Andrew N. Meltzoff, Ph.D.

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

EDUCATIONAL BACKGROUND

Institution	*Degree*	*Dates*
Harvard University	B.A.	1968-1972
Oxford University	Ph.D.	1972-1976

EMPLOYMENT RECORD

Institution	*Position*	*Dates*
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, 2023)
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)
Elected: President-elect, American Psychological Association (APA), Division 7 (Developmental Psychology, 2026)

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

CURRENT & RECENT GRANTS (selected)

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). Brain, behavior, and development. Bezos Family Foundation. 2025-2028.
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). 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 = 137)

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. McGeveran (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. Hertzig (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. Hertzig 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. Jusczyk, 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.
    _____ Reprinted in: M. Hertzig & E. A. Farber (Eds.), *Annual progress in child psychiatry and child development*, (Vol, 32). New York, NY: Brunner/Mazel, 1999.
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.
78. Moore, M. K., & Meltzoff, A. N. (1999). New findings on object permanence: A developmental difference between two types of occlusion. *British Journal of Developmental Psychology*, *17,* 623-644.
    _____ 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.

80. Meltzoff, A. N., & Moore, M. K. (1999). Resolving the debate about early imitation. In A. Slater & D. Muir (Eds.), *The Blackwell reader in developmental psychology* (pp. 151-155). Oxford, UK: Blackwell.
_____ Reprinted in: D. Muir & A. Slater (Eds.), *Infant development: The essential readings* (176-182). Oxford, UK: Blackwell, 2000.
81. Meltzoff, A. N. (1999). Imitation. In R. A. Wilson & F. C, Keil (Eds.), *The MIT encyclopedia of the cognitive sciences* (pp. 389-390). Cambridge, MA: MIT Press.
82. Meltzoff, A. N. (1999). Born to learn: What infants learn from watching us. In N. A. Fox, & J. G. Warhol (Eds.), *The role of early experience in infant development* (pp. 145-164). Skillman, NJ: Pediatric Institute Publication.
83. Gopnik, A., Capps, L., & Meltzoff, A. N. (2000). Early theories of mind: What the theory theory can tell us about autism. In S. Baron-Cohen, H. Tager-Flusberg, & D. J. Cohen (Eds.), *Understanding other minds: Perspectives from developmental cognitive neuroscience* (2nd edition, pp. 50-72). Oxford, UK: Oxford University Press.
84. Dawson, G., Osterling, J., Meltzoff, A. N., & Kuhl, P. (2000). Case study of the development of an infant with autism from birth to 2 years of age. *Journal of Applied Developmental Psychology*, *21*, 299-313.
85. Meltzoff, A. N. (2000). Infancy: Learning and cognitive development. In A. Kazdin (Ed.), *Encyclopedia of psychology* (pp. 275-278). Washington, DC: APA Books.
86. Meltzoff, A. N. (2000). L'infanzia della mente: Ciò che i bambini ci insegnano su noi stessi. In P. Donghi (Ed.), *Aree di contagio* (pp. 43-64). Rome, Italy: GLF Editori Laterza.
87. Gleissner, B., Meltzoff, A. N., Bekkering, H. (2000). Children's coding of human action: Cognitive factors influencing imitation in 3-year-olds. *Developmental Science*, *3,* 405-414.
88. Meltzoff, A. N., & Moore, M. K. (2001). 'Discovery procedures' for people and things—The role of representation and identity. In F. Lacerda, M. Heimann, & C. von Hofsten (Eds.), *Emerging cognitive abilities in early infancy* (pp. 213-230). Mahwah, NJ: Erlbaum.
89. Meltzoff, A. N., & Brooks, R. (2001). 'Like Me' as a building block for understanding other minds: Bodily acts, attention, and intention. In B. Malle, L. J. Moses, & D. A. Baldwin (Eds.), *Intentions and intentionality: Foundations of social cognition* (pp. 171-191). Cambridge, MA: MIT Press.
90. Blakemore, S-J., Fonlupt, P., Pachot-Clouard, M., Darmon, C., Boyer, P., Meltzoff, A. N., Segebarth, C., Decety, J. (2001). How the brain perceives causality: An event-related fMRI study. *NeuroReport*, *12*, 3741-3746.
91. Meltzoff, A. N. (2002). Elements of a developmental theory of imitation. In A. N. Meltzoff, & W. Prinz (Eds.), *The imitative mind: Development, evolution, and brain bases* (pp. 19-41). Cambridge, MA: Cambridge University Press.
92. Prinz, W., & Meltzoff, A. N. (2002). An introduction to the imitative mind and brain. In A. N. Meltzoff, & W. Prinz (Eds.), *The imitative mind: Development, evolution, and brain bases* (pp. 1-15). Cambridge, England: Cambridge University Press.
93. Decety, J., Chaminade, T., Grèzes, J., & Meltzoff, A. N. (2002). A PET exploration of the neural mechanisms involved in reciprocal imitation. *NeuroImage*, *15*, 265-272.
94. Dawson, G., Carver, L., Meltzoff, A. N., Panagiotides, H., McPartland, J., & Webb, S. J. (2002). Neural correlates of face and object recognition in young children with autism spectrum disorder, developmental delay, and typical development. *Child Development*, *73,* 700-717.
95. Chaminade, T., Meltzoff, A. N., & Decety, J. (2002). Does the end justify the means? A PET exploration of the mechanisms involved in human imitation. *NeuroImage*, *15*, 318-328.

96. Meltzoff, A. N (2002). The 'Like-Me' theory for early social understanding: Imitation, intention, and intersubjectivity. In J. Nadel & J. Decety (Eds.), *Imitation, motor representations and intentionality* (pp. 33-57). Paris, France: Paris University Press.
97. Brooks, R., & Meltzoff, A. N. (2002). The importance of eyes: How infants interpret adult looking behavior. *Developmental Psychology*, *38*, 958-966.
98. Meltzoff, A. N. (2002). Imitation as a mechanism of social cognition: Origins of empathy, theory of mind, and the representation of action. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development* (pp. 6-25). Oxford, UK: Blackwell Publishers.
99. Carver, L. J., Dawson, G., Panagiotides, H., Meltzoff, A. N., McPartland, J., Gray, J., & Munson, J. (2003). Age-related differences in neural correlates of face recognition during the toddler and preschool years. *Developmental Psychobiology*, *42*, 148-159.
100. Meltzoff, A. N., & Decety, J. (2003). What imitation tells us about social cognition: A rapprochement between developmental psychology and cognitive neuroscience. *Philosophical Transactions of the Royal Society B: Biological Sciences*, *358*(1431), 491-500.
_____ Reprinted in: C. Frith & D. Wolpert (Eds.), *The neuroscience of social interaction: Decoding, influencing, and imitating the actions of others* (pp. 109-130). Oxford, UK: Oxford University Press, 2004.
101. Blakemore, S-J., Boyer, P., Pachot-Clouard, M., Meltzoff, A. N., Segebarth, C., & Decety, J. (2003). The detection of contingency and animacy from simple animations in the human brain. *Cerebral Cortex*, *13*, 837-844.
102. Meltzoff, A. N., & Carver, L. J. (2003). Memory in infancy. In J. Byrne, H. Eichenbaum, H. Roediger, & R. Thompson (Eds.), *Learning and memory* (2nd ed., pp. 254-258). Farmington Hills, MI: Macmillan.
103. Meltzoff, A. N. (2004). The case for a developmental cognitive science: Theories of people and things. In G. Bremner & A. Slater (Eds.), *Theories of infant development* (pp. 145-173). Oxford, UK: Blackwell.
104. Bernstein, D. M., Atance, C., Loftus, G., & Meltzoff, A. N. (2004). We saw it all along: Visual hindsight bias in children and adults. *Psychological Science, 15*, 264-267.
105. Decety, J., Jackson, P. L., Sommerville, J., Chaminade, T., & Meltzoff, A. N., (2004). The neural bases of cooperation and competition: An fMRI investigation. *NeuroImage, 23*, 744-751.
106. Moore, M. K., & Meltzoff, A. N. (2004). Object permanence after a 24-hr delay and leaving the locale of disappearance: The role of memory, space, and identity. *Developmental Psychology, 40*, 606-620.
107. Meltzoff, A. N. (2005). Imitation and other minds: The 'Like Me' hypothesis. In S. Hurley & N. Chater (Eds.), *Perspectives on imitation: From cognitive neuroscience to social science* (Vol. 2, pp. 55-77). Cambridge, MA: MIT Press.
_____. Reprinted in: J. Vauclair (Ed.), *Theories of infant cognitive development*. French Press, 2007.
_____. Reprinted in: D. Perez, S. Espanol, L. Skidelsky, & R. Minervino (Eds.), *Concepts: Contemporary debates in philosophy and psychology*. Buenos Aires: National Agency SRL Catalogs, 2011. (Spanish)
108. Bernstein, D. M., Loftus, G. R., & Meltzoff, A. N. (2005). Object identification in preschool children and adults. *Developmental Science, 8*, 151-161.
109. Chaminade, T., Meltzoff, A. N., & Decety, J. (2005). An fMRI study of imitation: Action representation and body schema. *Neuropsychologia, 43*, 115-127.
_____. Named most downloaded article in June and July 2005 by *Neuropsychologi*a.
110. Meltzoff, A. N. (2005). Imitation. In B. Hopkins (Ed.), *Cambridge encyclopedia of child development* (pp. 327-331). Cambridge, MA: Cambridge University Press.

111. Jackson, P. L., Meltzoff, A. N., & Decety, J. (2005). How do we perceive the pain of others: A window into the neural processes involved in empathy. *NeuroImage, 24*, 771-779.
112. Aylward, E. H., Park, J., Field, K. M., Grimme, A. C., Richards, T. L., Cramer, S. C., Meltzoff, A.N. (2005). Brain activation during face perception: Evidence of a developmental change. *Journal of Cognitive Neuroscience, 17*, 308-319.
113. Lengua, L. J., Long, A. C., Smith, K. I., & Meltzoff, A. N. (2005). Pre-attack symptomatology and temperament as predictors of children's responses to the September 11 terrorist attacks. *Journal of Child Psychology and Psychiatry, 46*, 631-645.
114. Huebner, C. E., & Meltzoff, A. N. (2005). Intervention to change parent-child reading style: A comparison of instructional methods. *Journal of Applied Developmental Psychology, 26*, 296-313.
115. Brooks, R., & Meltzoff, A. N. (2005). The development of gaze following and its relation to language. *Developmental Science, 8*, 535-543.
116. Atance, C. M., & Meltzoff, A. N. (2005). My future self: Young children's ability to anticipate and explain future states. *Cognitive Development, 20*, 341-361.
117. Carver, L. J., Meltzoff, A. N., & Dawson, G. (2006). Event-related potential (ERP) indices of infants' recognition of familiar and unfamiliar objects in 2- and 3-dimensions. *Developmental Science, 9*, 51-62.
118. Bransford, J., Stevens, R., Schwartz, D., Meltzoff, A. N., Pea, R., Roschelle, J., Vye, N., Kuhl, P. K., Bell, P., Barron, B., Reeves, B., & Sabelli, N. (2006). Learning theories and education: Toward a decade of synergy. In P. Alexander & P. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 209-244). Mahwah, NJ: Lawrence Erlbaum.
119. Bransford, J., Barron, B., Pea, R., Meltzoff, A. N., Kuhl, P. K., Bell, P., Stevens, R., Schwartz, D., Vye, N., Reeves, B., Roschelle, J., & Sabelli, N. (2006). Foundations and opportunities for an interdisciplinary science of learning. In K. Sawyer (Ed.), *Cambridge handbook of the learning sciences* (pp. 19-34). New York, NY: Cambridge University Press.
    _____. Reprinted in Chinese in 2010
    _____. Reprinted in Malaysian in 2011
120. Jackson, P. L., Brunet, E., Meltzoff, A. N., & Decety, J. (2006). Empathy examined through the neural mechanisms involved in imagining how I feel versus how you feel pain. *Neuropsychologia, 44*, 752-761.
121. Atance, C., & Meltzoff, A. N. (2006). Preschoolers' current desires warp their choices for the future. *Psychological Science, 17*, 583-587.
122. Heimann, M., Strid, K., Smith, L., Tjus, T. Ulvund, S. E., & Meltzoff, A. N. (2006). Exploring the relation between memory, gestural communication, and the emergence of language in infancy: A longitudinal study. *Infant and Child Development, 15*, 233-249.
123. Jackson, P. L., Meltzoff, A. N., & Decety, J. (2006). Neural circuits involved in imitation and perspective-taking. *NeuroImage, 31*, 429-439.
124. Lengua, L. J, Long, A. C., & Meltzoff, A. N. (2006). Pre-attack stress-load, appraisals, and coping in children's responses to the 9/11 terrorist attacks. *Journal of Child Psychology and Psychiatry, 47*, 1219-1227.
125. Toth, K., Munson, J., Meltzoff, A. N., & Dawson, G. (2006). Early predictors of communication development in young children with autism spectrum disorder: Joint attention, imitation, and toy play. *Journal of Autism and Developmental Disorders, 36*, 993-1005.
126. Strid, K., Tjus, T., Smith, L., Meltzoff, A. N., & Heimann, M. (2006). Infant recall memory and communication predicts later cognitive development. *Infant Behavior & Development, 29*, 545-553.

127. Meltzoff, A. N. (2007). 'Like me': A foundation for social cognition. *Developmental Science, 10*, 126-134.
_____. *Developmental Science* most cited paper in 2009.
128. Meltzoff, A. N., & Brooks, R. (2007). Eyes wide shut: The importance of eyes in infant gaze following and understanding other minds. In R. Flom, K. Lee, & D. Muir (Eds.), *Gaze following: Its development and significance*, (pp. 217-241). Mahwah, NJ: Erlbaum.
129. Meltzoff, A. N. (2007). Infants' causal learning: Intervention, observation, imitation. In A. Gopnik & L. Schulz (Eds.), *Causal learning: Psychology, philosophy, and computation* (pp. 37-47). Oxford, UK: Oxford University Press.
130. Rao, R. P., Shon, A. P., & Meltzoff, A. N. (2007). A Bayesian model of imitation in infants and robots. In C. L. Nehaniv & K. Dautenhahn (Eds.), *Imitation and social learning in robots, humans, and animals* (pp. 217-247). Cambridge: Cambridge University Press.
131. Toth, K., Dawson, G., Meltzoff, A. N., Greenson, J., & Fein, D. (2007). Early social, imitation, play, and language abilities of young non-autistic siblings of children with autism. *Journal of Autism and Developmental Disorders, 37*, 145-157.
132. Meltzoff, A. N. (2007). The 'like me' framework for recognizing and becoming an intentional agent. *Acta Psychologica, 124*, 26-43.
133. Repacholi, B. M., & Meltzoff, A. N. (2007). Emotional eavesdropping: Infants selectively respond to indirect emotional signals. *Child Development, 78*, 503-521.
134. Sobel, D., Yoachim, C., Gopnik, A., Meltzoff, A. N., & Blumenthal, E. (2007). The blicket within: Preschoolers' inferences about insides and causes. *Journal of Cognition and Development, 8*, 159-182.
135. Zimmerman, F. J., Christakis, D. A., & Meltzoff, A. N. (2007). Television and DVD/video viewing in children younger than 2 years. *Archives of Pediatrics and Adolescent Medicine, 161*, 473-479.
136. Bernstein, D. M., Atance, C., Meltzoff, A. N., & Loftus, G. R. (2007). Hindsight bias and developing theories of mind. *Child Development, 78*, 1374-1394.
137. Shon, A., Storz, J. J., Meltzoff, A. N., Rao, R. P. N. (2007). A cognitive model of imitative development in humans and machines. *International Journal of Humanoid Robotics, 4*, 387-406.
138. Cheng, Y., Meltzoff, A. N., Decety, J. (2007). Motivation modulates the activity of the human mirror-neuron system. *Cerebral Cortex, 17*, 1979-1986.
139. Meltzoff, A. N., & Brooks, R. (2007). Intersubjectivity before language: Three windows on preverbal sharing. In S. Bråten (Ed.), *On being moved: From mirror neurons to empathy* (pp. 149-174). Philadelphia, PA: John Benjamins.
140. Zimmerman, F. J., Christakis, D. A., & Meltzoff, A. N. (2007). Associations between media viewing and language development in children under 2 years. *Journal of Pediatrics, 151*, 364-368.
141. Lamm, C., Nusbaum, H. C., Meltzoff. A. N., & Decety, J. (2007). What are you feeling? Using functional magnetic resonance imaging to assess the modulation of sensory and affective responses during empathy for pain. *PLoS ONE, 2*, e1292.
142. Atance, C. M., & Meltzoff, A. N. (2007). How developmental science contributes to theories of future thinking. *Behavioral and Brain Sciences, 30*, 314-315.
143. Brooks, R., & Meltzoff, A. N. (2008). Infant gaze following and pointing predict accelerated vocabulary growth through two years of age: A longitudinal, growth curve modeling study. *Journal of Child Language, 35*, 207-220.
144. Demiris, Y., & Meltzoff, A. N. (2008). The robot in the crib: A developmental analysis of imitation skills in infants and robots. *Infant and Child Development, 17*, 43-53.

145. Meltzoff, A. N., & Williamson, R. A. (2008). Imitation and modeling. In M. M. Haith & J. B. Benson (Eds.), *Encyclopedia of infant and early childhood development* (Vol. 2, pp. 127-136). San Diego, CA: Academic Press.
_____. Reprinted in: In J. B. Benson & M. M. Haith (Eds.), *Language, memory, and cognition in infancy and early childhood*. Oxford, UK: Elsevier, 2009.
146. Carlson, S. M., & Meltzoff, A. N. (2008). Bilingual experience and executive functioning in young children. *Developmental Science, 11*(2), 282-298.
_____. Recognized as the most-downloaded paper in *Developmental Science* (2013 and 2014).
147. Williamson, R. A., Meltzoff, A. N., & Markman, E. M. (2008). Prior experiences and perceived efficacy influence 3-year-olds' imitation. *Developmental Psychology, 44*, 275-285.
148. Repacholi, B. M., Meltzoff, A. N., Olsen, B. (2008). Infants' understanding of the link between visual perception and emotion: 'If she can't see me doing it, she won't get angry.' *Developmental Psychology, 44*, 561-574.
149. Moore, M. K., & Meltzoff, A. N. (2008). Factors affecting infants' manual search for occluded objects and the genesis of object permanence. *Infant Behavior & Development, 31*, 168-180.
150. Raizada, R. S., Richards, T. L, Meltzoff, A. N., & Kuhl, P. K. (2008). Socioeconomic status predicts hemispheric specialization of the left inferior frontal gyrus in young children *NeuroImage, 40*, 1392-1401.
151. Meltzoff, A. N., & Brooks, R. (2008). Self-experience as a mechanism for learning about others: A training study in social cognition. *Developmental Psychology, 44*, 1257-1265.
152. Meltzoff, A. N., & Brooks, R. (2009). Social cognition and language: The role of gaze following in early word learning. In J. Colombo, P. McCardle, & L. Freund (Eds.), *Infant pathways to language: Methods, models, and research directions* (pp. 169-194). Mahwah, NJ: Erlbaum.
153. Munson, J., Faja, S., Meltzoff, A. N., Abbott, R., & Dawson, G. (2008). Neurocognitive predictors of social and communicative developmental trajectories in preschoolers with autism spectrum disorders. *Journal of the International Neuropsychological Society, 14*, 956-966.
154. Amsterlaw, J., Lagattuta, K. H., & Meltzoff, A. N. (2009). Young children's reasoning about the effects of emotional and physiological states on academic performance. *Child Development, 80*, 115-183.
155. Zack, E., Barr, R., Gerhardstein, P., Dickerson, D., & Meltzoff, A. N. (2009). Infant imitation from television using novel touch-screen technology. *British Journal of Developmental Psychology, 27*, 13-26.
156. Meltzoff, A. N. (2009). Roots of social cognition: The Like-Me framework. In D. Cicchetti & M. R. Gunnar (Eds.), *Minnesota Symposium on Child Psychology: Meeting the challenge of translational research in child psychology* (Vol. 35, pp. 29-58). New York, NY: John Wiley.
157. Liu, D., Meltzoff, A. N., & Wellman, H. M. (2009). Neural correlates of belief- and desire-reasoning. *Child Development, 80*, 1163-1171.
158. Meltzoff, A. N., & Williams, R. A. (2009). Imitation. In R. A. Shweder et al. (Ed.), *The child: An encyclopedic companion*. (pp. 480-481). Chicago, IL: University of Chicago Press.
159. Meltzoff, A. N., Kuhl, P. K., Movellan, J. & Sejnowski, T. J. (2009). Foundations for a new science of learning. *Science, 325*, 284-288.
_____. Reprinted in Chinese: *Journal of Distance Education* (2011). Bejing, China.
160. Moore, M. K., & Meltzoff, A. N. (2009). Numerical identity and the development of object permanence. In S. Johnson (Ed.), *Neo-constructivism* (pp. 61-83). New York, NY: Oxford University Press.
161. Meltzoff, A. N. (2010). Perceptual development: Imitation. In E. B. Goldstein (Ed.), *Encyclopedia of perception* (Vol. 2, pp. 748-750). Thousand Oaks, CA: Sage.

162. Lamm, C., Meltzoff, A. N., & Decety, J. (2010). How do we empathize with someone who is not like us? A functional magnetic resonance imaging study. *Journal of Cognitive Neuroscience, 22*, 362-376.
163. Williamson, R. A., Jaswal, V. K., & Meltzoff, A. N. (2010). Learning the rules: Observation and imitation of a sorting strategy by 36-month-old children. *Developmental Psychology, 46*, 57-65.
164. Bonawitz, L. B., Ferranti, D., Saxe, R. Gopnik, A., Meltzoff, A. N., Woodward, J., & Schulz, L., (2010). Just do it? Investigating the gap between prediction and action in toddlers' causal inferences. *Cognition, 115*, 104-117.
165. Meltzoff, A. N. (2010). Bridging between action representation and theory of mind. In P.A. Frensch and R. Schwarzer (Eds.), *Cognition and neuropsychology: Vol 1. International perspectives on psychological science* (pp. 15-33). New York, NY: Psychology Press.
166. Meltzoff, A. N., Brooks, R., Shon, A. P, & Rao, R. P. N. (2010). "Social" robots are psychological agents for infants: A test of gaze following. *Neural Networks, 23*, 966-972.
167. Kaipa, K., Bongard, J., & Meltzoff, A. N. (2010). Self-discovery enables robot social cognition: Are you my teacher? *Neural Networks, 23*, 1113-1124.
168. Meltzoff, A. N., & Williamson, R. A. (2010). The importance of imitation for theories of social-cognitive development. In G. Bremner & T. Wachs (Eds.), *Handbook of infant development* (2nd ed., pp. 345-364). Oxford, UK: Wiley-Blackwell.
169. Atance, C. M., Bernstein, D. M., & Meltzoff, A. N. (2010). Thinking about false belief: It's not just what children say, but how long it takes them to say it. *Cognition*, *116*, 297-301.
170. Gopnik, A., Wellman, H., Gelman, S., & Meltzoff, A. (2010). A computational foundation for cognitive development: Comment on Griffths et al. and McClelland et al. *Trends in Cognitive Sciences, 14*, 342-343.
171. Atance, C. M., Bélanger, M., & Meltzoff, A. N. (2010). Preschoolers' understanding of others' desires: Fulfilling mine enhances my understanding of yours. *Developmental Psychology, 46*, 1505-1513.
172. Wilson, A. C., Lengua, L. J., Meltzoff, A. N. & Smith, K. A. (2010). Parenting and temperament prior to September 11, 2001 and parenting specific to 9/11 as predictors of children's post-traumatic stress symptoms following 9/11. *Journal of Clinical Child and Adolescent Psychology, 39*, 445-459.
173. Marshall, P. J., Young, T., & Meltzoff, A. N. (2011). Neural correlates of action observation and execution in 14-month-old infants: An event-related EEG desynchronization study. *Developmental Science, 14*, 474-480.
174. Meltzoff, A. N. (2011). Social cognition and the origins of imitation, empathy, and theory of mind. In U. Goswami (Ed.), *Blackwell handbook of cognitive development* (2nd ed., pp. 49-75). Oxford, UK: Blackwell.
175. Moll, H., & Meltzoff, A. N. (2011). How does it look? Level 2 perspective-taking at 36 months of age. *Child Development, 82*, 661-673.
176. Cvencek, D., Meltzoff, A. N., & Greenwald, A. G. (2011). Math–gender stereotypes in elementary-school children. *Child Development, 82*, 766-779.
177. Marshall, P. J., & Meltzoff, A. N. (2011). Neural mirroring systems: Exploring the EEG mu rhythm in infancy. *Developmental Cognitive Neuroscience, 1*, 110-123.
178. Bernstein. D. M., Erdfelder. E., Meltzoff, A. N., Perria W., & Loftus, G. R. (2011). Hindsight bias from 3 to 95 years of age. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 37*, 378-391.
179. Cheryan, S., Meltzoff, A. N., & Kim, S. (2011). Classrooms matter: The design of virtual classrooms influences gender disparities in computer science classes. *Computers & Education, 57*, 1825-1835.

180. Cvencek, D., Greenwald, A. G., & Meltzoff, A. N. (2011). Measuring implicit attitudes of 4-year-olds: The Preschool Implicit Association Test. *Journal of Experimental Child Psychology, 109*, 187-200.
181. Moll, H., & Meltzoff, A. N. (2011). Perspective-taking and its foundation in joint attention. In J. Roessler, H. Lerman, & N. Eilan (Eds.), *Perception, causation and objectivity* (pp. 286-304). New York, NY: Oxford University Press.
182. Williamson, R. A., Meltzoff, A. N. (2011). Own and others' prior experiences influence children's imitation of causal acts. *Cognitive Development, 26*, 260-268.
183. Decety, J., & Meltzoff, A. N. (2011). Empathy, imitation, and the social brain. In A. Copland & P. Goldie (Eds.), *Empathy: Philosophical and psychological perspectives* (pp. 58-81). New York, NY: Oxford University Press.
184. Russell, J., Cheke, L. G., Clayton, N. S., & Meltzoff, A. N. (2011). What can What-When-Where (WWW) binding tasks tell us about young children's episodic foresight? Theory and two experiments. *Cognitive Development, 26*, 356-370.
185. Meltzoff, A. N. (2011). Out of the mouths of babes: Imitation, gaze, and intentions in infant research—The 'Like-Me' Framework. In S. R. Garrels (Ed.), *Mimesis and science: Empirical research on imitation and the mimetic theory of culture and religion* (pp. 55-74). East Lansing, MI: Michigan State University Press.
186. Moll, H. & Meltzoff, A. N. (2011). Joint attention as the fundamental basis of understanding perspectives. In A. Seemann (Ed.), *Joint attention: New developments in philosophy, psychology, and neuroscience* (pp. 393-413). Cambridge, MA: MIT Press.
187. Meltzoff, A.N. (2011). Social cognition and the seeds of education. In A. Battro, S. Dehaene, W. Singer (Eds.), *Human neuroplasticity and education* (pp. 202-217). Vatican City: Pontifical Academy of Science.
188. Cvencek, D., Greenwald, A. G., & Meltzoff, A. N. (2012). Balanced identity theory: Review of evidence for implicit consistency in social cognition. In B. Gawronski & F. Strack (Eds.), *Cognitive consistency: A fundamental principle of social cognition* (pp. 157-177). New York, NY: Guilford Press.
189. Bowman, L. C., Liu, D., Meltzoff, A. N., & Wellman, H. M. (2012). Neural correlates of belief- and desire-reasoning in 7- and 8-year-old children: An event-related potential study. *Developmental Science, 15,* 618-632.
190. Cvencek, D., Meltzoff, A. N., & Baron, A. S. (2012). Implicit measures of attitude in preschool children. In J. A. Banks (Ed.), *Encyclopedia of diversity in education* (Vol. 1, pp. 192-196). New York, NY: Sage.
191. Cvencek, D., & Meltzoff, A. N. (2012). Math-gender stereotypes in elementary school children. In J. A. Banks (Ed.), *Encyclopedia of diversity in education* (Vol. 3, pp. 1455-1460). New York, NY: Sage.
192. Meltzoff, A.N., Waismeyer, A., & Gopnik, A. (2012). Learning about causes from people: Observational causal learning in 24-month-old infants. *Developmental Psychology, 48*, 1215-1228.
193. Saby, J. N., Marshall, P. J., & Meltzoff, A. N. (2012). Neural correlates of being imitated: An EEG study in preverbal infants. *Social Neuroscience, 7*, 650-661.
194. Zalewski, M., Lengua, L., Fisher, P. A., Trancik, A., Bush, N., & Meltzoff, A. N., (2012). Poverty and single parenting: Relations with preschoolers' cortisol and effortful control. *Infant and Child Development, 21*, 537-554.
195. Loucks, J., & Meltzoff, A. N. (2013). Goals influence memory and imitation for dynamic human action in 36-month-old children. *Scandinavian Journal of Psychology*, *54*, 41-50.

196. Marshall, P. J., Saby, J. N., & Meltzoff, A. N. (2013). Imitation and the developing social brain: Infants' somatotopic EEG patterns for acts of self and other. *International Journal of Psychological Research*, *6*, 22-29.
197. Meltzoff, A. N. (2013). Origins of social cognition: Bidirectional self-other mapping and the "Like-Me" hypothesis. In M. R. Banaji & S. A. Gelman (Eds.), *Navigating the social world: What infants, children, and other species can teach us* (pp. 139-144). New York, NY: Oxford University Press.
198. Marshall, P. J., Saby, J. N., & Meltzoff, A. N. (2013). Infant brain responses to object weight: Exploring goal-directed actions and self-experience. *Infancy, 18,* 942-960.
199. Meltzoff, A. N., & Brooks, R. (2013). Gaze following and agency in human infancy. In J. Metcalfe and H. S. Terrance (Eds.), *Agency and joint attention* (pp. 125-138). New York, NY: Oxford University Press.
200. Meltzoff, A. N., & Gopnik, A. (2013). Learning about the mind from evidence: Children's development of intuitive theories of perception and personality. In S. Baron-Cohen, H. Tager-Flausber, & M. Lombardo (Eds.), *Understanding other minds* (3rd ed., pp. 19-34). Oxford, England: Oxford University Press.
201. Moll, H., Meltzoff, A. N., Merzsch, K., & Tomasello, M. (2013). Taking versus confronting perspectives in preschool children, *Developmental Psychology*, *49*, 646-654.
202. Meltzoff, A. N., & Williamson, R. A. (2013). Imitation: Social, cognitive, and theoretical perspectives. In P. R. Zelazo (Ed.). *The Oxford handbook of developmental psychology* (vol. 1, pp. 651-682). New York, NY: Oxford University Press.
203. Saby, J. N., Meltzoff, A. N., & Marshall, P. J. (2013). Infants' somatotopic neural responses to seeing human actions: I've got you under my skin. *PLoS ONE*, *8*, e77905.
204. Meltzoff, A. N., Williamson, R. A., & Marshall, P. J. (2013). Developmental perspectives on action science: Lessons from infant imitation and cognitive neuroscience. In W. Prinz, M. Beisert, & A. Herwig (Eds.), *Action science: Foundations of an emerging discipline* (pp. 281-306). Cambridge, MA: MIT Press.
205. Sommerville, J. A., Bernstein, D. M., & Meltzoff, A. N. (2013). Measuring beliefs in centimeters: Private knowledge biases preschoolers' and adults' representation of others' beliefs. *Child Development*, *84*, 1846-1854.
206. Zack, E., Gerhardstein, P., Meltzoff, A. N., Barr, R. (2013). 15-month-olds' transfer of learning between touch screen and real world displays: Language cues and cognitive loads. *Scandinavian Journal of Psychology*, *54*, 20-25.
207. Master, A., Cheryan, S., & Meltzoff, A.N. (2014). Reducing adolescent girls' concerns about STEM stereotypes: When do female teachers matter? *International Review of Social Psychology, 27*, 79-102.
208. Brooks, R., & Meltzoff, A. N. (2014). Gaze following: A mechanism for building social connections between infants and adults. In M. Mikulincer & P. R. Shaver (Eds.), *Mechanisms of social connection: From brain to group* (pp. 167-183). Washington, DC: American Psychological Association.
209. Baron, A. S., Schmader, T., Cvencek, D., & Meltzoff, A. N. (2014). How implicit gender stereotypes and attitudes shape self-definition. In H. Tanenbaum, & P. J. Leman (Eds.), *Gender and development* (pp. 109-132). Philadelphia, PA: Psychology Press.
210. Marshall, P. J., & Meltzoff, A. N. (2014). Neural mirroring mechanisms and imitation in human infants. *Philosophical Transactions of the Royal Society: Biological Sciences, 369*: 20130620.

211. Harms, M. B., Zayas, V., Meltzoff, A. N., & Carlson, S. M. (2014). Stability of executive function and predictions to adaptive behavior from middle childhood to pre-adolescence. *Frontiers in Psychology*, *5*, 1-11.
_____. Reprinted in: Moriguchi, Y., Zelazo, P. D., & Chevalier, N. (Eds.), 2016. *Development of executive function during childhood* (pp. 133-143). Lausanne: Frontiers.
212. Cvencek, D., Meltzoff, A. N., Kapur, M. (2014). Cognitive consistency and math–gender stereotypes in Singaporean children. *Journal of Experimental Child Psychology, 117*, 73-91.
213. Taylor, A. H., Cheke, L. G., Waismeyer, A., Meltzoff, A. N., Miller, R., Gopnik, A., Clayton, N. S. & Gray. R. D. (2014). Of babies and birds: complex tool behaviours are not sufficient for the evolution of the ability to create a novel causal intervention. *Proceedings of the Royal Society: Biological Sciences*, *281*, 20140837.
214. Repacholi, B., Meltzoff, A. N., Rowe, H., & Toub, T. S. (2014). Infant, control thyself: Infants' integration of multiple social cues to regulate their imitative behavior. *Cognitive Development, 32*, 46-57.
215. Cheryan, S., Ziegler, S., Plaut, V. C., Meltzoff, A. N. (2014). Designing classrooms to maximize student learning. *Policy Insights from the Behavioral and Brain Science, 1,* 4-12.
216. Cvencek, D., Nasir, N. S., O'Connor, K. O., Wischnia, S., & Meltzoff, A. N. (2015). The development of math–race stereotypes: "They say Chinese people are the best at math." *Journal of Research on Adolescence*, *25*, 630-637.
217. Brooks, R., & Meltzoff, A. N. (2015). Connecting the dots from infancy to childhood: A longitudinal study connecting gaze following, language, and explicit theory of mind. *Journal of Experimental Child Psychology*, *130*, 67-78.
218. Waismeyer, A., Meltzoff, A. N., & Gopnik, A. (2015). Causal learning from probabilistic events in 24-month-olds: An action measure. *Developmental Science*, *18*, 175-182.
219. Cvencek, D., & Meltzoff, A. N. (2015). Developing implicit social cognition in early childhood: Methods, phenomena, prospects. In S. Quinn & S. Robson (Eds.), *Routledge international handbook of young children's thinking and understanding* (pp. 43-53). London, England: Routledge.
220. Cheryan, S., Master, A., & Meltzoff, A. N. (2015). Cultural stereotypes as gatekeepers: Increasing girls' interest in computer science and engineering by diversifying stereotypes. *Frontiers in Psychology*, *6*, 49.
_____. Reprinted in: S. J. Ceci, W. M. Williams, & S. Kahn (Eds.). (2018). *The underrepresentation of women in science: International and cross-disciplinary evidence and debate*. Lausanne, Switzerland: Frontiers.
221. Williamson, R. A., Brooks, R., & Meltzoff, A. N. (2015). The sound of social cognition: Toddlers' understanding of how sound influences others. *Journal of Cognition and Development, 16, 252-260*.
222. Wang, Z., Meltzoff, A. N., & Williamson, R. A. (2015). Social learning promotes understanding of the physical world: Preschool children's imitation of weight sorting. *Journal of Experimental Child Psychology*, *136*, 82-91.
223. Cvencek, D., Kapur, M., & Meltzoff, A. N. (2015). Math achievement, stereotypes, and math self-concepts among elementary-school students in Singapore. *Learning and Instruction*, *39*, 1-10.
224. Saby, J. N., Meltzoff, A. N., & Marshall, P. J. (2015). Neural body maps in human infants: Somatotopic responses to tactile stimulation in 7-month-olds. *NeuroImage*, *118*, 74-78.
225. Wang, Z. Williamson, R. A., & Meltzoff, A. N. (2015). Imitation as a mechanism in cognitive development: A cross-cultural investigation of 4-year-old children's rule learning. *Frontiers in Psychology*, *6*, 562.

226. Conboy, B. T., Brooks, R., Meltzoff, A. N., & Kuhl, P. K. (2015). Social interaction in infants' learning of second-language phonetics: An exploration of brain-behavior relations. *Developmental Neuropsychology*, *40*, 216-229.
227. Marshall, P. J., & Meltzoff, A. N. (2015). Body maps in the infant brain. *Trends in Cognitive Sciences*, *19*, 499-505.
228. Chung, M. J., Friesen, A. L., Fox, D., Meltzoff, A. N., & Rao, R. P. N. (2015). A Bayesian developmental approach to robotic goal-based imitation learning. *PLoS ONE, 10*, e0141965.
229. Cvencek, D., Greenwald, A. G., & Meltzoff, A. N. (2016). Implicit measures for preschool children confirm self-esteem's role in maintaining a balanced identity. *Journal of Experimental Social Psychology, 62,* 50-57.
230. Boucenna, S., Cohen, D., Meltzoff, A. N., Gaussier, P., & Chetouani, M. (2016). Robots learn to recognize individuals from imitative encounters with people and avatars. *Scientific Reports, 6*, 19908.
231. Repacholi, B. M., Meltzoff, A. N., Toub, T. S., & Ruba, A. L. (2016). Infants' generalizations about other people's emotions: Foundations for trait-like attributions. *Developmental Psychology, 52*, 364-378.
232. Master, A., Cheryan, S., & Meltzoff, A. N. (2016). Computing whether she belongs: Stereotypes undermine girls' interest and sense of belonging in computer science. *Journal of Educational Psychology, 108*, 424-437.
233. Repacholi, B. M., Meltzoff, A. N., Hennings, T. M., & Ruba, A. L. (2016). Transfer of social learning across contexts: Exploring infants' attribution of trait-like emotions to adults. *Infancy, 21*, 785-806.
234. Meltzoff, A. N., & Kuhl, P. K., (2016). Exploring the infant social brain. *Zero to Three Journal*, *36*, 1-9.
235. Master, A., Cheryan, S., & Meltzoff, A. N. (2016). Motivation and identity. In K. Wentzel & D. Miele (Eds.), *Handbook of motivation at school (2nd edition,* pp. 300-319). Taylor & Francis/Routledge, London: England.
236. Faja, S., Dawson, G., Sullivan, K., Meltzoff, A. N., Estes, A., Bernier, R. (2016). Executive function predicts the development of play skills for verbal preschoolers with autism spectrum disorders. *Autism Research, 9*, 1274-1284.
237. Saby, J. N., Meltzoff, A. N., & Marshall, P. J. (2016). Beyond the N1: A review of late somatosensory evoked responses in human infants. *International Journal of Psychophysiology, 110*, 146-152.
238. Master A., Meltzoff, A. N., & Lent, R. (2016). Neuroscience, psychology, and society: Translating research to improve learning. *Prospects—UNESCO, 46,* 191-198.
239. Master A., & Meltzoff, A. N. (2016). Building bridges between psychological science and education: Cultural stereotypes, STEM, and equity. *Prospects—UNESCO, 46,* 215-234.
240. Loucks, J., Mutschler, C., & Meltzoff, A. N. (2017). Children's representation and imitation of events: How goal organization influences 3-year-old children's memory for action sequences. *Cognitive Science*, *41*, 1904-1933.
241. Rabinowitch, T-C., & Meltzoff, A. N. (2017). Synchronized movement experience enhances peer cooperation in preschool children. *Journal of Experimental Child Psychology, 160*, 21-32.
242. Master, A., Cheryan, S., & Meltzoff, A. N. (2017). Social group membership increases STEM engagement among preschoolers. *Developmental Psychology, 53*, 201-209.
243. Meltzoff, A. N., & Williamson, R. A. (2017). Imitation and modeling. In: M. M. Haith & J. B. Benson (Eds.), *Encyclopedia of infant and early childhood development*: *Reference module in neuroscience and biobehavioral psychology* (pp. 1-10). London, UK: Elsevier.

244. Skinner, A. L., Meltzoff, A. N., & Olson, K. R. (2017). "Catching" social bias: Exposure to biased nonverbal signals creates social bias in preschool children. *Psychological Science, 28*, 216-224.
_____. Received Preregistration Challenge Award from Center for Open Science.
245. Master, A., Cheryan, S., Moscatelli, A., & Meltzoff, A. N. (2017). Programming experience promotes higher STEM motivation among first-grade girls. *Journal of Experimental Child Psychology, 160,* 92-106.
246. Prieto, J. P-A., Cvencek, D., Llácer, C. V. H., Escobar, A. H., & Meltzoff, A. N. (2017). Preschoolers' mathematical play and colour preferences: A new window into the development of gendered beliefs about math. *Early Child Development and Care, 187*, 1273-1283.
247. Waismeyer, A., & Meltzoff, A. N. (2017). Learning to make things happen: Infants' observational learning of social and physical causal events. *Journal of Experimental Child Psychology, 162*, 58-71.
248. Rabinowitch, T-C., & Meltzoff, A. N. (2017). Joint rhythmic movement increases 4-year-old children's prosocial sharing and fairness toward peers. *Frontiers in Psychology*, *8*, 1050.
249. Rogers, L. O., & Meltzoff, A. N. (2017). Is gender more important and meaningful than race? An analysis of racial and gender identity among Black, White, and Mixed-race children. *Cultural Diversity and Ethnic Minority Psychology, 23*, 323-334.
250. Meltzoff, A. N. (2017). Elements of a comprehensive theory of infant imitation. *Behavioral and Brain Sciences*, 2017, *40*, e396.
251. Shen, G., Smyk, N., Meltzoff, A. N., & Marshall, P. J. (2018). Using somatosensory mismatch responses as a window into somatotopic processing of tactile stimuli. *Psychophysiology*, *55*, e13030.
252. Meltzoff, A. N., Murray, L., Simpson, E., Heimann, M., Nagy, E., Nadel, J., Pedersen, E., Brooks, R., Messinger, D., Pascalis, L., Subiaul, F., Paukner, A., Ferrari, P. F. (2018). Re-examination of Oostenbroek et al. (2016): Evidence for neonatal imitation of tongue protrusion. *Developmental Science, 21*, e12609.
253. Rosen, M. L., Sheridan, M. A., Sambrook, K. A., Peverill, M. R., Meltzoff, A. N., McLaughlin, K. A. (2018). The role of visual association cortex in associative memory formation across development. *Journal of Cognitive Neuroscience*, *30*, 365-380.
254. Shen, G., Meltzoff, A. N., & Marshall, P. J. (2018). Touching lips and hearing fingers: Effector-specific congruency between tactile and auditory stimulation modulates N1 amplitude and alpha desynchronization. *Experimental Brain Research*, *236*, 13-29.
255. Cvencek, D., Fryberg, S. A., Covarrubias, R., & Meltzoff, A. N., (2018). Self-concepts, self-esteem, and academic achievement of minority and majority North American elementary school children. *Child Development*, *89*, 1099-1109.
256. Rosen, M. L., Sheridan, M. A., Sambrook, B. S., Meltzoff, A. N., & McLaughlin, K. A. (2018). Socioeconomic disparities in academic achievement: A multi-modal investigation of neural mechanisms in children and adolescents. *NeuroImage*, *173*, 298-310.
257. Wang, P., Williamson, R. A., Meltzoff, A. N., (2018). Preschool physics: Using the invisible property of weight in causal reasoning tasks. *PLoS ONE, 13*, e0192054.
258. Rosen, M. L., Sheridan, M. A., Sambrook, K. A., Dennison, M. J., Jenness, J. L., Askren, M. K., Meltzoff, A. N., McLaughlin, K. A. (2018). Salience network responses to changes in emotional expressions of others is heightened during adolescence: Relevance for social functioning. *Developmental Science, 21*(3), e12571.
_____. *Developmental Science* Early Researcher Prize awarded for best original scientific paper with early-career researcher (Rosen) as primary author.

259. Meltzoff, A. N., Ramírez, R. R., Saby, J. N., Larson, E., Taulu, S., & Marshall, P. J. (2018). Infant brain responses to felt and observed touch of hands and feet: An MEG study. *Developmental Science, 21*, e12651.
260. Meltzoff, A. N. (2018). Au commencement était l'imitation. *Sciences Psy*, *14*, 26-33.
_____. Reprinted in: *Journal des éducateurs de jeunes enfance*, 2018, *72*, 40-45.
_____. Reprinted and expanded in: B. Cyrulnik (Ed.) (2019). *Faut-il imiter pour exister?* (pp. 21-40). Paris, France: Philippe Duval Editions.
261. Shen, G., Smyk, N., Meltzoff, A. N., & Marshall, P. J. (2018). Neuropsychology of human body parts: Exploring categorical boundaries of tactile perception using somatosensory mismatch responses. *Journal of Cognitive Neuroscience*, *30*, 1858-1869.
262. Meltzoff, A. N., & Marshall, P. J. (2018). Human infant imitation as a social survival circuit. *Current Opinion in Behavioral Sciences*, *24*, 130-136.
263. Repacholi, B. M., & Meltzoff, A. N. (2018). The web of emotion understanding in human infants. In A. Fox, R. Lapate, A. Shackman, & R. Davidson. *The nature of emotion: Fundamental questions* (2nd edition, pp. 264-268). New York: Oxford University Press.
264. Shen, G., Weiss, S. M., Meltzoff, A. N., & Marshall, P. J. (2018). The somatosensory mismatch negativity as a window into body representations in infancy. *International Journal of Psychophysiology*, *134*, 144-150.
265. Weiss, S. M., Meltzoff, A. N., & Marshall, P. J. (2018). Neural measures of anticipatory bodily attention in children: Relations with executive function. *Developmental Cognitive Neuroscience, 34,* 148-158.
266. Drew, A. R., Meltzoff, A. N., & Marshall, P. J. (2018). Interpersonal influences on body representations in the infant brain. *Frontiers in Psychology*, *9*, e2601.
267. Skinner, A., & Meltzoff, A. N. (2019). Childhood experiences and intergroup biases among children. *Social Issues and Policy Review,13,* 211-240.
268. Meltzoff, A. N., Saby, J. N., & Marshall, P. J. (2019). Neural representations of the body in 60-day-old human infants. *Developmental Science*, *22*, e12698.
269. del Río, M. F., Strasser, K., Cvencek, D., Susperreguy, M. I., & Meltzoff, A. N. (2019). Chilean kindergarten children's beliefs about mathematics: Family matters. *Developmental Psychology*, 55, 687-702
270. Meltzoff, A. N., Murray, L., Simpson, E., Heimann, M., Nagy, E. J., Nadel, J., Pedersen, E., Brooks, R., Messinger, D. S., De Pascalis, L., Subiaul, F., Paukner, A., Ferrari, P. F. (2019). Eliciting imitation in early infancy. *Developmental Science*, *22*, e12738.
271. Meltzoff, A. N., & Cvencek, D. (2019). How children's stereotypes shape children's STEM identity and learning. In P. K. Kuhl, S-S. Lim, S. Guerriero, & D. van Damme (Eds.), *Developing minds in the digital age: Towards a science of learning for 21st century education* (pp. 37-47). Paris: France, OECD Publishing.
272. Ruba, A. L., Meltzoff, A. N., Repacholi, B. R. (2019). How do you feel? Preverbal infants match negative emotions to events. *Developmental Psychology*, *55*, 1138-1149.
273. Shen, G., Meltzoff, A. N., & Marshall, P. J. (2019). Body representations as indexed by oscillatory EEG activities in the context of tactile novelty processing. *Neuropsychologia*, *132*, 107144.
274. Rosen, M. L., Meltzoff, A. N., Sheridan, M. A., & McLaughlin, K. A. (2019). Distinct aspects of the early environment contribute to associative memory, cued attention, and memory-guided attention: Implications for academic achievement. *Developmental Cognitive Neuroscience*, *40*, 100731.

275. Brooks, R., Singleton, J. L., & Meltzoff, A. N. (2020). Enhanced gaze-following behavior in Deaf infants of Deaf parents. *Developmental Science*, *23*, e12900. https://doi.org/10.1111/desc.12900
_____. Image selected for cover of issue.
276. Barragan, R. C., Brooks, R., & Meltzoff, A. N. (2020). Altruistic food sharing behavior by human infants after a hunger manipulation. *Scientific Reports*, *10*, 1785. https://doi.org/10.1038/s41598-020-58645-9
_____. In top 99% of research articles tracked of a similar age in all journals (according to *Scientific Reports* Altmetric data).
277. Wang, Z., & Meltzoff, A. N. (2020). Imitation in Chinese preschool children: Influence of prior self-experience and pedagogical cues on the imitation of novel acts in a non-Western culture. *Frontiers in Psychology*, *11*, 662. https://doi.org/10.3389/fpsyg.2020.00662
278. Ruba, A. L., Meltzoff, A. N., & Repacholi, B. M. (2020). Superordinate categorization of negative facial expressions in infancy: The influence of labels. *Developmental Psychology*, *56*(4), 671-685. https://doi.org/10.1037/dev0000892
279. Master, A. H., & Meltzoff, A. N. (2020). Cultural stereotypes and sense of belonging contribute to gender gaps in STEM. *International Journal of Gender, Science and Technology*, *12*(1), 152-198. http://genderandset.open.ac.uk/index.php/genderandset/article/view/674
280. Lee, C. D., Meltzoff, A. N., & Kuhl, P. K., (2020). The braid of human learning and development: Neuro-physiological processes and participation in cultural practices. In N. S. Nasir, C. D. Lee, R. Pea, & M. K. de Royston (Eds.), *Handbook of the cultural foundations of learnin*g (pp. 24-43). New York, NY: Routledge. https://ilabs.uw.edu/wp-content/uploads/Handbook_2020.pdf
281. Shen, G., Meltzoff, A. N., Weiss, S. M., & Marshall, P. J. (2020). Body representation in infants: Categorical boundaries of body parts as assessed by somatosensory mismatch negativity. *Developmental Cognitive Neuroscience*, *44*, 100795. https://doi.org/10.1016/j.dcn.2020.100795
282. Cvencek, D., Greenwald, A. G., McLaughlin, K. A., & Meltzoff, A. N. (2020). Early implicit–explicit discrepancies in self-esteem as correlates of childhood depressive symptoms. *Journal of Experimental Child Psychology, 200*, 104962. https://doi.org/10.1016/j.jecp.2020.104962
283. Ruba, A., Meltzoff, A., & Repacholi, B. (2020). The development of negative event-emotion matching in infancy: Implications for theories in affective science. *Affective Science*, *1*, *4-19*. https://doi.org/10.1007/s42761-020-00005-x
284. Rosen, M. L., Hagen, M. P, Lurie, L. A., Miles, Z. E., Sheridan, M. A., Meltzoff, A. N., & McLaughlin, K. A. (2020). Cognitive stimulation as a mechanism linking socioeconomic status with executive function: A longitudinal investigation. *Child Development*, *91*(4), e762-779. https://doi.org/10.1111/cdev.13315
285. Marshall, P. M., & Meltzoff, A. N. (2020). Body maps in the infant brain: implications for developmental neurodisabilities. *Developmental Medicine & Child Neurology*, *62*(7), 778-783. https://doi.org/10.1111/dmcn.14540
286. Skinner, A. L., Olson, K. R., & Meltzoff, A. N. (2020). Acquiring group bias: Observing other people's nonverbal signals can create social group biases. *Journal of Personality and Social Psychology*, *119*(4), 824–838. https://doi.org/10.1037/pspi0000218
287. Cvencek, D, Paz-Albo, J., Master, A., Herranz Llácer, C. V., Hervás-Escobar, A., & Meltzoff, A. N. (2020). Math is for me: A field intervention to strengthen math self-concepts in Spanish-speaking 3rd grade children. *Frontiers in Psychology*, *11*, 593995. https://doi.org/10.3389/fpsyg.2020.593995
_____. Reprinted in: E. Galindo, A. Candeias, M. Lipowska, Ó. De Sousa, & M. Stueck (Eds.), *School achievement & failure: Prevention & intervention strategies*. Lausanne, CH: Frontiers.

288. Meltzoff, A. N., & Marshall, P. J. (2020). Importance of body representations in social-cognitive development: New insights from infant brain science. *Progress in Brain Research*, *254*, 25-48. https://doi.org/10.1016/bs.pbr.2020.07.009
289. Cvencek, D., Meltzoff, A. N., Maddox, C. D., Nosek, B. A., Rudman, L. A., Devos, T., Dunham, Y., Baron, A. S., Steffens, M. C., Lane, K., Horcajo, J., Ashburn-Nardo, L., Quinby, A., Srivastava, S. B., Schmidt, K., Aidman, E., Tang, E., Farnham, S., Mellott, D. S., Banaji, M. R., & Greenwald, A. G. (2020). Meta-analytic use of balanced identity theory to validate the implicit association test. *Personality and Social Psychology Bulletin*, *47*(2), 185-200. https://doi.org/10.1177/0146167220916631
290. Barragan, R. C., Oliveira, N., Khalvati, K., Brooks, R., Reinecke, K., Rao, R. P. N., Meltzoff, A. N. (2021). Identifying with all humanity predicts cooperative health behaviors and helpful responding during COVID-19. *PLoS One*, *16*(3), e0248234. https://doi.org/10.1371/journal.pone.0248234
291. Wang Z., Fong, F. T. K., Meltzoff, A. N. (2021). Enhancing same-gender imitation by highlighting gender norms in Chinese preschool children. *British Journal of Developmental Psychology*, *39*, 133-152. https://doi.org/10.1111/bjdp.12356
_____. Named as a top cited article for 2021 and 2022 by *BJDP*.
292. del Río, F. M., Susperreguy, M. I., Strasser, K., Cvencek, D. Iturra, C., Gallardo, I., & Meltzoff, A. N. (2021). Early sources of children's math achievement in Chile: The role of parental beliefs and feelings about math. *Early Education and Development, 32*(5), 637-652. https://doi.org/10.1080/10409289.2020.1799617
293. Barragan, R. C., & Meltzoff, A. N. (2021). Human infants can override possessive tendencies to share valued items with others. *Scientific Reports*, *11*, 9635. https://doi.org/10.1038/s41598-021-88898-x
294. Rosen, M. L., Rodman, A. M., Kasparek, S. W., Mayes, M., Freeman, M. M., Lengua, L. J., Meltzoff, A. N., & McLaughlin, K. A. (2021). Promoting youth mental health during the COVID-19 pandemic. A longitudinal study. *PLoS ONE*, *16*(8), *e0255294.* https://doi.org/10.1371/journal.pone.0255294
295. Cvencek, D., Brečić, R., Gaćeša, D., & Meltzoff, A. N. (2021). Development of math attitudes and math self-concepts: Gender differences, implicit–explicit dissociations, and relation to math achievement. *Child Development*, *92*(5), e940-e956. https://doi.org/10.1111/cdev.13523
296. Rosen, M., Lurie, L. A., Sambrook, K. A., Meltzoff, A. N., & McLaughlin, K. A. (2021). Neural mechanisms underlying the income-achievement gap: The role of the ventral stream. *Developmental Cognitive Neuroscience*, *52*, 101025. https://doi.org/10.1016/j.dcn.2021.101025
297. Master, A., Meltzoff, A. N., & Cheryan, S. (2021). Gender stereotypes about interests start early and cause gender disparities in computer science and engineering. *Proceedings of the National Academy of Sciences*, *118*(48), e2100030118. https://doi.org/10.1073/pnas.2100030118
_____. In top 99% of research outputs tracked of the same age (according to *PNAS* Altmetric data).
298. Lurie, L. A., Hagen, M., P., McLaughlin, K. A., Sheridan, M. A., Meltzoff, A. N., Rosen, M. L. (2021). Mechanisms linking socioeconomic status and academic achievement in early childhood: Cognitive stimulation and language. *Cognitive Development*, *58*, 101045. https://doi.org/10.1016/j.cogdev.2021.101045
299. Shen, G., Weiss, S. M., Meltzoff, A. N., & Marshall, P. J. (2021). Exploring developmental changes in infant anticipation and perceptual processing: EEG responses to tactile stimulation. *Infancy*, *27*, 97-114. https://doi.org/10.1111/infa.12438
300. Weissman, D. G., Rodman, A. M., Rosen, M. L., Kasparek, S. W., Mayes, M., Sheridan, M., Lengua, L. J., Meltzoff, A. N., & McLaughlin, K. A. (2021). Contributions of emotion regulation and brain structure and function to adolescent internalizing problems and stress

vulnerability during the COVID-19 pandemic: A longitudinal study. *Biological Psychology: Global Open Science*, *1*, 272-282. https://doi.org/10.1016/j.bpsgos.2021.06.001

301. Ruba, A. L., Meltzoff, A. N., Repacholi, B. (2021). Linguistic and developmental influences on superordinate facial configuration categorization in infancy. *Infancy*, *26*(6), 857-876. https://doi.org/10.1111/infa.12430
302. Smith, M. R., Parrish, K. H., Shimomaeda L., Zalewski M., Rosen, M., Rodman, A., Kasparek, S., Mayes, M., Meltzoff, A. N., McLaughlin, K. A. & Lengua, L. J. (2022). Early-childhood temperament moderates the prospective associations of coping with adolescent internalizing and externalizing symptoms. *Frontiers in Psychology, 13*, 1011095. https://doi.org/10.3389/fpsyg.2022.1011095
303. Clarke, M. D., Bosseler, A. N., Mizrahi, J., Peterson, E., Larson, E., Meltzoff, A. N., Kuhl, P. K., Taulu, S. (2022). Infant brain imaging using magnetoencephalography: Challenges, solutions, and best practices. *Human Brain Mapping, 43*(12), 3609-3619. https://doi.org/10.1002/hbm.25871
304. Reid-Russell, A., Miller, A. B., Cvencek, D., Meltzoff, A. N., & McLaughlin, K. A. (2022). Lower implicit self-esteem as a pathway linking childhood abuse to depression and suicidal ideation. *Development and Psychopathology*, *34*(4), 1272-1286. https://doi.org/10.1017/S0954579420002217
305. Lengua, L. J., Thompson, S. F., Kim, S. G., Rosen, M. L., Rodman, A. M., Kasparek, S. W., Mayes, M., Zalewski, M., Meltzoff, A. N., & McLaughlin, K. A. (2022). Maternal mental health mediates the effects of pandemic-related stressors on adolescent psychopathology during COVID-19. *Journal of Child Psychology and Psychiatry*, *63*(12), 1544-1552. https://doi.org/10.1111/jcpp.13610.
306. Lin, J-F. L., Imada, T., Meltzoff, A. N., Hiraishi, H., Ikeda. T., Takahashi, T., Hasegawa, C., Yoshimura, Y., Kikuchi, M., Hirata, M., Minabe, Y., Asada, M., & Kuhl, P. K. (2023). Dual-MEG interbrain synchronization during turn-taking verbal interactions between mothers and children. *Cerebral Cortex*, 33(*7*), 4116-4134. https://doi.org/10.1093/cercor/bhac330
307. Cortes Barragan, R. C., & Meltzoff, A. N. (2023). Prosociality and health: Identification with all humanity is a replicable predictor of prosocial motivation for health. *Frontiers in Psychology*, *13*, 1052713. https://doi.org/10.3389/fpsyg.2022.1052713
308. Master, A., Tang, D., Forsyth, D., Alexander, T M., Cheryan, S., & Meltzoff, A. N. (2023). Gender equity and motivational readiness for computational thinking in early childhood. *Early Childhood Research Quarterly*, *64*(3), 242-254. https://doi.org/10.1016/j.ecresq.2023.03.004
309. Kasparek, S. W., Rosen, M. L., Lurie, L. A., Cikara, M., Sambrook, K., Cvencek, D., Meltzoff, A. N., & McLaughlin, K. A. (2023). Differentiating between us & them: Reduced in-group bias as a novel mechanism linking childhood violence exposure with internalizing psychopathology. *Research on Child and Adolescent Psychopathology*, *51*, 961-975. https://doi.org/10.1007/s10802-023-01035-2
310. Cortes Barragan, R., Brooks, R. Sanders, E. A., & Meltzoff, A. N. (2024). Prosociality in young Latinx children: Exploring the role of grandparents. *Journal of Latinx Psychology, 12*(1), 79-99. https://dx.doi.org/10.1037/lat0000241
311. Rodman, A. M., Rosen, M. L., Kasparek, S. W., Mayes, M., Lengua, L., Meltzoff, A. N. & McLaughlin, K. A. (2024). Social experiences and youth psychopathology during the COVID-19 pandemic: A longitudinal study. *Development and Psychopathology*, *36*(1), 366-378. https://doi.org/10.1017/S0954579422001250
312. Rogers, L. O., Scott, K. E., Wintz, F., Eisenman, S., Dorsi, C., Chae, D., & Meltzoff, A. N. (2024). Exploring whether and how Black and White parents talk with their children about

race: M(ai)cro race conversations about Black Lives Matter. *Developmental Psychology*, *60*(3), 407-421. https://doi.org/10.1037/dev0001693

313. Meltzoff, A. N., & Gilliam, W. S. (2024). Young children & implicit racial biases. *Daedalus, Journal of the American Academy of Arts & Sciences*, *153*(1), 65-83. https://doi.org/10.1162/daed_a_02049
_____. Reprinted in: The MIT Press Reader. https://thereader.mitpress.mit.edu/how-children-acquire-racial-biases/
314. Bosseler, A. N., Meltzoff, A. N., Bierer, S. Huber, E., Mizrahi, J. C., Larson, E., Endevelt-Shapira, Y., Taulu, S., & Kuhl, P. K. (2024). Infants' brain responses to social interaction predict future language growth. *Current Biology*, *34*(8), 1731-1738. https://doi.org/10.1016/j.cub.2024.03.020
315. Endevelt-Shapira, Y., Bosseler, A. N., Mizrahi, J. C., Meltzoff, A. N., & Kuhl, P. K. (2024). Mother–infant social and language interactions at 3 months are associated with infants' productive language development in the third year of life. *Infant Behavior & Development*, *75*, Article 101929. https://doi.org/10.1016/j.infbeh.2024.101929
316. Cvencek, D., Brečić, R., Sanders, E. A., Gaćeša, D., Skala D., & Meltzoff A. N. (2024). Am I a good person? Academic correlates of explicit and implicit self-esteem during early childhood. *Child Development*, *95*(4), 1047-1962. https://doi.org/10.1111/cdev.14052
317. Endevelt-Shapira, Y., Bosseler, A. N., Zhao, T. C., Mizrahi, J. C., Meltzoff, A. N., Kuhl, P. K. (2024). Heart-to-heart: Infant heart rate at 3 months is linked to infant-directed speech, mother-infant interaction, and later language outcomes. *Frontiers in Human Neuroscience*, *18*, Article 1380075. https://doi.org/10.3389/fnhum.2024.1380075
318. Barragan, R. C., & Meltzoff, A. N. (2024). Opportunity to view the starry night sky is linked to human emotion and behavioral interest in astronomy. *Scientific Reports*, *14*, 19314. https://doi.org/10.1038/s41598-024-69920-4
_____. Top 100 most downloaded Sustainability papers in *Nature portfolio: Scientific Reports*.
319. Tang, D., Meltzoff, A. N., Cheryan, S., Fan, W., & Master, A. (2024). Longitudinal stability and change across a year in children's gender stereotypes about four different STEM fields. *Developmental Psychology*, *60*(6), 1109-1130. https://doi.org/10.1037/dev0001733
320. Rabinowitch, T-C., Brooks, R., & Meltzoff, A. N. (2024). Children in sync: Exploring how interpersonal synchrony experience induces cooperation between child peers. *Scientific Reports*, *14*, 2830. https://doi.org/10.1038/s41598-024-78810-8
321. Master, A., Alexander, T., Thompson, J., Fan, W., Meltzoff, A. N., & Cheryan, S. (2025). Causes and consequences of stereotypes: Interest stereotypes reduce adolescent girls' motivation to enroll in computer science classes. *Journal of Research on Technology in Education*, *57*(1), 56-83. https://doi.org/10.1080/15391523.2024.2402355
322. Ingraham, K. A., Zaino, N. L., Feddema, C., Hoffman, M. E., Gijbels, L., Sinclair, A., Meltzoff, A. N., Kuhl, P. K., Feldner, H. A., & Steele, K. M. (2025). Quantifying joystick interactions and movement patterns of toddlers with disabilities using powered mobility with an instrumented explorer mini. IEEE Transactions on Neural Systems and Rehabilitation Engineering, *33*, 431-440. https://doi.org/10.1109/TNSRE.2025.3528454
323. Zulauf-McCurdy, C. A., Woodward, D., Nazaire, O. R., Meltzoff, A. N. (2025). What do teachers do when preschoolers "misbehave"? Family matters. *Early Childhood Education Journal*, 53, 1157-1169. https://doi.org/10.1007/s10643-024-01668-y
324. Cvencek, D., Sanders, E. A., del Río, M. F., Susperreguy, M. I., Strasser, K., Brečić, R., Gaćeša, D., Skala, D., Tomasetto, C., Galdi, S., Cadinu, M., Kapur, M., Passolunghi, M. C., Ferreira, T. I., Mirisola, A., Mariani, B., & Meltzoff, A. N. (2025). National disparities favoring males

are reflected in girls' implicit associations about gender and academic subjects. *Developmental Psychology, 61*(3), 579-593. https://doi.org/10.1037/dev0001797

325. Master, A., Meltzoff, A. N., Tang, D., & Cheryan, S. (2025). Divergence in children's gender stereotypes and motivation across STEM fields. *Proceedings of the National Academy of Sciences*, *122*(18), e2408657122. https://doi.org/10.1073/pnas.2408657122
326. Kim, S. G., Rodman, A. M., Rosen, M. L., Kasparek, S. W., Mayes, M., Lengua, L. J., Meltzoff, A. N., & McLaughlin, K. A. (2025). The role of caregiver emotion regulation in youth mental health during the COVID-19 pandemic: A longitudinal study. *Development and Psychopathology, 37*(3), 1257-1271. https://doi.org/10.1017/S0954579424001081
327. Ní Choisdealbha, A., & Meltzoff, A. N. (2025). Advances in understanding the perception-production link: Evidence from infant eye, brain, and motor behavior. *Infant Behavior and Development, 80,* 102100. https://doi.org/10.1016/j.infbeh.2025.102100
328. Cortes Barragan, R., & Meltzoff, A. N. (2025). The socialization of cultural values and the development of Latin American prosociality. *Child Development Perspectives*, *19*(4), 209-216. https://doi.org/10.1111/cdep.12545
_____. 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
329. Cvencek, D., Sanders, E. A., Maddox, C., & Meltzoff, A. N. (2025). New online tools to assess children's implicit social cognition: Replication and generalization of in-person research. *Journal of Educational Psychology*, *117*(7), 1115-1136. https://doi.org/10.1037/edu0000953
330. Zulauf-McCurdy, C. A., Brooks, R., & Meltzoff, A. N. (2025). Preschool expulsion risk factors: Teachers' ratings of preschoolers' challenging behaviors vary by the cooperativeness of their parents. *Prevention Science*, *26*, 1010-1020. https://doi.org/10.1007/s11121-025-01838-3
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
332. Gijbels, L., Ingraham, K., Zaino, N., Hoffman, M., Mizrahi, J., Sinclair, A., Woo, B., Fragomeni, A., Meltzoff, A. N., Steele, K., Feldner, H., & Kuhl, P. K. (2026). Promoting agency and communication through powered mobility: A single-group, repeated measures intervention using the Explorer Mini in toddlers with motor disabilities. *Frontiers in Rehabilitation Sciences*, *6*, 1726259. https://doi.org/10.3389/fresc.2025.1726259
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. 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
336. Cortes Barragan, R., & Meltzoff, A. N. (2026). Caregiver simpatía predicts Latino children's prosocial behavior. *Cultural Diversity & Ethnic Minority Psychology*. Advance online publication. https://doi.org/10.1037/cdp0000811

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 (significant dissemination since 2010)

Meltzoff, A. N. (2011, September). Born to learn. Education Nation, sponsored by NBC, NYC, 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, Seeon, 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, Canada.

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.