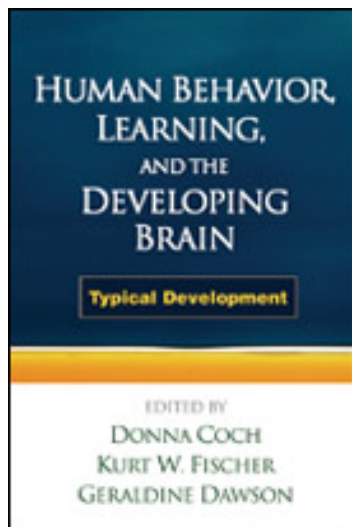


NEW RELEASE



Human Behavior, Learning, and the Developing Brain Typical Development



Edited by Donna Coch, Kurt W. Fischer
and Geraldine Dawson

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Overview

This state-of-the-science volume brings together leading authorities from multiple disciplines to examine the relationship between brain development and behaviour in typically developing children. Presented are innovative cross-sectional and longitudinal studies that shed light on brain-behaviour connections in infancy and toddlerhood through adolescence. Chapters explore the complex interplay of neurobiological and environmental influences in the development of memory, language, reading, inhibitory control, and other core aspects of cognitive, emotional, and social functioning. Throughout, the volume gives particular attention to what the research reveals about ways to support all children's learning and healthy development. Illustrations include four pages in full colour.

An authoritative stand-alone reference, this book can also be purchased in combination with the companion volume on atypical development. Together, these volumes provide a comprehensive overview of the field. They represent the contemporary successor to Dawson and Fischer's influential single-volume work, *Human Behaviour and the Developing Brain*.

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Reviews

"The development of brain networks underlying thought, feelings, and behaviour has become the basis for understanding important landmarks in the complex transition from infancy to adulthood. This book provides expert guidance on what is known—and what remains to be learned—about both the mechanisms common to all humans and the differences that form the basis of individuality."

-Michael I. Posner, PhD, Department of Psychology (Emeritus), University of Oregoná

"Contemporary research on the relationship between brain development and behaviour requires us to become familiar not only with the developing brain and behaviour change, but also with the cultural organisation of experience that, together, create the special nature of human beings. This carefully organised book provides an outstanding summary of the state of this complex, important topic. Important reading for all students of human development."

-Michael Cole, PhD, Departments of Psychology and Communication, University of California, San Diego

About the Editors

Donna Coch, EdD, is Assistant Professor in the Department of Education at Dartmouth College. She earned a doctoral degree from the Harvard University Graduate School of Education and conducted postdoctoral research at the University of Oregon. Dr. Coch's research focuses on what happens in the brain as children learn how to read, particularly in terms of phonological and orthographic processing. A goal of both her research and teaching is to make meaningful connections between the fields of developmental cognitive neuroscience and education.

Kurt W. Fischer, PhD, is Charles Bigelow Professor of Education and Human Development at the Harvard University Graduate School of Education and founder and director of the program in Mind, Brain, and Education. He studies cognitive and emotional development from birth through adulthood, combining analysis of the commonalities across people with the diversity of pathways of learning and development. Dr. Fischer is the author of several books and over 200 scientific articles, and is founding president of the International Mind, Brain, and Education Society and editor of its journal Mind, Brain, and Education.

Geraldine Dawson, PhD, is Professor of Psychology at the University of Washington, where she is also Director of the Autism Centre. She is internationally recognised for her pioneering research on early diagnosis and brain function in autism and early biological risk factors for psychopathology. Dr. Dawson has published over 125 scientific articles and chapters and a number of books, and has been the recipient of continuous research funding from the National Institutes of Health for her studies on autism and child psychopathology.

Audience

Researchers and practitioners in developmental and cognitive neuroscience, neuropsychology, developmental psychology, clinical psychology, education, and psychiatry; also of interest to advanced students.

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