

Andrew N. Meltzoff, Ph.D.

Professor, Department of Psychology
Co-Director, University of Washington Institute for Learning & Brain Sciences

EDUCATIONAL BACKGROUND

<i>Institution</i>	<i>Degree</i>	<i>Dates</i>
Harvard University	B.A.	1968-1972
Oxford University	Ph.D.	1972-1976

EMPLOYMENT RECORD

<i>Institution</i>	<i>Position</i>	<i>Dates</i>
Univ. of Washington	Professor (Psychology)	1988-present
Univ. of Washington	Adjunct Professor (Psychiatry)	1989- present
Univ. of Washington	Adjunct Professor (Speech & Hearing Sciences)	1997- present
Univ. of Washington	Adjunct Professor (Education)	2004- present
Univ. of Washington	Associate Professor (Psychology)	1984-1988
Univ. of Washington	Research Instructor & Assistant Prof. (Psychiatry)	1977-1984

HONORS

Fellow: American Association for the Advancement of Science (elected 1986)
Fellow: American Psychological Association (elected 1988)
Fellow: Association for Psychological Science (elected 1989)
Recipient: James McKeen Cattell Sabbatical Award (1990-1991)
Elected member: Norwegian Academy of Science and Letters (1996)
Elected member: American Academy of Arts & Sciences (2009)
Elected member: Washington State Academy of Sciences (2010)
Fellow: Cognitive Science Society (elected 2014)
Elected member: Society of Experimental Psychologists (elected 2016)
Recipient: NIH Scientific MERIT Award (1998-2008)
Recipient: Kenneth Craik Research Award, Cambridge University, England (2005)
Recipient: Society for Developmental and Behavioral Pediatrics, for outstanding research (2005)
Recipient: Super-Hero for Washington State Families. *ParentMap* Magazine (2014)
Recipient: Kurt Koffka Medal for advancing developmental psychology (Germany, 2016)
Recipient: Simms/Mann Foundation Whole Child Award (2018)
Named: 50 Most Influential Psychologists in the World (compiled by TheBestSchools.org, 2018, 2021)
Recipient: APS William James Fellow Award, for lifetime of significant intellectual contributions (Association for Psychological Science, 2020)
Recipient: Award for Distinguished Contributions to Developmental Psychology (American Psychological Association, Division 7, 2020)
Elected member: National Academy of Education (2023)
Named: Honorable Professor, International Professional University of Technology, Osaka, Japan (2023)
Named: Highly Ranked Scholar by ScholarGPS (2024, 2025)

PROFESSIONAL OFFICES

Editorial

Developmental Psychology Section co-Lead, *F1000Prime* (now *Faculty Opinions*) (2019-present)
Associate Editor, *Child Development Research* (2011-2019)
Associate Editor, *Developmental Science* (2000-2010)

Associate Editor, *British Journal of Developmental Psychology* (1988-1998)
 Editorial Board, *Infancy* (1999-2004)
 Editorial Board, *Developmental Psychobiology* (1999-2002)
 Editorial Board, *Journal of Cognition and Development* (1999-2002)
 Editorial Board, *Infant Behavior and Development* (1983-1999)
 Editorial Board, *Cognitive Development* (1995-1999)
 Editorial Board, *Child Development* (1983-1984)

Governing and Advisory Boards

Advisory Board, School of Social and Behavioral Sciences, Amrita University, India (2022-present)
 International Research Advisory Board, Self-Regulation Institute, Toronto, Canada (2018-2020)
 Board of Directors, Zero to Three, Washington, DC (2015-2024)
 Scientific Advisory Board, Bezos Family Foundation (Vroom) (2015-2020)
 Board of Advisors, Bay Area Discovery Museum, Center for Childhood Creativity (2013-present)
 Board of Ambassadors, Foundation for Early Learning (2011-2013)
 Advisory Board, UW Center on Infant Mental Health and Development (2002-2009)
 Board of Directors, Foundation for Early Learning, WA State First Lady served as Chair (2000-2010)
 WA State Governor's Head Start State Collaboration Project (1999-2001)
 Board of Trustees — University Child Development School (1993-1997)

Other Offices and Positions

Society for Experimental Psychologists, Local Organizer, Annual Meeting, Seattle, WA (2024)
 Washington State Academy of Sciences, Chair, Section 5, Social & Behavioral Sciences (2021-2024)
 American Association for the Advancement of Science (AAAS), Local Organizing Committee, Annual Meeting, Seattle, WA (2020)
 United Nations Education, Scientific, and Cultural Organization (UNESCO), International Bureau of Education, Senior Fellow (2018-2020)
 Washington State Academy of Sciences, Vice Chair, Membership Committee, Section 5 (2014-2020)
 Member, National Research Council and National Institute of Medicine Board for Children, Youth, and Families (2010-2013)

EVIDENCE OF TEACHING EFFECTIVENESS

Summary: 47 courses evaluated (0-5 scale): mean = 4.64, median = 4.70
 Nominated for University of Washington Distinguished Teaching Award (2016 and 2024)

CURRENT & RECENT GRANTS

Meltzoff, A. N. (co-Principal Investigator). Intergenerational transfer of Mexican-indigenous cultures: The development of super-kindness in young children. Templeton World Charity Foundation (TWCF-2024-34472). 2025-2027.
 Meltzoff, A. N. (co-Principal Investigator). World values of conversational AI and the consequences for human-AI interaction. National Science Foundation (IIS-2230466). 2023-2026.
 Meltzoff, A. N. (co-Principal Investigator). Brain, behavior, and development: Infancy to adolescence. Bezos Family Foundation. 2019-2026.
 Meltzoff, A. N. (co-Principal Investigator). Counteracting stereotypes to boost girls' interest and participation in computer science. National Science Foundation (DRL-2122488). 2021-2025.
 Meltzoff, A. N. (co-Principal Investigator). Developmental social neuroscience: Investigating child learning. Overdeck Family Foundation. 2021-2024.
 Meltzoff, A. N. (Principal Investigator). Altruism, sharing, and prosocial behaviors in human infants. Templeton World Charity Foundation (TWCF-0520). 2021-2023.

Meltzoff, A. N. (Principal Investigator). Development of neural body maps in infants. National Science Foundation (SMA-1540619). 2015-2019.

PUBLICATIONS

(Google Scholar h-index = 136)

1. Meltzoff, A. N., & Moore, M. K. (1977). Imitation of facial and manual gestures by human neonates. *Science*, *198*, 75-78.
 _____ Reprinted in: A. Slater & D. Muir (Eds.), *Reader in developmental psychology*. Oxford, UK: Blackwell, 1999.
 _____ Reprinted in: D. Muir & A. Slater (Eds.), *Infant development: The essential readings* (pp. 165-175). Oxford, UK: Blackwell, 2000.
 _____ #13 in the “Top Twenty Most Fascinating Studies in Child Psychology Published after 1950,” a survey. Society for Research in Child Development, *Newsletter of the Society for Research in Child Development*, 2003, *46*, 4-5.
 _____ Reprinted in: S. Gelman (Ed.), *Childhood cognitive development*. SAGE library of developmental psychology series. London: Sage Publications, 2014.
 _____ Reprinted in: J. G. Bremner & A. M. Slater (Eds.), *Infancy*. London: Sage, 2014.
 _____ In: A. M. Slater & P. C. Quinn (Eds.), *Developmental Psychology: Revisiting the classic studies* (2nd ed.), 2021. (14 studies: Harlow, Gibson, Piaget, Meltzoff, Kohlberg, Bandura, Eimas, Rutter, Watson, Jensen, Bryant, Baron-Cohen, Baillargeon, Ceci).
2. Moore, M. K., & Meltzoff, A. N. (1978). Object permanence, imitation, and language development in infancy: Toward a neo-Piagetian perspective on communicative and cognitive development. In F. D. Minifie & L. L. Lloyd (Eds.), *Communicative and cognitive abilities—Early behavioral assessment* (pp. 151-184). Baltimore, MD: University Park Press.
3. Meltzoff, A. N., & Borton, R.W. (1979). Intermodal matching by human neonates. *Nature*, *282*, 403-404.
 _____ Reprinted in: R. Wozniak (Ed.), *Worlds of childhood*. New York, NY: Harper Colins, 1993.
4. Meltzoff, A. N., & Moore, M. K. (1979). Interpreting “imitative” responses in early infancy. *Science*, *205*, 217-219.
5. Meltzoff, A. N. (1981). Imitation, intermodal co-ordination and representation in early infancy. In G. Butterworth (Ed.), *Infancy and epistemology: An evaluation of Piaget’s theory* (pp. 85-114). Brighton, UK: Harvester Press.
6. Kuhl, P. K., & Meltzoff, A. N. (1982). The bimodal perception of speech in infancy. *Science*, *218*, 1138-1141.
7. Meltzoff, A. N., & Moore, M. K. (1983). The origins of imitation in infancy: Paradigm, phenomena, and theories. In L. P. Lipsitt & C. K. Rovee-Collier (Eds.), *Advances in infancy research* (Vol. 2, pp. 265-301). Norwood, NJ: Ablex.
8. Meltzoff, A. N., & Moore, M. K. (1983). Newborn infants imitate adult facial gestures. *Child Development*, *54*, 702-709.
 _____ Reprinted in: E. M. Hetherington & R. D. Parke (Eds.), *Contemporary readings in child psychology* (3rd edition). New York, NY: McGraw-Hill, 1988.
 _____ Reprinted in: Goswami, U. *Cognitive development: Critical concepts in psychology*. London, UK: Routledge, 2006.
9. Meltzoff, A. N., & Moore, M. K. (1983). Methodological issues in studies of imitation: Comments on McKenzie & Over and Koepke et al. *Infant Behavior and Development*, *6*, 103-108.

10. Kuhl, P. K., & Meltzoff, A. N. (1984). The intermodal representation of speech in infants. *Infant Behavior and Development*, 7, 361-381.
11. Gopnik, A., & Meltzoff, A. N. (1984). Semantic and cognitive development in 15- to 21-month-old children. *Journal of Child Language*, 11, 495-513.
12. Booth, C. L., & Meltzoff, A. N. (1984). Expected and actual experience in labour and delivery and their relationship to maternal attachment. *Journal of Reproductive and Infant Psychology*, 2, 79-91.
13. Meltzoff, A. N. (1985). Immediate and deferred imitation in fourteen- and twenty-four-month-old infants. *Child Development*, 56, 62-72.
 _____ Reprinted in: S. Chess & A. Thomas (Eds.), *Annual progress in child psychiatry and child development* (Vol. 19, pp. 5-23). New York, NY: Brunner/Mazel, 1987.
 _____ Reprinted in: Goswami, U. *Cognitive development: Critical concepts in psychology*. London, UK: Routledge, 2006.
14. Meltzoff, A. N., & Greenberg, M.T. (1985). Child psychology and development. In J. Elliott, R. Hantula, & W. McGeeveran (Eds.), *Health & medical horizons* (pp. 253-256). New York, NY: Macmillan.
15. Meltzoff, A. N. (1985). Perception, action, and cognition in early infancy. *Annales de Pédiatrie*, 32, 63-77.
16. Gopnik, A., & Meltzoff, A. N. (1985). From people, to plans, to objects: Changes in the meaning of early words and their relation to cognitive development. *Journal of Pragmatics*, 9, 495-512.
 _____ Reprinted in: M. B. Franklin & S. S. Barten (Eds.) *Child language: A reader*. New York, NY: Oxford University Press, 1987.
17. Meltzoff, A. N. (1985). The roots of social and cognitive development: Models of man's original nature. In T. M. Field & N. A. Fox (Eds.), *Social perception in infants* (pp. 1-30). Norwood, NJ: Ablex.
18. Meltzoff, A. N., & Moore, M. K. (1985). Cognitive foundations and social functions of imitation and intermodal representation in infancy. In J. Mehler & R. Fox (Eds.), *Neonate cognition: Beyond the blooming, buzzing confusion* (pp. 139-156). Hillsdale, NJ: Erlbaum.
 _____ Reprinted in: M. Woodhead, R. Carr, & P. Light (Eds.), *Becoming a person: Child development in social context*. London, UK: Routledge, 1991.
19. Gopnik, A., & Meltzoff, A. N. (1986). Words, plans, things, and locations: Interactions between semantic and cognitive development in the one-word stage. In S.A. Kuczaj & M. Barrett (Eds.), *The development of word meaning: Progress in cognitive development research* (pp. 199-223). New York, NY: Springer-Verlag.
20. Meltzoff, A. N. (1986). Imitation, intermodal representation, and the origins of mind. In B. Lindblom & R. Zetterström (Eds.), *Precursors of early speech* (pp. 245-265). New York, NY: Stockton Press.
21. Gopnik, A., & Meltzoff, A. N. (1986). Relations between semantic and cognitive development in the one-word stage: The specificity hypothesis. *Child Development*, 57, 1040-1053.
22. Gopnik, A., & Meltzoff, A. N. (1987). Early semantic developments and their relationship to object permanence, means-ends understanding, and categorization. In K. E. Nelson & A. van Kleeck (Eds.), *Children's language* (Vol. 6, pp. 191-212). Hillsdale, NJ: Erlbaum.
23. Gopnik, A., & Meltzoff, A. N. (1987). The development of categorization in the second year and its relation to other cognitive and linguistic developments. *Child Development*, 58, 1523-1531.
24. Meltzoff, A.N. (1988). The human infant as *Homo imitans*. In T. R. Zentall & B. G. Galef (Eds.), *Social learning: Psychological and biological perspectives* (pp. 319-341). Hillsdale, NJ: Erlbaum.

25. Kuhl, P. K., & Meltzoff, A. N. (1988). Speech as an intermodal object of perception. In A. Yonas (Ed.), *Perceptual development in infancy: The Minnesota Symposia on Child Psychology* (Vol. 20, pp. 235-266). Hillsdale, NJ: Erlbaum.
26. Meltzoff, A. N. (1988). Infant imitation after a 1-week delay: Long-term memory for novel acts and multiple stimuli. *Developmental Psychology*, *24*, 470-476.
27. Meltzoff, A. N. (1988). Imitation of televised models by infants. *Child Development*, *59*, 1221-1229.
28. Meltzoff, A. N. (1988). Infant imitation and memory: Nine-month-olds in immediate and deferred tests. *Child Development*, *59*, 217-225.
 _____ Reprinted in: S. Chess & M. Hertzog (Eds.), *Annual progress in child psychiatry and child development* (Vol. 22, pp. 3-17). New York, NY: Brunner/Mazel, 1990.
29. Meltzoff, A. N. (1988). Imitation, objects, tools, and the rudiments of language in human ontogeny. *Human Evolution*, *3*, 45-64.
30. Meltzoff, A. N., & Gopnik, A. (1989). On linking imitation, representation, and language learning in the first two years of life. In G. E. Speidel & K. E. Nelson (Eds.), *The many faces of imitation in language learning* (pp. 23 -51). New York, NY: Springer-Verlag.
31. Meltzoff, A. N., & Kuhl, P. K. (1989). Infants' perception of faces and speech sounds: Challenges to developmental theory. In P. R. Zelazo & R. G. Barr (Eds.), *Challenges to developmental paradigms: Implications for theory, assessment and treatment* (pp. 67 -91). Hillsdale, NJ: Erlbaum.
32. Meltzoff, A. N., & Moore, M. K. (1989). Imitation in newborn infants: Exploring the range of gestures imitated and the underlying mechanisms. *Developmental Psychology*, *25*, 954-962.
 _____ Reprinted in: J. DeLoache (Ed.), *Current readings in child development*. Boston, MA: Allyn and Bacon, 1991.
 _____ Reprinted in: M. Brehm (Ed.), *Reader in developmental psychology*. Dubuque, IA: Wm. C. Brown, 1991.
33. Meltzoff, A. N. (1990). Foundations for developing a concept of self: The role of imitation in relating self to other and the value of social mirroring, social modeling, and self-practice in infancy. In D. Cicchetti & M. Beeghly (Eds.), *The self in transition: Infancy to childhood* (pp. 139-164). Chicago, IL: University of Chicago Press.
34. Meltzoff, A. N., & Gopnik, A. (1990). Relations between thought and language in infancy. In H. Fujisaki (Ed.), *Proceedings of the International Conference on Spoken Language Processing* (Vol. 2, pp. 737-740). Tokyo, Japan: The Acoustical Society of Japan.
35. Meltzoff, A. N. (1990). Towards a developmental cognitive science: The implications of cross-modal matching and imitation for the development of representation and memory in infancy. In A. Diamond (Ed.), *Annals of the New York Academy of Sciences: Vol. 608. The development and neural bases of higher cognitive functions* (pp. 1-37). New York, NY: New York Academy of Sciences.
36. Meltzoff, A. N., Kuhl, P.K., & Moore, M.K. (1991). Perception, representation, and the control of action in newborns and young infants: Toward a new synthesis. In M. J. S. Weiss & P. R. Zelazo (Eds.), *Newborn attention: Biological constraints and the influence of experience* (pp. 377-411). Norwood, NJ: Ablex Press.
37. Kuhl, P. K., Williams, K. A. & Meltzoff, A. N. (1991). Cross-modal speech perception in adults and infants using nonspeech auditory stimuli. *Journal of Experimental Psychology: Human Perception and Performance*, *17*, 829-840.
38. Green, K. P., Kuhl, P. K., Meltzoff, A. N., & Stevens, E. B. (1991). Integrating speech information across talkers, gender, and sensory modality: Female faces and male voices in the McGurk effect. *Perception & Psychophysics*, *50*, 524-536.

39. Gopnik, A., & Meltzoff, A. N. (1992). Categorization and naming: Basic-level sorting in eighteen-month-olds and its relation to language. *Child Development, 63*, 1091-1103.
40. Meltzoff, A. N. (1992). Infant memory. In L.R. Squire (Ed.), *Encyclopedia of learning and memory* (pp. 271-275). New York, NY: Macmillan.
41. Meltzoff, A. N., & Moore, M. K. (1992). Early imitation within a functional framework: The importance of person identity, movement, and development. *Infant Behavior and Development, 15*, 479-505.
 _____ Reprinted in: M. Hertzog and E. A. Farber (Eds.), *Annual progress in child psychiatry and child development* (Vol, 26, pp. 5-32). New York, NY: Brunner/Mazel, 1994.
42. Gopnik, A., & Meltzoff, A. N. (1993). Imitation, cultural learning, and the origins of “theory of mind.” *Behavioral and Brain Sciences, 16*, 521-523.
43. Meltzoff, A. N., & Gopnik, A. (1993). The role of imitation in understanding persons and developing a theory of mind. In S. Baron-Cohen, H. Tager-Flusberg, & D. J. Cohen (Eds.), *Understanding other minds: Perspectives from autism* (pp. 335-366). New York, NY: Oxford University Press.
44. Meltzoff, A. N. (1993). The centrality of motor coordination and proprioception in social and cognitive development: From shared actions to shared minds. In G. J. P. Savelsbergh (Ed.), *Advances in Psychology Series: The development of coordination in infancy* (pp. 463-496). Amsterdam, Netherlands: Elsevier Science Publishers.
45. Hanna, E., & Meltzoff, A. N. (1993). Peer imitation by toddlers in laboratory, home, and day-care contexts: Implications for social learning and memory. *Developmental Psychology, 29*, 701-710.
46. Meltzoff, A. N., & Moore, M. K. (1993). Why faces are special to infants—On connecting the attraction of faces and infants’ ability for imitation and cross-modal processing. In B. de Boysson-Bardies, S. de Schonen, P. Juszyk, P. MacNeilage, & J. Morton (Eds.), *Developmental neurocognition: Speech and face processing in the first year of life* (pp. 211-225). Dordrecht, Netherlands: Kluwer Academic Publishers.
47. Gopnik, A., & Meltzoff, A. N. (1993). Words and thoughts in infancy: The specificity hypothesis. In L. P. Lipsitt & C. K. Rovee-Collier (Eds.), *Advances in infancy research* (Vol. 8, pp. 217-249). Norwood, NJ: Ablex.
48. Meltzoff, A. N. (1993). Molyneux’s babies: Cross-modal perception, imitation, and the mind of the preverbal infant. N. Eilan, R. McCarthy, & B. Brewer (Eds.), *Spatial representation: Problems in philosophy and psychology* (pp. 219-235). Cambridge, MA: Basil Blackwell.
49. Gopnik, A., & Meltzoff, A. N. (1994). Minds, bodies, and persons: Young children’s understanding of the self and others as reflected in imitation and theory of mind research. In S.T. Parker, R.W. Mitchell, & M.L. Boccia (Eds.), *Self-awareness in animals and humans: Developmental perspectives* (pp. 166-186). New York, NY: Cambridge University Press.
50. Meltzoff, A. N., & Moore, M. K. (1994). Imitation, memory, and the representation of persons. *Infant Behavior and Development, 17*, 83-99.
 _____ Reprinted as citation classic in *Infant Behavior and Development, 25*, 39-61, 2002.
51. Meltzoff, A. N., & Kuhl, P. K. (1994). Faces and speech: Intermodal processing of biologically-relevant signals in infants and adults. In D. Lewkowicz & R. Lickliter (Eds.), *The development of intersensory perception: Comparative perspectives* (pp. 335-369). Hillsdale, NJ: Erlbaum.
52. Gopnik, A., Slaughter, V., & Meltzoff, A. N. (1994). Changing your views: How understanding visual perception can lead to a theory of the mind. In C. Lewis & P. Mitchell (Eds.), *Children’s early understanding of mind: Origins and development* (pp. 157-181). Hillsdale, NJ: Erlbaum.

53. Kuhl, P. K., Tsuzaki, M., Tohkura, Y., & Meltzoff, A. N. (1994). Human processing of auditory-visual information in speech perception: Potential for multimodal human-machine interfaces. In K. Shirai (Ed.), *Proceedings of the International Conference on Spoken Language Processing* (Vol. 2, pp. 539-542). Tokyo, Japan: Acoustical Society of Japan.
54. Meltzoff, A. N. (1995). What infant memory tells us about infantile amnesia: Long-term recall and deferred imitation. *Journal of Experimental Child Psychology*, *59*, 497-515.
55. Meltzoff, A. N. & Moore, M. K. (1995). Infants' understanding of people and things: From body imitation to folk psychology. In J. L. Bermúdez, A. J. Marcel, & N. Eilan, (Eds.), *The body and the self* (pp. 43-69). Cambridge, MA: MIT Press.
56. Rast, M., & Meltzoff, A. N. (1995). Memory and representation in young children with Down syndrome: Exploring deferred imitation and object permanence. *Development and Psychopathology*, *7*, 393-407.
57. Meltzoff, A. N. (1995). Understanding the intentions of others: Re-enactment of intended acts by 18-month-old children. *Developmental Psychology*, *31*, 838-850.
 _____ Reprinted in: M. Hertzig & E. A. Farber (Eds.), *Annual progress in child psychiatry and child development* (Vol. 29, pp. 10-22). New York, NY: Brunner/Mazel, 1996.
 _____ Reprinted in: K. Lee (Ed.), *Childhood cognitive development: The essential readings*. Oxford, UK: Blackwell Publishers, 2000.
 _____ Reprinted in: U. Goswami (Ed.), *Cognitive development: Critical concepts in psychology*. London, UK: Routledge, 2006.
58. Meltzoff, A. N., & Moore, M. K. (1995). A theory of the role of imitation in the emergence of self. In P. Rochat (Ed.), *The self in early infancy: Theory and research* (pp. 73-93). Amsterdam, Netherlands: North-Holland-Elsevier Science Publishers.
59. Kuhl, P. K. & Meltzoff, A. N. (1995). Vocal learning in infants: Development of perceptual-motor links for speech. In K. Elenius & P. Branderud (Eds.), *Proceedings of the 13th International Congress of Phonetic Sciences* (pp. 146-150). Stockholm, Sweden: Stockholm University Press.
60. Heimann, M., & Meltzoff, A. N. (1996). Deferred imitation in 9- and 14-month-old infants: A longitudinal study of a Swedish sample. *British Journal of Developmental Psychology*, *14*, 55-64.
61. Meltzoff, A. N. (1996). The human infant as imitative generalist: A 20-year progress report on infant imitation with implications for comparative psychology. In C. M. Heyes & B. G. Galef (Eds.), *Social learning in animals: The roots of culture* (347-370). New York, NY: Academic Press.
62. Barnat, S. B., Klein, P. J., & Meltzoff, A. N. (1996). Deferred imitation across changes in context and object: Memory and generalization in 14-month-old infants. *Infant Behavior and Development*, *19*, 241-251.
63. Kuhl, P. K. & Meltzoff, A. N. (1996). Infant vocalizations in response to speech: Vocal imitation and developmental change. *Journal of the Acoustical Society of America*, *100*, 2425-2438.
64. Meltzoff, A. (1996). L'imitation, reflet de l'esprit préverbal. *Enfance*, *1*, 16-18.
65. Gallagher, S., & Meltzoff, A. N. (1996). The earliest sense of self and others: Merleau-Ponty and recent developmental studies. *Philosophical Psychology*, *9*, 211-233.
66. Kuhl, P. K., & Meltzoff, A. N. (1997). Evolution, nativism, and learning in the development of language and speech. In M. Gopnik (Ed.), *The inheritance and innateness of grammars* (pp. 7-44). New York, NY: Oxford University Press.
67. Meltzoff, A. N., & Moore, M. K. (1997). Explaining facial imitation: A theoretical model. *Early Development and Parenting*, *6*, 179-192.

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68. Meltzoff, A. N., & Moore, M. K. (1998). Object representation, identity, and the paradox of early permanence: Steps toward a new framework. *Infant Behavior and Development*, *21*, 201-235.
 69. Gopnik, A., & Meltzoff, A. N. (1998). Infant cognition and genetic epistemology. In E. Craig (Ed.), *The Routledge encyclopedia of philosophy* (pp, 390-392). London, UK: Routledge.
 70. Dawson, G., Meltzoff, A. N., Osterling, J., & Rinaldi, J. (1998). Neuropsychological correlates of early symptoms of autism. *Child Development*, *69*, 1276-1285.
 71. Gopnik, A., & Meltzoff, A. N. (1998). Theories versus modules: To the max and beyond. A reply to Poulin-Dubois and to Stich and Nichols. *Mind and Language*, *13*, 450-456.
 72. Meltzoff, A. N., & Moore, M. K. (1998). Infant intersubjectivity: Broadening the dialogue to include imitation, identity, and intention. In S. Bråten (Ed.), *Intersubjective communication and emotion in early ontogeny* (pp. 47-62). New York, NY: Cambridge University Press.
 73. Dawson, G., Meltzoff, A.N., Osterling, J., Rinaldi, J., & Brown, E. (1998). Children with autism fail to orient to naturally occurring social stimuli. *Journal of Autism and Developmental Disorders*, *28*, 479-485.
 74. Meltzoff, A. N., & Moore, M. K. (1999). Persons and representation: Why infant imitation is important for theories of human development. In J. Nadel & G. Butterworth (Eds.), *Imitation in infancy* (pp. 9-35). Cambridge, England: Cambridge University Press.
 _____ Reprinted in: *Terrain*. (French Anthropology journal), 2005.
 75. Klein, P. J., & Meltzoff, A. N. (1999). Long-term memory, forgetting, and deferred imitation in 12-month-old infants. *Developmental Science*, *2*, 102-113.
 76. Meltzoff, A. N., & Moore, M. K. (1999). A new foundation for cognitive development in infancy: The birth of the representational infant. In E. K. Scholnick, K. Nelson, S. Gelman, & P. Miller (Eds.), *Conceptual development: Piaget's legacy* (pp. 53-78). Mahwah, NJ: Erlbaum.
 77. Meltzoff, A. N. (1999). Origins of theory of mind, cognition and communication. *Journal of Communication Disorders*, *32*, 251-269.
 _____ Reprinted in: J. Spiridonov (Ed.), *Cognitive psychology*. Moscow, Russia: Lomonosov Publishing, 2010.
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 _____ Reprinted in: G. Bremner & C. Lewis (Eds.), *Developmental psychology*. London, UK: Sage, 2005.
 79. Meltzoff, A. N., Gopnik, A., Repacholi, B. M. (1999). Toddlers' understanding of intentions, desires, and emotions: Explorations of the dark ages. In P. D. Zelazo, J. W. Astington, & D. Olson (Eds.), *Developing theories of intention: Social understanding and self-control* (pp. 17-41). Mahwah, NJ: Erlbaum.
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 _____ . Reprinted and translated to Spanish: La socialización de los valores culturales y el desarrollo de la prosocialidad latinoamericana. *Child Development Perspectives*, 2025, 19(4), 244-252. <https://doi.org/10.1111/cdep.12550>
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331. Oliveira N., Li, J., Khalvati, K., Cortes Barragan, R., Reinecke, K., Meltzoff, A. N., & Rao, R. P. N. (2025). Culturally-attuned AI: Implicit learning of altruistic cultural values through inverse reinforcement learning. *PLoS One*, 20(12), e0337914. <https://doi.org/10.1371/journal.pone.0337914>
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333. Mikkelsen, C. A., Robertson, E. C., Somerville, L. H., Mayes, M. M., Meltzoff, A. N., McLaughlin, K. A., & Rosen, M. L. (2026). Reward reactivity as a buffer against negative mental health consequences of pandemic-related stress: A preregistered analysis in the Human Connectome Project in Development. *NeuroImage*, 325, 121672. <https://doi.org/10.1016/j.neuroimage.2025.121672>
334. Feldner, H., Keithley, K., Ingraham, K., Fragomeni, A., Zaino, N., Gijbels, L., Sinclair, A., Meltzoff, A. N., Kuhl, P. K., Steele, K. M. (2026). Learning powered mobility: Caregiver perceptions of young children's capabilities and device impact. *Disability and Rehabilitation: Assistive Technology*, 1-14. Advance online. <https://doi.org/10.1080/17483107.2026.2623466>
335. Ní Choisdealbha, A., & Meltzoff, A. N. (2026). Exploring 12-month-old infants' processing of other people's manual actions: A motor interference paradigm. *Infancy*, 31, e70071. <https://doi.org/10.1111/infa.70071>

Books

- Gopnik, A., & Meltzoff, A. N. (1997). *Words, thoughts, and theories*. Cambridge, MA: MIT Press.
 _____ Translated in Spanish, 1998
 _____ Translated in Italian, 2000
- Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (1999). *The scientist in the crib: What early learning tells us about the mind*. New York, NY: William Morrow & Co.
 _____ Translated in 2000: Italian, German
 _____ Translated in 2001: Taiwanese, Danish
 _____ Translated in 2002: Spanish, Greek, Hungarian
 _____ Translated in 2003: Norwegian, Japanese
 _____ Translated in 2004: Croatian, Korean, Polish
 _____ Translated in 2005 Indonesian, French
 _____ Translated in 2016: Mandarin
 _____ Translated in 2019: Turkish

_____ Trantor Media conversion to audiobook, 2018
 _____ Translated in 2020, Cheers Publishing, China, audiobook

Meltzoff, A. N., & Prinz, W. (2002). *The imitative mind: Development, evolution, and brain bases*. Cambridge, England: Cambridge University Press.
 _____ Selected as Cambridge University Press eBrary book, 2004. Digital paperback, 2011.

Editor of Journal Special Issues

Grossberg, S., Meltzoff, A., Movellan, J., & Newcombe, N. (Guest Editors, special issue). (2010). Social cognition: From babies to robots. *Neural Networks*, 23, 938-1134.

Meltzoff, A. N. & Lent, R. (Guest editors, special issue). (2016). Brain science, education, and learning: Making connections. *Prospects* (UNESCO), 46, 187-315.

Connecting Science and Society (selected, after 2010)

Meltzoff, A. N. (2011, September). Born to learn. Education Nation, sponsored by NBC, NY City, NY.

Meltzoff, A. N. (2013, February). Education, neuroscience, and childhood learning. Briefing for the U.S. Department of Education, Washington, DC.

Master, A., Cheryan, S., & Meltzoff, A. N. (2015). How cultural stereotypes push girls away from computer science and what we can do to fix it. *Neuroeducação*, 4, 53-57.

Cvencek, D., Meltzoff, A. N., & Greenwald, A. G. (2016, January). When do children show evidence of self-esteem? Earlier than you think. *The Conversation*. <https://theconversation.com/when-do-children-show-evidence-of-self-esteem-earlier-than-you-might-think-53325>

Master, A., Cheryan, S., & Meltzoff, A. N. (2016, April 26). Researchers explain how stereotypes keep girls out of computer science classes. *The Washington Post* (Op-Ed). <https://bit.ly/3Tgn8c5>

Skinner, A. L., & Meltzoff, A. N. (2017). How societal prejudices seep into the minds of our children. UNESCO *In Focus* magazine: *Education and the Future*, 98-101.

https://ilabs.uw.edu/sites/default/files/17Skinner_Meltzoff_Roots%20of%20Child%20Prejudice.pdf

Cheryan, S., Master, A., & Meltzoff, A. N. (2017, Sept. 25). The gender gap in tech isn't set in stone. *Los Angeles Times* (Op-Ed). <http://www.latimes.com/opinion/op-ed/la-oe-cheryan-master-meltzoff-gender-gap-computer-science-toys-20170925-story.html>

Master, A., Cheryan, S., Meltzoff, A. N., Mendoza, J., & Moscatelli, A. (2018). Empowering young girls in STEM. *National Science Foundation 2018 STEM For All Video Showcase*.

<http://stemforall2018.videohall.com/presentations/1092>

_____ Received Facilitators' Choice Award

Meltzoff, A. N. (2019). Altruism in children. Templeton World Charity Foundation Stories of Impact, filmed by R. Sergay. [[Link](#)]

Meltzoff, A. N. (2021, March). Petits, oui, mais altruists. *Le Journal des Professionnels de l'Enfance Recherches*, 127, 4-8. <https://tinyurl.com/InfantAltrusiticBehaviorFR>

Jarvis, M., Master, A., Meltzoff, A. N., Cheryan, S. (2020). Feeling connected to others can improve STEM engagement. *National Science Foundation, 2020 STEM For All Video Showcase*.

_____ Received Presenters' Choice Award and recognized as top 10 "most discussed."

<https://stemforall2020.videohall.com/presentations/1859.html>

Meltzoff, A. N. (2021, March). Acquiring social bias in early childhood. National Academies of Sciences, Engineering, and Medicine workshop on "The Science of Implicit Bias: Implications for Law and Policy." Washington, DC. <https://vimeo.com/showcase/8500358>

Meltzoff, A. N. (2021, June 11). "What babies can teach us about generosity." Interview on ABC *Good Morning America*. 4.5M views, <https://www.goodmorningamerica.com/family/video/study-finds-babies-generous-78217341>

- Meltzoff, A. N. (2021, September). The development of prejudice. In a special issue entitled: Addressing bias and advancing equity. *Zero To Three Journal*, 42(1), 8-11.
<https://www.zerotothree.org/resources/4196-race-equity-bias-and-early-childhood-examining-the-research#chapter-3513>
- Master, A., Meltzoff, A. N., & Cheryan, S. (2021, November). Stereotypes about girls dissuade many from careers in computer science. *The Conversation*. <https://theconversation.com/stereotypes-about-girls-dissuade-many-from-careers-in-computer-science-172279>
 Reprinted in *Houston Chronicle, Atlanta Journal-Constitution, Global Citizen, Phillippine Canadian Inquirer, The Register Citizen, San Diego Voice & Viewpoint, Tyler Morning Telegraph*.
 Adapted for teachers and students: by McGraw Hill *Actively Learn* for teachers to use with *Grades 3-12*: <https://reader.activelylearn.com/authoring/preview/4627629/notes>
- Meltzoff, A. N., & Barragan, R. C. (2021, December). Inclusive Hispanic values prominent from infancy. Invited talk at the Fourth Annual Hispanic Leadership Summit, New York City, NY.
https://www.youtube.com/watch?v=b9IV5WT1_gk
- Meltzoff, A. N. (2022, January). Early learning matters: Lessons for children for changing society. Presentation for the Governor-appointed Early Childhood Policy Council for the State of California.
- Master, A., Meltzoff, A. N., & Cheryan, S. (2022, February). Cracking the code: Encouraging girls in computer science and engineering. *Nature Partner Journals Science of Learning*.
<https://npjscilearncommunity.nature.com/posts/cracking-the-code-encouraging-girls-in-computer-science-and-engineering>
- Cheryan, S., Master, A., & Meltzoff, A. (2022, July). There are too few women in computer science and engineering. *Scientific American*. <https://www.scientificamerican.com/article/there-are-too-few-women-in-computer-science-and-engineering/>
- Master, A., Meltzoff, A. N., & Cheryan, S. (2022, August). How do gender stereotypes impact girls' interest in science? *Social Science Journal for Teens*. https://www.sciencejournalforkids.org/wp-content/uploads/2022/08/stereotypes_article.pdf
- Cheryan, S., Master, A., Meltzoff, A. N. (2023, February). Computer science and engineering need women. Commentary, *Scientific American*. <http://bit.ly/3WR6SB9>
- Master, A., Meltzoff, A. N., Tang, D., & Cheryan, S. (2025, May). When it comes to gender stereotypes, not all STEM fields are the same. *Psychology Today*. <https://bit.ly/psychologytoday202505>

SELECTED INTERNATIONAL ADDRESSES AND KEYNOTES

- Meltzoff, A. N. (1995, August). The role of action in early perception and cognition. Invited address at the Russian Child Development and Early Intervention Institute, St. Petersburg, Russia.
- Meltzoff, A. N. (1996, August). People, things, and actions in the *Umwelt* of infants. Invited address at an international conference hosted by the Norwegian Institute for Advanced Study, Oslo, Norway.
- Meltzoff, A. N. (1996, September). Infants' perception and understanding of persons. Invited talk at the Centennial of Jean Piaget's Birth, Geneva, Switzerland.
- Meltzoff, A. N. (1999, March). Imitation and representation of human acts in infancy. Invited address at conference entitled, *The Imitative Mind: Development, Evolution, and Brain Bases*, Seon, Germany.
- Meltzoff, A. N. (1999, July). The infancy of mind. Keynote address at the 11th Spoleto Festival for Science and Culture, Spoleto, Italy.
- Meltzoff, A. N. (2000, January). The scientist in the crib: Minds, brains, and how children learn. Invited address, Hsin-Yi Foundation Conference on Cognitive Development from 0-3, Taiwan.
- Meltzoff, A. N. (2000, July). Infants' understanding of people and things. Keynote address for the 21st International Conference on Infant Studies, Brighton, England.
- Meltzoff, A. N. (2004, October). Imitation and other minds "like me": Foundations of intersubjectivity. Norwegian Academy of Science and Letters, Oslo, Norway.

- Meltzoff, A. N. (2005, November). The nature of the preverbal mind. Kenneth Craik Lecture, University of Cambridge, Cambridge, England.
- Meltzoff, A. N. (2006, May). Imitative learning: Integrating developmental science and neuroscience. Invited address at the Nobel Forum, Stockholm, Sweden.
- Meltzoff, A. N. (2006, May). What science tells us about child development and the brain. Invited address at the Swedish House of Parliament, Stockholm, Sweden.
- Meltzoff, A. N. (2006, August). Insights from the child: Building bridges between developmental science, education, and neuroscience. Keynote address, World Organization for Early Childhood Education, Tromsø, Norway.
- Meltzoff, A. N. (2006, November). Foundations of social-cognitive development: The “Like-Me” hypothesis. Keynote address, Japanese Psychological Association (JPA), Fukuoka, Japan.
- Meltzoff, A. N. (2007, September). The social nature of the preverbal mind. Invited address at Developing Brain, Emerging Mind Conference. Academy of Finland, Helsinki, Finland.
- Meltzoff, A. N. (2007, November). The roots of social cognition. Kendon Smith Lecture. University of North Carolina, Greensboro, NC.
- Meltzoff, A. N. (2008, April). The scientific basis for compassion. Dialog between the Dalai Lama, Andrew Meltzoff, Richard Davidson, Daniel Siegel, & Alicia Lieberman. Seeds of Compassion Conference (internationally broadcast).
- Meltzoff, A. N. (2008, July). Social cognition and early language development. Keynote address, XI International Congress for the Study of Child Language (IASCL), Edinburgh, Scotland.
- Meltzoff, A. N. (2009, August). Social-emotional baby steps: Building blocks for theory of mind. Plenary address American Psychological Association 117th Annual Convention, Toronto, Canada.
- Meltzoff, A. N. (2010, September). Towards a new science of learning. Gould Lecture, NYU School of Medicine, New York, NY.
- Meltzoff, A. N. (2010, October). Early learning, neuroplasticity, and education: Developing social cognition. Invited paper at the Pontifical Academy of Sciences, Vatican City, Italy.
- Meltzoff, A. N. (2011, May). Social learning in children: Implications for mind, brain, and culture. Institute for Cognitive Neuroscience and Learning, Beijing Normal University, Beijing, China.
- Meltzoff, A. N. (2011, October). Imitation, cultural stereotypes, and identity formation. Paul B. Baltes Lecture. Max Planck Institute for Human Development at the Berlin-Brandenburg Academy of Sciences, Berlin, Germany.
- Meltzoff, A. N. (2012, January). The science of learning: Child development and STEM stereotypes. Address at the Organization for Economic Co-operation and Development (OECD), Paris, France.
- Meltzoff, A. N. (2012, June). Social learning in human infancy. Invited address at the Rovereto Workshop on Cognition and Evolution, Rovereto, Italy.
- Meltzoff, A. N. (2013, February). The child’s first 2000 days. Congressional Briefing, Washington, DC.
- Meltzoff, A. N. (2013, July). Neuroplasticity and childhood learning. Aspen Ideas Festival. Aspen, CO.
- Meltzoff, A. N. (2013, November). Minds, brains, and how children learn from culture. Invited public address, Wellcome Trust and India Alliance. New Delhi, India.
- Meltzoff, A. N. (2014, March). Social influences on learning. Keynote delivered at the OECD/ UNESCO Shanghai Science of Learning Symposium. Shanghai, China.
- Meltzoff, A. N. (2014, May). Social learning in youth: Implications for neuroscience, psychology, and society. Invited address at the Jacobs Foundation International Symposium. University of Zurich, Switzerland.
- Meltzoff, A. N. (2014, September). From the crib to the classroom: Social learning in the infant and child. Keynote address, Canadian Academy of Child and Adolescent Psychiatry, 34th Annual Conference. Toronto, CA.

- Meltzoff, A. N. (2014, September). Neural mirroring mechanisms, imitation, and social cognition in infants & children. Invited address, “What is Life” series, Karolinska Institute, Stockholm, Sweden.
- Meltzoff, A. N. (2014, October). Minds, brains, and how children learn from culture. Invited address for the Madrid Ministry of Education. Madrid, Spain.
- Meltzoff, A. N. (2015, July). STEM learning and identity development and in children. Brazilian Academy of Sciences, Rio de Janeiro, Brazil.
- Meltzoff, A. N. (2016, April). Social learning and how STEM stereotypes influence our children. White House Early STEM Education Summit, Washington, DC.
- Meltzoff, A. N. (2016, June). Imitation in infancy: Developing a post-Piagetian theory. Invited address 2nd Annual International Jean Piaget Conference. Geneva, Switzerland.
- Meltzoff, A. N. (2016, June). Integrating brain science and cultural stereotypes into theories of child development. Invited address, United Nations Educational, Scientific, and Cultural Organization (UNESCO). Geneva, Switzerland.
- Meltzoff, A. N. (2016, July). Kurt Koffka Prize Lecture: Origins and early development of social cognition. Giessen University, Giessen, Germany.
- Meltzoff, A. N. (2017, February). Minds, brains, and how children learn: From infants to society. Distinguished Lecture in Educational Neuroscience. Gallaudet University. Washington, DC.
- Meltzoff, A. N. (2017, October). Distinguished NSF Lecture: Development of social cognition: STEM stereotypes and social learning. National Science Foundation, Alexandria, VA.
- Meltzoff, A. N. (2018, January). Advancing theories of learning and development through infants and robots. Keynote address at: International Symposium on Systems Intelligence. Osaka University. Osaka, Japan.
- Meltzoff, A. N. (2018, March). Building bridges between psychology, education, and neuroscience: Equity matters. Invited address at 62nd Annual Meeting of the Comparative and International Education Society (CIES), Mexico City, Mexico.
- Meltzoff, A. N. (2018, October). Foundations of social cognition. Address delivered at international conference entitled, Developmental Social Neuroscience: A Field in the Making. Herzliya, Israel.
- Meltzoff, A. N. (2019, September). Child development: Connecting neuroscience, education, and psychology. Invited address for 10th International Brain Research Organization (IBRO) World Congress of Neuroscience. Daegu, South Korea.
- Meltzoff, A. N. (2019, October). Should high priority STEM education be a top priority? EnlightED – Reinventing education in a digital world. Madrid, Spain.
- Meltzoff, A. N. (2021, June). Early development of self-other relations: Messages from the bassinet. Invited address at the Congrès Français de Psychiatrie et de Psychopathologie de l’Enfant et de l’Adolescent. Reims, France.
- Meltzoff, A. N. (2022, May). How children learn from us: Implications for psychology, neuroscience, and society. International Psychology Students Initiative. Sarajevo, Bosnia/Herzegovina.
- Meltzoff, A. N. (2022, June). Societal stereotypes contribute to gender disparities in engineering. Keynote address at the International Women in Engineering Day. Korean Foundation for Women in Science, Engineering and Technology (WISET). Seoul, Korea.
- Meltzoff, A. (2023, February). Invited address: Social cognition and society: How links between self and other shape our social worlds. Winter Congress of the International Psychology Students Initiative. Zurich, Switzerland.