

Litteraturlista

för kurs på grundnivå

Utvecklingspsykologi 1: Prenatalt till adolescens, teori
Developmental Psychology 1: Prenatal to adolescence,
theory

7.5 Högskolepoäng
7.5 ECTS credits

Kurskod: PSPR64
Gäller från: VT 2026
Fastställd: 2025-11-18

Litteratur

Brown, C. S., Biefeld, S. D., & Tam, M. J. (2020). *Gender in childhood*. Cambridge University Press.

Granqvist, P., & Duschinsky, R. (2021). Attachment Theory and Research. In *Oxford Research Encyclopedia of Psychology*.

National Scientific Council on the Developing Child. (2015). "Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13". <http://www.developingchild.harvard.edu>

Tamis-Lemonda, C., van der Steen, S. & Duffy, H. (2025). *Child Development: Context, culture, and cascades*.

Artiklar seminar 1: Studenterna läser en av följande artiklar (tilldelas av kursledaren)

Blair, C., & Raver, C. C. (2015). School readiness and self-regulation: a developmental psychobiological approach. *Annual Review of Psychology*, 66, 711–731.
<https://doi.org/10.1146/annurev-psych-010814-015221>

Bailey, R., & Jones, S. M. (2019). An Integrated Model of Regulation for Applied Settings. *Clinical Child and Family Psychology Review*, 22(1), 2–23. <https://doi.org/10.1007/s10567-019-00288-y>

Salmon, K., O’Kearney, R., Reese, E., & Fortune, C. A. (2016). The Role of Language Skill in Child Psychopathology: Implications for Intervention in the Early Years. *Clinical Child and Family Psychology Review*, 19(4), 352–367. <https://doi.org/10.1007/s10567-016-0214-1>

Zelazo, P. D., & Carlson, S. M. (2020). The neurodevelopment of executive function skills: Implications for academic achievement gaps. *Psychology & Neuroscience*, 13(3), 273–298.
<https://doi.org/10.1037/pne0000208>

Artiklar seminar 2: Studenterna läser två artiklar från dessa beroende på val av seminariegrupp.

Grupp A1

Gunderson, E. A., Sorhagen, N. S., Gripshover, S. J., Dweck, C. S., Goldin-Meadow, S., & Levine, S. C. (2018). Parent praise to toddlers predicts fourth grade academic achievement via children's incremental mindsets. *Developmental Psychology*, 54(3), 397.

Klapp, T., Klapp, A., & Gustafsson, J. E. (2024). Relations between students' well-being and academic achievement: evidence from Swedish compulsory school. *European Journal of Psychology of Education*, 39(1), 275-296.

Grupp A2

Haber, A. S., Kumar, S. C., & Corriveau, K. H. (2021). Boosting Children's Persistence through Scientific Storybook Reading. *Journal of Cognition and Development*, 1-12.

Yeager, D. S., Carroll, J. M., Buontempo, J., Cimpian, A., Woody, S., Crosnoe, R., ... & Dweck, C. S. (2022). Teacher Mindsets Help Explain Where a Growth-Mindset Intervention Does and Doesn't Work. *Psychological Science*, 33(1), 18-32.

Grupp B1

Valkenburg, P. M., Pouwels, J. L., Beyens, I., Driel, I. I. van, Keijsers, L., & Bowman, N. (2021). Adolescents' Social Media Experiences and Their Self-Esteem: A Person-Specific Susceptibility Perspective. *Technology, Mind, and Behavior*, 2(2).

Huber, B., Yeates, M., Meyer, D., Fleckhammer, L., & Kaufman, J. (2018). The effects of screen media content on young children's executive functioning. *Journal of Experimental Child Psychology*, 170, 72-85.

Grupp B2

Boer, M., Stevens, G., Finkenauer, C., & van den Eijnden, R. (2020). Attention deficit hyperactivity disorder symptoms, social media use intensity, and social media use problems in adolescents: Investigating directionality. *Child Development*, 91(4), e853-e865.

Yang, S., Saïd, M., Peyre, H., Ramus, F., Taine, M., Law, E. C., ... & Bernard, J. Y. (2024). Associations of screen use with cognitive development in early childhood: the ELFE birth cohort. *Journal of Child Psychology and Psychiatry*, 65(5), 680-693.

Grupp C1

Leonard, J. A., Berkowitz, T., & Shusterman, A. (2014). The effect of friendly touch on delay-of-gratification in preschool children. *Quarterly Journal of Experimental Psychology*, 67(11), 2123-2133.

Riem, M. M., Lotz, A. M., Horstman, L. I., Cima, M., Verhees, M. W., Alyousefi-van Dijk, K., ... & Bakermans-Kranenburg, M. J. (2021). A soft baby carrier intervention enhances amygdala responses to infant crying in fathers: a randomized controlled trial. *Psychoneuroendocrinology*, 132, 105380.

Grupp C2

Kadlaskar, G., Seidl, A., Tager-Flusberg, H., Nelson, C. A., & Keehn, B. (2019). Atypical response to caregiver touch in infants at high risk for autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 49(7), 2946-2955.

Nikolaeva, E. I., Dydenkova, E. A., Mayorova, L. A., & Portnova, G. V. (2024). The impact of daily affective touch on cortisol levels in institutionalized & fostered children. *Physiology & Behavior*, 277, 114479.

Grupp D1

Geraci, A., Simion, F., & Surian, L. (2022). Infants' intention-based evaluations of distributive actions. *Journal of Experimental Child Psychology*, 220, 105429.

Huppert, E., Cowell, J. M., Cheng, Y., Contreras-Ibáñez, C., Gomez-Sicard, N., Gonzalez-Gadea, M. L., ... & Decety, J. (2019). The development of children's preferences for equality and equity across 13 individualistic and collectivist cultures. *Developmental Science*, 22(2), e12729.

Grupp D2

Elenbaas, L., & Mistry, R. S. (2021). Distributive justice in society and among peers: 8-to 14-year-olds' views on economic stratification inform their decisions about access to opportunities. *Developmental Psychology*, 57(6), 951.

Chajes, J. R., Grossmann, T., & Vaish, A. (2022). Fairness takes time: development of cooperative decision making in fairness context. *Journal of experimental child psychology*, 216, 105344.