

CURRICULUM VITAE

Charles J. Brainerd

PERSONAL DATA

Office Address: 231 College of Education
University of Arizona
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DEGREES

Michigan State University B.S. (Psychology)
Michigan State University M.A. (Psychology)
Michigan State University Ph.D. (Developmental and Experimental Psychology)

ACADEMIC POSITIONS

1970-1971 Assistant Professor of Psychology, University of Windsor
1971-1973 Assistant Professor of Psychology, University of Alberta
1973-1976 Associate Professor of Psychology, University of Alberta
1980-1981 Visiting Professor, University of Minnesota
1976-1983 Professor, University of Western Ontario
1983-1986 Henry Marshall Tory Professor of Social Science and Director of the
Center for Research in Child Development, University of Alberta
1986-1987 Visiting Professor, Southern Methodist University
1987- Professor of Educational Psychology, University of Arizona
1997- Director, Division of Learning, Technology, and Assessment, University
of Arizona

RESEARCH INTERESTS

Adolescence and Early Childhood
Assessment and Evaluation
Child Abuse and Neglect
Forensic Psychology
Instructional Technology
Learning Disabilities and Retardation
Memory and Cognitive Development
Statistics and Research Design

COURSES TAUGHT

Undergraduate: Abnormal Psychology; Assessment and Evaluation; Cognitive Development; Educational Psychology; Exceptional Children; Infancy and Early Childhood; Language Development; Psychology of Adolescence; Psychology of Aging; Statistics and Measurement; Theories of Learning.

Graduate: Advanced Child Development; Advanced Statistics and Research Design; Cognitive Development; Infancy and Early Childhood; Laboratory in Child Development Research; Learning Disabilities and Retardation; Memory and Language Development; Tests, Measurement, and Assessment; Theories of Development; Theories of Learning.

LEARNED SOCIETIES

American Psychological Association:

- American Psychology and Law Society
- Division of Developmental Psychology
- Division of Educational Psychology
- Division of General Psychology

Arizona Educational Research Organization

American Psychological Society

Psychonomic Society

Rocky Mountain Psychological Association

Society for Research in Child Development

AWARDS AND HONORS

Board of Governors, Arizona Educational Research Association

Fellow, American College of Forensic Examiners

Fellow, Division of Developmental Psychology, American Psychological Association

Fellow, Division of Educational Psychology, American Psychological Association

Fellow, Division of General Psychology, American Psychological Association

Founding Fellow, American Psychological Society

Fellow, Experimental Division, Canadian Psychological Association

Governor of Arizona's Spirit of Excellence Recognition Award for Achievements in Higher Education

Past President, Developmental Psychology Section, Canadian Psychological Association

Diplomate, American Board of Forensic Examiners

Board Certified in Forensic Examination (Certification No. 2791, ABFE)

Diplomate, American Board of Forensic Medicine

Board Certified in Forensic Medicine (Certification No. 1324, ABFM)

RECENT SERVICE ACTIVITIES

Advisor on child forensic interviewing, Arizona Department of Economic Security

Advisor on memory research, Supreme Court of Arizona
Arizona Jury Reform Commission, Supreme Court of Arizona
Lucent Technologies/University of Arizona Alliance
Child and Family Law Statutory Reform Committee
Faculty member, Trial Practice Section, Arizona Bar Association
Faculty member, Trial Practice Section, Pima County Bar Association
Provost's Faculty Development Team
Provost's Committee on Learning, Technology, and Assessment
Supervisory Committee, Child and Family Law Clinic, University of Arizona College of Law

EDITORIAL ACTIVITIES

General Editor, Springer-Verlag Series in Cognitive Development
Editor, Progress in Cognitive Development Research
Past Associate Editor, The Behavioral and Brain Sciences
Past Associate Editor, Child Development
Guest Editor, Developmental Review, special issue on mathematical models of development
Guest Editor, Developmental Review, special issue on resource theories of cognitive development
Guest Editor, Psychological Science, Piaget centennial issue
Guest Editor, Learning and Individual Differences, special issue on children's false memories.
Guest Editor, Learning and Individual Differences, forthcoming special issue on legal implications of children's false memories
Current Editorial Board Memberships, The Behavioral and Brain Sciences: Child Development; Developmental Review; Journal of Behavioral Decision Making.
Past Editorial Board Memberships, American Journal of Mental Deficiency; Contemporary Educational Psychology; Developmental Psychology; Journal of Child Psychology and Psychiatry; Monographs of the Society for Research in Child Development.

CURRENT RESEARCH' GRANTS

"Children's Spontaneous False Memories for Traumatic Medical Experiences," National Science Foundation, 1998-2000.

\$251,623

"Integrated Learning in a Core Curriculum in Renewable Natural Resources," U.S. Department of Agriculture, 1998-1999.

\$80,000

PUBLICATIONS

Journal Articles and Chapters

Brainerd, C. J., & Mojardin, A. H. (in press). Children's spontaneous false memories for narrative statements: Long-term persistence and mere-testing effects. Child Development.

Brainerd, C. J., & Reyna, V. F. (in press). When things that never happened are easier to remember than things that did. Psychological Science.

Brainerd, C. J., & Reyna, V. F. (in press). Fuzzy-trace theory and children's false memories. Journal of Experimental Child Psychology. [This article will be featured in a special issue. It will be accompanied by commentaries from other investigators.]

Brainerd, C. J., Reyna, V. F., & Mojardin, A. H. (in press). Conjoint recognition. Psychological Review.

Brainerd, C. J., Reyna, V. F., & Poole, D. A. (in press). Fuzzy-trace theory and false memory: Memory theory in the courtroom. In D. F. Bjorklund (Ed.), False memory. Hillsdale, NJ: Erlbaum.

Reyna, V. F., & Brainerd, C. J. (in press). Fuzzy-trace theory and false memory: New frontiers. Journal of Experimental Child Psychology.

Reyna, V. F., & Brainerd, C. J. (in press). Fuzzy-trace theory applied to the theory and practice of law. Journal of Contemporary Legal Issues.

Brainerd, C. J., Stein, L., & Reyna, V. F. (1998). On the development of conscious and unconscious memory. Developmental Psychology, 34, 342-357.

Brainerd, C. J., & Dempster, F. N. (1997). Prolegomena to children's false memories. Learning and Individual Differences, 9, 89-94.

Brainerd, C. J., & Poole, D. A. (1997). Long-term survival of children's false memories: A review. Learning and Individual Differences, 9, 125-152.

Brainerd, C. J., & Hill, D. (1997). Voices of children. Contemporary Psychology, 42, 7-11.

Dempster, F. N., & Brainerd, C. J. (1997). Children's false memories redux. Learning and Individual Differences, 9, 285-288.

Brainerd, C. J. (1996). Piaget: A centennial celebration. Psychological Science, 7, 191-195.

Brainerd, C. J. (1996). Development of forgetting, with implications for memory suggestibility. In Stein, N. L., Ornstein, P. A., Tversky, B., & Brainerd, C. J. (Eds.), Memory for everyday and emotional events (pp. 209-235). Hillsdale, NJ: Erlbaum.

Brainerd, C. J., & Reyna, V. F. (1996). Mere memory testing creates false memories in children. Developmental Psychology, 32, 467-476.

Brainerd, C. J., Reyna, V. F., & Brandse, E. (1995). Are children's false memories more persistent than their true memories? Psychological Science, 6, 359-364.

Brainerd, C. J. (1995). Interference processes in memory development: The case of cognitive triage. In F. N. Dempster & C. J. Brainerd (Eds.), Interference and inhibition in cognition. San Diego, CA: Academic Press.

Brainerd, C. J., & Reyna, V. F. (1995). Autosuggestibility in memory development. Cognitive Psychology, 28, 65-101.

Brainerd, C. J., & Reyna, V. F. (1995). Learning difficulty, learning opportunities and the development of forgetting. Developmental Psychology, 31, 251-263.

Brainerd, C. J., Reyna, V. F., & Kneer, R. (1995). False-recognition reversal: When similarity is distinctive. Journal of Memory and Language, 34, 157-185.

Dempster, F. N., & Brainerd, C. J. (1995). New perspectives on interference and inhibition in cognition: An integration. In F. N. Dempster & C. J. Brainerd (Eds.), Interference and inhibition in cognition. San Diego, CA: Academic Press.

Reyna, V. F., & Brainerd, C. J. (1995). Fuzzy-trace theory: An interim synthesis. Learning and Individual Differences, 7, 1-75.

Reyna, V. F., & Brainerd, C. J. (1995). Fuzzy-trace theory: Some foundational issues. Learning and Individual Differences, 7, 145-162.

Brainerd, C. J. (1994). Children's conservation concepts. In R.J. Sternberg (Ed.), Encyclopedia of intelligence. New York: Macmillan.

Brainerd, C. J. (1994). Conceptions of child and adolescent intelligence. In R. J. Sternberg (Ed.), Encyclopedia of intelligence. New York: Macmillan.

Brainerd, C.J. (1994). Stages of cognitive development. In R.J. Sternberg (Ed.), Encyclopedia of intelligence. New York: Macmillan.

Brainerd, C.J. (1994). The reliability of children's testimony. Child and Adolescent Behavior Newsletter.

Brainerd, C.J., & Gordon, L.L. (1994). Development of verbatim and gist memory for numbers. Developmental Psychology, 30, 163-177.

Harnishfeger, K. K., & Brainerd, C. J. (1994). Nonstrategic facilitation of children's recall: Evidence of triage with semantically related information. Journal of Experimental Child Psychology, 58, 259-280.

Reyna, V. F., & Brainerd, C. J. (1994). The origins of probability judgment: A review of data and theories. In G. Wright & P. Ayton (Eds.), Subjective Probability (pp. 239-272). New York: Wiley.

Brainerd, C. J., Olney, C. A., & Reyna, V.F. (1993). Optimization versus effortful processing in children's cognitive triage: Criticisms, reanalyses, and new data. Journal of Experimental Child Psychology, 55, 353-373.

Brainerd, C. J., & Reyna, V. F. (1993). Domains of fuzzy-trace theory. In M. L. Howe & R. Pasnak (Eds.), Emerging themes in cognitive development (Vol. 1, pp. 50-94). New York: Springer-Verlag.

Brainerd, C.J., & Reyna, V. F. (1993). Memory independence and memory interference in cognitive development. Psychological Review, 100, 42-67.

Brainerd, C. J., Reyna, V. F., Harnishfeger, K.K., & Howe, M. L. (1993). Is retrievability grouping good for recall? Journal of Experimental Psychology: General, 122, 249-268.

Reyna, V.F., & Brainerd, C.J. (1993). Fuzzy memory and mathematics in the classroom. In R. Logie & G. Davies (Eds.), Everyday memory. Amsterdam: North-Holland.

Brainerd, C.J., & Reyna, V.F. (1992). Explaining "memory free" reasoning. Psychological Science, 3, 332-339.

Brainerd, C.J., & Reyna, V.F. (1992). The memory independence effect: What do the data show? What do the theories claim? Developmental Review, 12, 164-186.

Reyna, V.F., & Brainerd, C.J. (1992). A fuzzy-trace theory of reasoning and remembering: Patterns, paradoxes, and parallelism. In A. Healy, S. Kosslyn, R. Shiffrin (Eds.), From learning processes to cognitive processes: Essays in honor of William K. Estes. Hillsdale, NJ: Erlbaum.

Brainerd, C. J., & Ornstein, P. A. (1991). Children's memory for witnessed events: The developmental backdrop. In J. Doris (Ed.), The suggestibility of children's recollections. Washington, D.C.: American Psychological Association.

Brainerd, C. J., & Reyna, V. F. (1991). Forgetting in normal and learning disabled children: A disintegration/redintegration theory. In J. Obrzut & G. Hynd (Eds.), Advances in the neuropsychology of learning disabilities (pp. 147-178). New York: Academic Press.

Brainerd, C.J., Reyna, V. F., Howe, M. L., & Kevershan, J. (1991). Fuzzy-trace theory and cognitive triage in memory development. Developmental Psychology, 27, 351-369.

Reyna, V.F., & Brainerd, C.J. (1991). Fuzzy-trace theory and framing effects in choice: Gist extraction, truncation, and conversion. Journal of Behavioral Decision Making, 4, 249-262.

Reyna, V.F., & Brainerd, C.J. (1991). Fuzzy-trace theory and the acquisition of scientific and mathematical concepts. Learning and Individual Differences, 3, 27-60.

Brainerd, C.J., & Reyna, V.F. (1990). Gist is the grist: Fuzzy-trace theory and the new intuitionism. Developmental Review, 10, 3-47.

Brainerd, C.J., & Reyna, V.F. (1990). Can age x learnability interactions explain the development of forgetting? Developmental Psychology, 26, 194-203.

Brainerd, C.J., & Reyna, V.F. (1990). Inclusion illusions: Fuzzy-trace theory and perceptual salience effects in cognitive development. Developmental Review, 10, 365-403.

Brainerd, C.J., Reyna, V. F., & Howe, M.L. (1990). Children's cognitive triage: Optimal retrieval or effortful processing? Journal of Experimental Child Psychology, 49, 428-447.

Brainerd, C. J., Reyna, V.F., Howe, M. L., & Kevershan, J. (1990). The last shall be first: How memory strength affects children's retrieval. Psychological Science, 1, 247-252.

Reyna, V. F., Brainerd, C. J. (1990). Fuzzy processing in transitivity development. Annals of Operations Research, 23, 37-63.

Brainerd, C.J., & Reyna, V.F. (1989). Output-interference theory of dual-task deficits in memory development. Journal of Experimental Child Psychology, 47, 1-18.

Howe, M.L., & Brainerd, C.J. (1989). Development of children's long-term retention. Developmental Review, 9, 301-340.

Howe, M.L., O'Sullivan, J.T., Brainerd, C. J., & Kingma, J. (1989). Localized development of ability differences in organized memory. Contemporary Educational Psychology, 14, 336-356.

Reyna, V.F., & Brainerd, C.J. (1989). Output interference, generic resources, and cognitive development. Journal of Experimental Child Psychology, 47, 42-46.

Brainerd, C.J., & Reyna, V.F. (1988). Generic resources, reconstructive processing, and children's mental arithmetic. Developmental Psychology, 24, 324-334.

Brainerd, C.J. (1987). Sources of working-memory error in children's mental arithmetic. In G. DeLoche & X. Seron (Eds.), Mathematical Disabilities: A Cognitive Neuropsychological Perspective. Hillsdale, N.J.: Erlbaum.

Brainerd, C.J. (1987). Structural measurement theory and cognitive development. In J. Bisanz, C.J. Brainerd, & R.V. Kail (Eds.), Formal models in Developmental Psychology. New York: Springer-Verlag.

Brainerd, C.J., Kingma, J., & Howe, M.L. (1986). Long-term memory development and learning disability: Storage and retrieval loci of disabled/nondisabled differences. In S. Ceci (Ed.), Handbook of cognitive, social, and neuropsychological aspects of learning disabilities. Hillsdale, N.J.: Erlbaum.

Brainerd, C.J., Kingma, J., & Howe, M.L. (1986). Spread of encoding and the development of organization in memory. Canadian Journal of Psychology, 40, 203-224.

Brainerd, C.J. (1985). Model-based approaches to storage and retrieval development. In C.J. Brainerd & M. Pressley (Eds.), Basic processes in memory development. New York: Springer-Verlag.

Brainerd, C. J. (1985). Three-state models of children's memory: A review of developments in statistical methodology. Journal of Experimental Child Psychology, 40, 375-394.

Brainerd, C.J. (1985). Some historical issues in the study of children's concept learning. In C.J. Brainerd & V.F. Reyna (Eds.), Developmental Psychology: Proceedings of the 23rd International Congress of Psychology. Amsterdam: North Holland.

Brainerd, C. J. (1985). Do children have to remember to reason? In C.J. Brainerd & V. F. Reyna (Eds.), Developmental Psychology: Proceedings of the 23rd International Congress of Psychology. Amsterdam: North-Holland.

Brainerd, C.J., & Kingma, J. (1985). On the independence of short-term memory and working memory in cognitive development. Cognitive Psychology, 17, 210-247.

Brainerd, C.J., Kingma, J., & Howe, M. L. (1985). On the development of forgetting. Child Development, 56, 1103-1119.

Howe, M.L., Brainerd, C.J., & Kingma, J. (1985). Development of organization in recall: A stages-of-learning analysis. Journal of Experimental Child Psychology, 39, 230-251.

Howe, M.L., Brainerd, C.J., & Kingma, J. (1985). Storage-retrieval processes of learning-disabled children: A stages-of-learning analysis of picture-word effects. Child Development, 56, 1120-1133.

Brainerd, C.J. (1984). Piaget and instruction. In O. Selfridge, E. Rissland, & M. Arbib (Eds), Adaptive systems, New York: Plenum.

Brainerd, C.J., Howe, M.L., Kingma, J., & Brainerd, S.H. (1984). Explaining category interference effects in associative memory. Canadian Journal of Psychology, 38, 454-477.

Brainerd, C.J., Howe, M.L., Kingma, J. & Brainerd, S.H. (1984). On the measurement of storage and retrieval contributions to memory development. Journal of Experimental Child Psychology, 37, 478-499.

Brainerd, C. J., & Kingma, J. (1984). Do children have to remember to reason? A fuzzy-trace theory of transitivity development. Developmental Review, 4, 311-377.

Brainerd, C. J. (1983). Varieties of strategy training in children's concept learning. In M. Pressley & J.R. Levin (Eds.), Children's strategies: Psychological foundations. New York: Springer-Verlag.

Brainerd, C. J. (1983). Structural invariance in the developmental analysis of learning. In J. Bisanz, G. Bisanz, & R.V. Kail (Eds.), Learning in children. New York: Springer-Verlag.

Brainerd, C. J. (1983). Young children's mental arithmetic errors: A working memory analysis. Child Development, 54, 812-830.

Brainerd, C. J. (1983). The modifiability of cognitive development. In S. Meadows (Ed.), Childhood cognitive development. London: Methuen.

Brainerd, C. J. (1983). Working memory systems and cognitive development. In C.J. Brainerd (Ed.), Recent advances in cognitive-developmental theory. New York: Springer-Verlag.

Rushton, J. P., Brainerd, C. J., & Pressley, M. (1983). Behavioral development and construct validity: Some implications of the principle of aggregation. Psychological Bulletin, 94, 18-38.

Brainerd, C. J. (1982). Children's concept learning as rule-sampling systems with Markovian properties. In C.J. Brainerd (Ed.), Children's logical and mathematical cognition. New York: Springer-Verlag.

Brainerd, C.J. (1982). The stage-learning hypothesis: Strategies for instructional design. Contemporary Educational Psychology, 7, 238-256.

Brainerd, C. J. (1982). Effects of group and individualized dramatic play on cognitive development. In D.J. Pepler & K.H. Rubin (Eds.), The play of children: Theory and research. Basel, Switzerland: Karger.

Brainerd, C. J., & Howe, M. L. (1982). Stages-of-learning analysis of developmental interactions in memory, with illustrations from developmental interactions in picture-word effects. Developmental Review, 2, 251-273.

Brainerd, C. J., Howe, M. L., & Desrochers, A. (1982). The general theory of two-stage learning: A mathematical review with illustrations from memory development. Psychological Bulletin, 91, 634-665.

Brainerd, C. J., Howe, M.L., & Kingma, J. (1982). An identifiable model of two-stage learning. Journal of Mathematical Psychology, 26, 263-293.

Brainerd, C. J. (1981). Working memory and the developmental analysis of probability judgment. Psychological Review, 88, 463-502.

Brainerd, C. J., Desrochers, A., & Howe, M. L. (1981). Stages-of-Learning analysis of picture-word effects in associative memory. Journal of Experimental Psychology: Human Learning and Memory, 7, 1-14.

Brainerd, C. J., & Howe, M. L. (1980). Developmental invariance in a mathematical model of associative learning. Child Development, 51, 349-363.

Brainerd, C. J., Howe, M. L., & Desrochers, A. (1980). Interpreting associative learning stages. Journal of Experimental Psychology: Human Learning and Memory, 6, 754-765.

Brainerd, C. J. (1979). Une modele neo-Piagetian de l'apprentissage du concept chez l'enfant. Bulletin de Psychologie, 32, 509-521.

Brainerd, C. J. (1979). Further reflections and replies on invariant sequences, explanation, and other stage criteria. The Behavioral and Brain Sciences, 2, 149-154.

Brainerd, C. J. (1979). Markovian interpretations of conservation learning. Psychological Review, 86, 181-213.

Brainerd, C. J. (1979). Concept learning and developmental stage. In H.J. Klausmeier and Associates, Cognitive learning and development: Piagetian and information processing perspectives. Cambridge, Mass.: Ballinger.

Brainerd, C. J., & Howe, M.L. (1979). An attentional analysis of small cardinal number concepts in five-year-olds. Canadian Journal of Behavioral Science, 11, 112-123.

Burns, S. M., & Brainerd, C. J. (1979). Effects of constructive and dramatic play on perspective taking in very young children. Developmental Psychology, 15, 512-521.

Brainerd, C. J. (1978). Learning research and Piagetian theory. In L.S. Siegel and C.J. Brainerd (Eds.), Alternatives to Piaget: Critical essays on the theory. New York: Academic Press.

Brainerd, C.J. (1978). Group theory and discrimination shift behavior. In J.M. Scandura & C.J. Brainerd (Eds.), Structural/process models complex behavior. Leyden, The Netherlands: Noordhoff, 1978.

Brainerd, C. J. (1978). Cognitive development and instructional theory. Contemporary Educational Psychology, 3, 37-50.

Brainerd, C. J. (1978). "Stage," "structure," and developmental theory. In G. Steiner (Ed.), The psychology of the twentieth century. Munich, Federal Republic of Germany: Kindler.

Brainerd, C. J. (1978). The stage question in cognitive-developmental theory. The Behavioral Brain Sciences, 1, 173-182.

Brainerd, C. J. (1978). Invariant sequences, explanation, and other stage criteria. The Behavioral and Brain Sciences, 2, 207-213.

Brainerd, C. J., & Hooper, F. H. (1978). More on the identity-equivalence sequence: An update and some replies to Miller. Psychological Bulletin, 85, 70-75.

Brainerd, C. J., & Howe, M. L. (1978). The origins of all-or-none learning. Child Development, 50, 1028-1003.

Brainerd, C. J. (1977). Cognitive development and concept learning: An interpretative review. Psychological Bulletin, 84, 919-939.

Brainerd, C. J. (1977). Feedback, rule knowledge, and conservation learning. Child Development, 48, 404-411.

Brainerd, C. J. (1977). Response criteria in concept development research. Child Development, 48, 360-366.

Brainerd, C. J. (1977). Effects of spatial cues on children's cardinal number judgments. Developmental Psychology, 13, 425-430.

Brainerd, C. J. (1976). Does prior knowledge of the compensation rule increase susceptibility to conservation training? Developmental Psychology, 12, 1-5.

Brainerd, C. J. (1976). On the validity of propositional logic as a model for adolescent intelligence. Interchange, 7, 40-45.

Brainerd, C. J. (1976). Analysis and synthesis of recent research on ordinal and cardinal number. In R. Lesh (Ed.), Recent research on number and measurement. Columbus, Ohio: ERIC.

Brainerd, C. J. (1975). Structures of the whole and elementary education. American Educational Research Journal, 11, 369-381.

Brainerd, C. J. (1975). The role of structures in explaining behavioral development. In K.F. Riegel & J. Meecham (Eds.), The individual and society. (Vol. 1) The Hague: Mouton.

Brainerd, C. J., & Fraser, M. (1975). A further test of the ordinal theory of number development. Journal of Genetic Psychology, 127, 141-152.

Brainerd, C. J., & Hooper, F. H. (1975). A methodological analysis of developmental studies of identity conservation and equivalence conservation. Psychological Bulletin, 82, 725-737.

Weinreb, N., & Brainerd, C. J. (1975). A developmental study of Piaget's groupement model for the emergence of speed and time concepts. Child Development, 46, 176-185.

Brainerd, C. J. (1974). Inducing ordinal and cardinal representations of the first five natural numbers. Journal of Experimental Child Psychology, 18, 520-534.

Brainerd, C. J. (1974). Training and transfer of transitivity, conservation, and class inclusion of length. Child Development, 45, 324-334.

Brainerd, C. J. (1974). The long-term memory improvement effect. In J.M. Scandura and J.H. Durnin (Eds.), Proceedings of the fifth annual interdisciplinary conference on structural learning. Washington, D.C.: Naval Printing Office.

Brainerd, C. J. (1974). The evolution of the number concept. Journal of Structural Learning.

Brainerd, C. J., & Kaszor, P. (1974). An analysis of two proposed sources of children's class-inclusion errors. Developmental Psychology, 10, 633-643.

Brainerd, C. J., & Vanden Heuvel, K. (1974). Development of geometric imagery in five- to eight-year-olds. Genetic Psychology Monographs, 1974, 89, 84-113.

Brainerd, C. J. (1973). Neo-Piagetian training experiments revisited: Is there any support for the cognitive-developmental stage hypothesis? Cognition, 2, 349-370.

Brainerd, C. J. (1973). Judgments and explanations as criteria for the presence of cognitive structures. Psychological Bulletin, 79, 172-179.

Brainerd, C. J. (1973). Order of acquisition of transitivity, conservation, and class inclusion of length and weight. Developmental Psychology, 8, 105-116.

Brainerd, C. J. (1973). The origin of number concepts. Scientific American, 228(3), 101-109.

Brainerd, C. J. (1973). Mathematical and behavioral foundations of number. Journal of General Psychology, 11, 369-381.

Brainerd, C. J. (1972). Reinforcement and reversibility in quantity conservation acquisition. Psychonomic Science, 27, 114-116.

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Brainerd, C. J., & Brainerd, S. H. (1972). Order of acquisition of number and quantity conservation. Child Development, 43, 1401-1406.

Brainerd, C. J. (1971). The development of the proportionality scheme in children and adolescents. Developmental Psychology, 5, 469-476.

Brainerd, C. J., & Allen, T. W. (1971). Experimental inductions of the conservation of "first-order" quantitative invariants. Psychological Bulletin, 75, 128-144.

Brainerd, C. J., & Allen, T. W. (1971). Training and transfer of density conservation: Effects of feedback and consecutive similar stimuli. Child Development, 42, 693-704.

Brainerd, C. J. (1970). Continuity and discontinuity hypotheses in studies of conservation. Developmental Psychology, 3, 225-228.

Brainerd, C. J. (1969). Perceived experiential correlates of apperceptively measured self-evaluations and affects in the late adolescent female. Developmental Psychology, 1, 179.

Brainerd, C. J. (1969). Perceptions of parental behavior as predictors of a personal worth criterion. Journal of Rational Living, 4, 17-19.

Books/Monographs

Stein, N. L., Ornstein, P. A., Tversky, B., & Brainerd, C. J. (Eds.), (in press). Memory for everyday and emotional events. Hillsdale, NJ: Erlbaum.

Dempster, F. N., & Brainerd C. J. (Eds.), (1995). Interference and inhibition in cognition. New York: Academic Press.

Howe, M. L., Brainerd, C. J., & Reyna, V. F. (Eds.), (1992). Development of forgetting. New York: Springer-Verlag.

Brainerd, C. J., Reyna, V. F., Howe, M. L., & Kingma, J. (1990). The development of forgetting and reminiscence. Monographs of the Society for Research in Child Development, 53, 2-3 (Whole No. 222).

Howe, M. L., Stones, M. J., & Brainerd, C. J. (Eds.), (1990) Cognitive and behavioral performance factors in atypical aging. New York: Springer-Verlag.

Howe, M. L., & Brainerd, C. J. (Eds.), (1988). Cognitive development in adulthood. New York: Springer-Verlag.

Bisanz, J., Brainerd, C. J., & Kail, R. V. (Eds.), (1987). Formal models in developmental psychology. New York: Springer-Verlag.

Brainerd, C. J., & Pressley, M. (Eds.), (1985). Basic processes in memory development. New York: Springer-Verlag.

Pressley, M., & Brainerd, C. J. (Eds.), (1985). Cognitive learning and memory in children. New York: Springer-Verlag.

Brainerd, C. J., & Reyna, V. F. (Eds.), (1985). Developmental psychology: Proceedings of the 23rd International Congress of Psychology. Amsterdam: North Holland.

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Siegel, L. S., & Brainerd, C. J. (Eds.), (1978). Alternatives to Piaget: Critical essays on the theory. New York: Academic Press.

Hooper, F. H., Brainerd, C. J., & Sipple, T. (1975). Groupement structures assessment manual. Madison, Wisconsin: Research and Development Center for Cognitive Learning.

Brainerd, C. J., & Scontrino, M. P. (1970). Guide to human development. Homewood, Illinois: Dorsey Press.

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Why the verbatim-gist distinction is fundamental to memory. Invited address presented at Rocky Mountain Psychological Association, Reno, Nevada, April, 1997.

Persistence of children's false memories. Paper presented as part of the symposium, "Child abuse: The psychology/law interface," Society for Research in Child Development, Washington, DC, April, 1997.

A quarter-century of memory development research, Symposium presented at Society for Research in Child Development, Washington, DC, April, 1997.

Conjoint recognition. Paper presented at Psychonomic Society, Chicago, IL, November, 1996.

Children's memories of sexual abuse, Invited address presented at American Professional Society on the Abuse of Children, Tucson, AZ, September, 1996.

Jury reform: How is it working? Symposium presented at Arizona Bar Association, Tucson, AZ, June, 1996.

How children's true memories create false-memory responses. Paper presented as part of the symposium "Neointerference theory," American Psychological Society, New York, NY, July, 1995.

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Principles of fuzzy-trace theory. Orientation lecture presented at Society for Research in Child Development, New Orleans, LA, March, 1993.

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Age differences in recalling relevant and irrelevant information. Paper presented at Southwestern Society for Research in Human Development, 1992.

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Triage III. Paper presented at Psychonomic Society, New Orleans, LA, November, 1990. Development of forgetting: A disintegration/redintegration theory. Paper presented as part of the symposium, "Children's ability to remember witnessed events: Theoretical and applied perspectives," Society for Research in Child Development, Kansas City, April, 1989.

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Fuzzy-trace theory and children's cognitive triage. Paper presented at Psychonomic Society, Atlanta, GA, November, 1989.

V curves in memory development. Paper presented at Psychonomic Society, Chicago, November, 1988.

On the relationship between memory and judgment in opinion change. Paper presented at Psychonomic Society, Seattle, November, 1987.

Development of forgetting from long-term memory. Paper presented at Psychonomic Society, Boston, November, 1986.

Structural measurement theory and cognitive development. Paper presented as part of the Conference "Formal Modeling Techniques in Cognitive Development," Edmonton, May 1985.

Working memory and cognitive development. Kendon Smith Lecture, University of North Carolina, April, 1984.

Long-term memory deficits in learning-disabled children. Paper presented as part of the symposium, "Atypical Cognitive Development," Canadian Psychological Association, Ottawa, June, 1984.

Historical issues in children's concept learning. Paper presented as a part of the symposium, "Children's Concept Learning," International Congress of Psychology, Acapulco, Mexico, September, 1984.

Independence of reasoning and short-term memory in children's problem solving. Paper presented as part of the symposium, "After Piaget," International Congress of Psychology, Acapulco, Mexico, September, 1984.

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The principle of aggregation in psychology. Merrill-Palmer Society, Detroit, May, 1982.

Working-memory analysis of children's mental arithmetic. Paper presented as part of the symposium, "Early Number Concepts," Society for Research in Child Development, Boston, April, 1981.

Working memory and children's probability judgments. Society for Research in Child Development, Boston, April, 1981

Model invariance in the developmental analysis of memory. Paper presented as part of the symposium, "Experimental Analysis of Memory Development," American Educational Research Association, Los Angeles, April, 1981.

Piaget and education. NATO Advanced Study Institute on Adaptive Systems, Devon, England, June, 1981.

The future of Piagetian psychology. Paper presented as part of the symposium "The Future of Piagetian Psychology," Society for Research in Child Development, San Francisco, March, 1979.

A quantitative framework for the study of children's intermediate size discrimination and transposition. Society for Research in Child Development, San Francisco, March, 1979.

A comparison of two theories of cognitive development during the school years. American Educational Research Association, San Francisco, April, 1979.

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A NeoPiagetian approach to concept learning. Paper presented as part of the symposium, "New Approaches to Concept Learning," Midwestern Psychological Association, May, 1978.

The role of development in instructional theory. Paper presented as part of the symposium "Instructional Theory II," American Educational Research Association, New York, April, 1977.

The developmental analysis of children's concept learning. NATO Advanced Study Institute, "Structural/Process Models of Complex Behavior," Banff, Alberta, June, 1977.

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On the validity of propositional logic as a model for adolescent intelligence. Paper presented as part of the symposium "New Perspectives in Formal Operations Reasoning," Society for Research in Child Development, Denver, April, 1975.

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