



Current psychology letters

Behaviour, brain & cognition

2002/3, 9 | 2002

Varia

Helping Young Children to Distinguish Appearance from Reality: The Role of Consecutive versus Simultaneous Dissociation of Representations

M.-H. PLumet and A.-M. Melot



Electronic version

URL: <http://journals.openedition.org/cpl/383>

ISSN: 1379-6100

Publisher

Centre PsyCLÉ

Printed version

Date of publication: 1 December 2002

Electronic reference

M.-H. PLumet and A.-M. Melot, « Helping Young Children to Distinguish Appearance from Reality: The Role of Consecutive versus Simultaneous Dissociation of Representations », *Current psychology letters* [Online], 2002/3, 9 | 2002, Online since 22 September 2003, connection on 19 April 2019. URL : <http://journals.openedition.org/cpl/383>

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