. Rebo, A. M. Sostek, M. A. Smyer, M. B. Spencer, & B. Wilcox) Journal of Applied Developmental Psychology , 14, 1-10, 1993.

Parent child-rearing values, parent behaviors, and child achievement among communication handicapped and noncommunication handicapped children. (with J. L. Pearson & E. T. Stinson) In R. E. Cole & D. Reiss (Eds.), How Do Families Cope with Chronic Illness?, pp. 121-140. Hillsdale, NJ: Erlbaum, 1993.

Socialization of cognition: The distancing model. (with E. T. Stinson & R. Kim)

In R. Wozniak & K. W. Fischer (Eds.), Development in Context: Acting and Thinking in Specific Environments, pp. 211-224. Hillsdale, NJ: Lawrence Erlbaum Associates, 1993.

The belief-behavior connection: A resolvable dilemma? In I. E. Sigel, A. V. McGillicuddy-DeLisi, & J. Goodnow (Eds.), Parental Beliefs Systems: The Psychological Consequences for Children, 2nd ed. Hillsdale, NJ: Lawrence Erlbaum Associates, 1992.

Challenge of change in educational practice. (with D. H. Gitomer) [Review of The challenge of art to psychology] Journal of Applied Developmental Psychology, 13, 463-472, 1992.

Closing the gaps. [Review of development according to parents: The nature, sources, and consequences of parents' ideas] Contemporary Psychology, 37(3), 214-215, 1992.

Parental beliefs systems: The psychological consequences for children (2nd ed.). (Edited with A. V. McGillicuddy-DeLisi & J. Goodnow) Hillsdale, NJ: Lawrence Erlbaum Associates, 1992.

A political-cultural perspective on day care in the Netherlands, Italy, and Sweden. In M. E. Lamb, K. J. Sternberg, C. P. Hwang, & A. G. Broberg (Eds.), Child Care in Context, pp. 119-133. Hillsdale, NJ: Lawrence Erlbaum Associates, 1992.

The cognitive style construct: A conceptual analysis. In S. Wapner & J. Demick (Eds.), Field Dependence-Independence: Cognitive Style Across the Life Span, pp. 385-397. Hillsdale, NJ: Lawrence Erlbaum Associates, 1991.

Family environments and children's representational thinking. (with A. V. McGillicuddy-DeLisi) In S. Silvern (Ed.), Advances in Reading/Language Research: Vol. 5, Literacy Through Family, Community and School Interaction, pp. 63-90. Greenwich, CT: JAI Press, 1991.

Parents' influence on their children's thinking. In A. L. Costa (Ed.), Developing minds: Vol. 1, A Resource Book for Teaching Thinking, rev. ed., pp. 43-46. Alexandria, VA: Association for Supervision and Curriculum Development, 1991.

Preschool education: For whom and why? In L. Rescorla, M. C. Hyson, & K. Hirsh-Pasek (Eds.), Academic Instruction in Early Childhood: Challenge or Pressure?, pp. 83-91. San Francisco, CA: Jossey-Bass, 1991. (Also in New Directions for Child Development, No. 53).

Representational competence: Another type? In M. Chandler & M. Chapman (Eds.), Criteria for Competence: Controversies in the Conceptualization and Assessment of Children's Abilities, pp. 189-207. Hillsdale, NJ: Lawrence Erlbaum Associates, 1991.

Searches for validity in evaluating young children and early childhood programs. (with D. R. Powell) In B. Spodek & O. N. Saracho (Eds.), Yearbook in Early Childhood Education: Vol. 2, Issues in Early Childhood Curriculum, pp. 190-212. New York, NY: Teachers College Press, 1991.

Socialization of representational competence in the family: The distancing paradigm. (with E. T. Stinson & J. Flaugher) In L. Okagaki & R. J. Sternberg (Eds.), Directors of Development: Influences on the Development of Children's Thinking, pp. 121-144. Hillsdale, NJ: Lawrence Erlbaum Associates, 1991.

- Child victims of international conflicts. [Review of Unaccompanied children: Care and protection in wars, natural disasters, and refugee movements] Contemporary Psychology, 35, 348-349, 1990.
- The development of cognitive organization in young children: An exploratory study. (with K. A. Renninger) In O. N. Saracho (Ed.), Cognitive Style and Early Education, pp. 107-127. New York, NY: Gordon and Breach, 1990.
- Ethical concerns for the use of research findings in applied settings. In C. B. Fisher & W. W. Tryon (Eds.), Advances in Applied Developmental Psychology: Vol. 4, Ethics in Applied Developmental Psychology: Emerging Issues in an Emerging Field, pp. 133-142. Norwood, NJ: ABLEX, 1990.
- Journeys in serendipity: The development of the distancing model. In I. E. Sigel & G. H. Brody (Eds.), Methods of Family Research: Biographies of Research projects: Vol. 1, Normal Families, pp. 87-120. Hillsdale, NJ: Lawrence Erlbaum Associates, 1990.
- Methods of family research: Biographies of research projects: Vol. 1, Normal families. (Edited with G. Brody) Hillsdale, NJ: Lawrence Erlbaum Associates, 1990.
- Methods of family research: Biographies of research projects: Vol. 2, Clinical populations. (Edited with G. Brody) Hillsdale, NJ: Lawrence Erlbaum Associates, 1990.
- Piaget from within. [Review of Constructive evolution: Ordains and development of Piaget's thought] Contemporary Psychology, 35, 462-463, 1990.
- Psycho educational intervention: Future directions. Merrill-Palmer Quarterly, 36(1), 159-172, 1990.
- Reflections: A conceptual analysis and synthesis. (with E. Blechman) In G. R. Patterson (Ed.), Depression and Aggression in Family Interaction, pp. 281-313. Hillsdale, NJ: Lawrence Erlbaum Associates, 1990.
- What teachers need to know about human development. In D. D. Dill (Ed.), What Teachers Need to Know: The Knowledge, Skills, and Values Essential to Good Teaching, pp. 76-93. San Francisco, CA: Jossey-Bass, 1990.
- Commentary: Cross-cultural studies of parental influence on children's achievement. Human Development, 31(6), 384-390, 1988.
- A cognitive developmental approach to questioning. (with T. Kelley) In J. Dillon (Ed.), Questioning and discussion: A multidisciplinary study, pp. 105-134. Norwood, NJ: ABLEX, 1988.
- Fostering thoughtful self-direction in students. Educational Leadership, 45(7), 14-17, 1988. (with J. Barell & R. Liebmann)
- Human development and teacher education or what teachers are not taught about human development. In D. D. Dill & P. K. Fullager (Eds.), The knowledge most worth having in teacher education: An exploration of the knowledge, values, and skills essential to teaching in the middle and secondary schools, pp. 384-6. (Proceedings of the Chancellor's Invitational Conference, The University of North Carolina at Chapel Hill, May 21-23, 1986). Chapel Hill, NC: The University of North Carolina, Office of the Chancellor, 1988.

- Now, the real Piaget can stand up. [Review of Piaget's theory of knowledge: Genetic epistemology & scientific reason]. Contemporary Psychology, 33(9), 770-771, 1988.
- Problem finding and creativity. [Review of The creative vision: A longitudinal study of problem finding in art]. Questioning Exchange, (2), 141-147, 1988.
- Reminiscences of the origin of a Journal. Merrill-Palmer Quarterly, 34(4), 242-248, 1988.
- The development of cognitive organization in young children: An exploratory study. (with K. A. Renninger) Early Child Development and Care, 29, 133-161, 1987.
- Does hot housing rob children of their childhood? Early Childhood Research Quarterly, 3), 211-225, 1987.
- Early childhood education: Developmental enhancement or developmental acceleration? In S. L. Kagan & E. F. Zigler (Eds.), Early schooling: The National debate (pp. 129-150). New Haven, CT: Yale University Press, 1987.
- Educating the young thinker: A distancing model of preschool education. In J. L. Roopnarine & J. E. Johnson (Eds.), Approaches to early childhood education (pp. 237-252). Columbus, OH: Charles E. Merrill, 1987.
- Familial influences on planning. (with A. McGillicuddy-DeLisi, R. De Lisi, & J. Flaugher) In S. L. Friedman, E. K. Scholnick, & R. R. Cocking (Eds.), Blueprints for thinking: The role of planning in cognitive development (pp. 395-427). New York: Cambridge University Press, 1987.
- On becoming a thinker: A preschool programme. (with R. A. Saunders & C. E. Moore). In L. Y. Ching, C. H. Keng, & L. C. S. Men (Eds.), proceedings of the Third Asian Workshop on Child and Adolescent Development--University of Malaya, April, 1984 (pp. 9-45). Kuala Lumpur, Malaysia: Department of Pedagogy and Educational Psychology, University of Malaya, 1987.
- Structural analysis of parent-child research models. (with R. D. Parke) Journal of Applied Developmental Psychology, (2), 123-137, 1987.
- Early social experience and the development of representational competence. In W. Fowler (Ed.), Early experience and the development of competence (pp. 49-65). New Directions for Child Development, No. 32. San Francisco: Jossey-Bass, June 1986.
- The effects of children's communication status and task on parent's teaching strategies (with A. D. Pellegrini, A. McGillicuddy-DeLisi & G. H. Brody). Contemporary Educational Psychology, 11, 240-252, 1986.
- The HOME studies HOME. [Review of A. W. Gottfried (Ed.), Home environment and early cognitive development: Longitudinal research]. Contemporary Psychology, 31(3), 195-196, 1986.

- Marital quality and mother-child and father-child interactions with school-aged children (with G. H. Brody & A. D. Pellegrini). Developmental Psychology, 22(3), 291-296, 1986.
- Mechanism--A Metaphor for cognitive development. [Review of R. J. Sternberg, Mechanisms of cognitive development]. Merrill-Palmer Quarterly, 32(1), 93-101, 1986.
- Reflections on the belief-action connection: The aftermath of a research program on parental belief systems and teaching strategies. In R. D. Ashmore & D. M. Brodzinsky (Eds.), Thinking about the family: Views of parents and children (pp. 35-65). Hillsdale, NJ: Lawrence Erlbaum, 1986.
- Review of R. Case, Intellectual development: Birth to adulthood. Special Services in them Schools Journal, 4(4; Summer), 109-112, 1986.
- Advances in applied developmental psychology (Vol. 1). (Editor). Norwood, NJ: ALEX, 1985.
- Cognition-affect: A psychological riddle. In D. J. Bearison & H. Zimiles (Eds.), Thought and emotion: Developmental perspectives. Hillsdale, NJ: Lawrence Erlbaum, pp. 211-229, 1985.
- A conceptual analysis of beliefs. In I. E. Sigel (Ed.), Parental belief systems: The psychological consequences for children. Hillsdale, NJ: Lawrence Erlbaum, pp. 347-371, 1985.
- Parents' teaching strategies with their children: The effects of parental and child status variables. (with A. D. Pellegrini & G. H. Brody) Journal of Psycholinguistic Research, 14(6), 509-521, 1985.
- Parental belief systems: The psychological consequences for children. (Editor). Hillsdale, NJ: Lawrence Erlbaum, 1985.
- Parents' book-reading habits with their children. (with A. D. Pellegrini & G. H. Brody) Journal of Educational Psychology, 77(3), 332-340, 1985.
- A synthesis from beyond the field of deafness. (with R. P. Brinker) In D. S. Martin (Ed.), Cognition, education, and deafness: Directions for research and instruction. Washington, DC: Gallaudet College Press, Pp. 209-221, 1985.
- A teaching strategy derived from Piagetian concepts. Impact on Instructional Improvement, 19(4), 35-51, 1985.
- A constructivist perspective for teaching thinking: A distancing strategy model. Educational Leadership, 42(3), pp. 18-21, 1984.
- Distanzierungsthorie/Folgerungen fUr die entwicklung der symbolischen repr_resentation ("Distancing theory: Its implications for the development of representational thought"). In W. E. Fthenakis (Ed.), Tendenzen der FrUhpd aoaik. DÜsseldorf: Schwann, Pp. 257-275, 1984.
- The domains of social knowledge [Review of The development of social knowledae: Morality and convention]. Contemporary Psychology, 29(7), Pp. 537-539, 1984.
- Educating the young thinker: Classroom strategies for cognitive growth. (with C. Copple & R. Saunders) Hillsdale, NJ: Lawrence Erlbaum, 1984. [Originally published in 1979 by D. Van Nostrand]

- Parents as teachers of their children: A distancing behavior model. (with A. McGillicuddy-DeLisi) In A. D. Pellegrini & T. D. Yawkey (Eds.), The development of oral and written language in social contexts. Norwood, NJ: Ablex, pp. 71-92, 1984.
- Psychological perspectives of the family. (with A. Dreyer & A. V. McGillicuddy-DeLisi) In R. D. Parke (Ed.), Review of child development research, (Vol. 7). Chicago: University of Chicago Press, pp. 42-79, 1984.
- Reflections on action theory and distancing theory. Human Development, 27(3-4), 188-193, 1984.
- Changing families. (Ed. with L. M. Laosa) New York: Plenum, 1983.
- Cognitive development is structural and transformational--therefore variant. In L. S. Liben (Ed.), Piaget and the foundations of knowledge. Hillsdale, NJ: Lawrence Erlbaum, pp. 125-140, 1983.
- A constructivist dialectic view of the development of the person: An update. (with A. Holmgren) In J. Adams-Webber and J. C. Mancuso (Eds.), Applications of personal construct theory. New York: Academic Press, pp. 55-71, 1983.
- The ethics of intervention. In I. E. Sigel & L. M. Laosa (Eds.), Changing families. New York: Plenum, pp. 1-21, 1983.
- Is the concept of the concept still elusive or what do we know about concept development? In E. K. Scholnick (Ed.), New trends in conceptual representation: Challenges to Piaget's theory? Hillsdale, NJ: Lawrence Erlbaum, pp. 239-273, 1983.
- On becoming a thinker: An educational preschool program (with R. Saunders) Early Child Development and Care, 12, 39-65, 1983.
- Parents as teachers of their own learning disabled children (with A. McGillicuddy-DeLisi, J. Flaughner & D. A. Rock) (ETS RR 83-21) Princeton, NJ: Educational Testing Service, 1983.
- Where do we go from here? [Review of Coognitive and affective growth: Developmental interaction edited by E. K. Shapiro & E. Weber]. Contemporary Psychology, 28, 636-637, 1983.
- Zur Bedeutung Piagets fUr Bildung und erziehung. Neue Sammlung, 23, 133-149, 1983.
- Cognitive development. (with C. Copple & R. DeLisi) In B. Spodek (Ed.), Handbook of research in early childhood education. New York: The Free Press, pp. 3-26, 1982.
- Conceptual and methodological issues in facilitating growth in intelligence. with S. Messick) In D. K. Detterman & R. J. Sternberg (Eds.), How and how much can intelligence be increased. Norwood, NJ: ABLEX, pp. 187-195, 1982.
- A constructivist cognitive view of the development of the person (with A. Holmgren) In A. Kossakowski & K. Obuchowski (Eds.), Progress in psychology of personality. Berlin, GDR: VEB Deutscher Verlag der Wissenschaften, pp. 63-73, 1982.
- Effects of the atypical child on the family. (with A. McGillicuddy-DeLisi) In L. A. Bond & J. M. Joffe (Eds.), Facilitating infant and early childhood development. Hanover, NH: University Press of New England, pp. 197-233, 1982.

- Families as learning environments for children. (Ed. with L. M. Laosa) New York: Plenum, 1982.
- Family constellation and parental beliefs. (with A. McGillicuddy-DeLisi) In G. L. Fox (Ed.), The childbearing decision: Fertility attitudes and behavior. Beverly Hills, CA: Sage Publications, 1982.
- Piaget: Is he now a learning theorist? [Review of The learning theory of Piaget & Inhelder by J. M. Gallagher & D. K. Reid] Contemporary Psvchology, 27, 631-632, 1982.
- The relationship between parental distancing strategies and the child's cognitive behavior. In L. M. Laosa & I. E. Sigel (Eds.), Families as learning environments for children. New York: Plenum, pp. 47-86, 1982.
- Child development research in learning and cognition in the 1980s: Continuities and discontinuities from the 1970s. The Merrill-Palmer Quarterly, 27, 347-371, 1981.
- The effects of family constellation and child gender on parental use of evaluative feedback. (with C. S. Bell, J. E. Johnson & A. McGillicuddy DeLisi) Child Development, 52, 701-704, 1981.
- New directions in Piagetian theory and practice. (Proceedings of the Seventh and Eighth Jean Piaget Symposia). (Editor with D. Brodzinsky & R. Golinkoff) Hillsdale, NJ: Lawrence Erlbaum, 1981.
- New directions in Piagetian theory and research: An integrative perspective. (with D. M. Brodzinsky & R. M. Golinkoff) In I. E. Sigel, D. Brodzinsky & R. Golinkoff (Eds.), New directions in Piagetian theory and practice. Hillsdale, NJ: Lawrence Erlbaum, pp. 3-25, 1981.
- A "nice guy philosopher" responds: Reactions to Kendler's commentary. Merrill-Palmer Quarterly, 27, 381-384, 1981.
- Piaget: Revised or revisited? (Review of Toward a theory of psychological development by S. Modgil & C. Modgil) Contemporary Psvchology, 26, 554-555, 1981.
- Reflections on Piaget: Proceedings of the Jean Piaget Memorial Conference (comments by Sigel) Teachers College Record, 83(2), 151-217, 1981.
- Social experience in the development of representational thought: Distancing theory. In I. E. Sigel, D. Brodzinsky & R. Golinkoff (Eds.), New directions in Piagetian theory and practice. Hillsdale, NJ: Lawrence Erlbaum, pp. 203-217, 1981.
- Conceptual and methodological issues in facilitating growth in intelligence (ETS RR 80-9). (with S. Messick) Princeton, NJ: Educational Testing Service, 1980.
- Dialectical psychology: Unfinished legacy. (Review of Foundations of dialectical psychology by K. F. Riegel) Contemporary Psychology, 25, 731-732, 1980.

- Editors' Message. (with R. Cocking) Journal of Applied Developmental Psychology, 1, i-iii, 1980.
- Normative stress and young families: Adaptation and development. (with C. S. Bell, J. E. Johnson & A. V. McGillicuddy-DeLisi) Family Relations, 29, 453-458, 1980.
- Parental distancing, beliefs and children's representational competence within the family context (ETS RR-80-21). (with A. McGillicuddy-DeLisi & J. Johnson) Princeton, NJ: Educational Testing Service, 1980. (ERIC Document Reproduction Service No. ED 194 231).
- Piaget: In memoriam--A legacy and an aftermath. The Genetic Epistemologist 17-18, 1980.
- Application of research to psycho-educational treatment of infants at risk. In R. B. Kearsley & I. Sigel (Eds.), Infants at risk: Assessment of cognitive functioning. Hillsdale, NJ: Lawrence Erlbaum, pp. 205-217, 1979.
- Cognitive-developmental assessment in children: Application of a cybernetic model. (with H. Gallas) In M. N. Ozer (Ed.), A Cybernetic approach to the assessment of children: Toward a more humane use of human beings. Boulder, CO: Westview Press, pp. 151-170, 1979.
- Cognitive development: A life-span view. (Editor with G. E. Forman) Monterey, CA: Brooks/Cole, 1979.
- The concept of decal age as it applies to representational thinking. (with R. Cocking) In N. R. Smith & M. B. Franklin (Eds.), Symbolic functioning in child Qod. Hillsdale, NJ: Lawrence Erlbaum, pp. 67-83, 1979.
- Consciousness raising of individual competence in problem solving. In M. W. Kent & J. E. Rolf (Eds.), Primary Prevention of Psychopathology, (Vol. 3). Hanover, NH: University Press of New England, pp. 75-96, 1979.
- A cybernetic approach to psychological testing of children. Cybernetics Forum (with R. Cocking). 46-50, 1979.
- Educating the young thinker: Classroom strategies for cognitive growth. (with C. Cople & R. Saunders) New York: D. Van Nostrand, 1979.
- The family as a system of mutual influences: Parental beliefs, distancing behaviors and children's representational thinking. (with A. V. McGillicuddy-DeLisi & J. Johnson) In M. Lewis & L. A. Rosenblum (Eds.), The child and its family: The genesis of behavior, (Vol. 2). New York: Plenum, pp. 91-106, 1979.
- Infants at risk: Assessment of cognitive functioning. (Editor with R. B. Kearsley) Hillsdale, NJ: Lawrence Erlbaum, 1979.
- An inquiry into inquiry: Question asking as an instructional model. (with R. Saunders). In L. G. Katz (Ed.), Current topics in early childhood education, (Vol. 2). Norwood, NJ: ALEX, pp. 169-193, 1979.
- On becoming a thinker: A psycho educational model. Educational Psychologist, 14, 70-78, 1979.
- Piaget and education: A dialectic. In F. B. Murray (Ed.), The impact of Piagetian theory: On education, philosophy, psychiatry, and psychology. Baltimore, MD: University Park Press, pp. 209-223, 1979.

- Relationships between cognitive and social functioning in preschool children.
(with W. Emmerich & R. Cocking) Developmental Psychology, 15, 495-504, 1979.
- A structuralist response to a skeptic: A reply to Brainerd. The Behavioral and Brain Sciences, 137-154, 1979.
- Where is the alternative? Review of L.A. Siegel & C. J. Brainerd (Eds.),
Alternatives to Piaget. Contemporary Psychology, 24, 203-205, 1979.
- Child development and concerns for citizen education. In Research for Better Schools. Proceedings of Citizen Education Conference, Princeton, NJ, April 1978. Philadelphia, PA: RBS, pp. 25-38, 1978.
- A comparison of two teaching strategies: Didactic and inquiry. In G. I. LUBin, M. K. Poulsen, J. F. Magary & M. S. McAlister (Eds.), Proceedings of the Seventh Annual International Interdisciplinary Conference on Piagetian Theory and the Helping Professions, Los Angeles, CA: University of Southern California, pp. 10-18, 1978.
- Constructivism and teacher education. Elementary School Journal, 78(5), 333-338, 1978.
- The development of pictorial comprehension. In B. S. Randhawa & E. Coffman (Eds.), Visual learning, thinking and communication. New York: Academic Press, pp. 93-111, 1978.
- Introduction for: J. M. Gallagher & J. A. Easley, Jr. (Eds.), Knowledge and development (Vol. 2): Piaget and education. New York: Plenum, pp. XV-XIX, 1978.
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As of August 1995

IRVING E. SIGEL

Irving Sigel is a Distinguished Research Psychologist, whose primary research interest is in the field of Developmental Psychology. His earlier work involved investigations of children's intellectual development. These early studies focused on children's cognitive styles and their relationship to intellectual performance. As time proceeded it became evident that understanding of intellectual growth without taking into account the educational experiences of the school and the home precludes understanding of the social-cultural factors

that impact development. As a result of this concern, he directed his attention initially to a study of the impact of preschool and intellectual growth and then shifted to studies of the role of the family relative to children's intellectual development. These studies were guided by a conceptual framework which holds

that the way parents and teachers engage children in problem solving and thinking contributes to children's intellectual competence. A series of studies has already been done which confirms the theory. Essentially, the more parents act in a controlling fashion regarding the child's problem-solving behavior, and the degree to which the parents prevent the child from expressing his or her autonomy, to that degree will the child be less competent in problem solving and intellectual functioning.

Selected publications include:

Parental beliefs systems: The psychological consequences for children (2nd ed.). (Edited with A. V. McGillicuddy-DeLisi & J. Goodnow) Hillsdale, NJ: Lawrence Erlbaum Associates, 1992.

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