

**DIGITALCOMMONS**  
—@WAYNESTATE—

**Merrill-Palmer Quarterly**

---

Volume 59 | Issue 4

Article 6

---

2013

# Index

Merrill-Palmer Quarterly Editors

Follow this and additional works at: <http://digitalcommons.wayne.edu/mpq>

---

## Recommended Citation

Editors, Merrill-Palmer Quarterly (2013) "Index," *Merrill-Palmer Quarterly*: Vol. 59: Iss. 4, Article 6.

Available at: <http://digitalcommons.wayne.edu/mpq/vol59/iss4/6>

INDEX  
Vol. 59 (2013)

Issue 1	1–132
Issue 2	133–248
Issue 3	249–398
Issue 4	399–510

Abraham, M. M., & Kerns, K. A.—Positive and Negative Emotions and Coping as Mediators of Mother-Child Attachment and Peer Relationships. 399–425

Ainsworth, S., & Saffer, J.—Can Children Read Evolutionary Trees? 221–247

Bailey, A. L., *See* Reynolds Kelly, K., & Bailey, A. L.

Booth-LaForce, C., *See* Spencer, S. V., Bowker, J. C., Rubin, K. H., Booth-LaForce, C., & Laursen, B.

Bowker, J. C., *See* Spencer, S. V., Bowker, J. C., Rubin, K. H., Booth-LaForce, C., & Laursen, B.

Calabi, P., *See* Shtulman, A., & Calabi, P.

Carniol, A. M., & Vinden, P. G.—Enhancing Preschoolers' Understanding of Ambiguity in Communication: A Training Study on Misunderstandings. 79–105

Castellanos, P., *See* Smith, E. N., Grau, J. M., Duran, P. A., & Castellanos, P. Colwell, M. J., *See* Lindsey, E. W., & Colwell, M. J.

Conry-Murray, C.—Young Children's Understanding of Beliefs About Moral and Conventional Rule Violations. 489–510

DeHart, G. B., *See* Herrmann, P. A., French, J. A., DeHart, G. B., & Rosengren, K. S.

Duran, P. A., *See* Smith, E. N., Grau, J. M., Duran, P. A., & Castellanos, P.

Durbin, C. E., *See* Wilson, S., & Durbin, C. E.

- Echols, L., & Graham, S.—Birds of a *Different* Feather: How Do Cross-Ethnic Friends Flock Together? 461–488
- Evans, E. M., *See* Legare, C. H., Lane, J. D., & Evans, E. M.
- French, J. A., *See* Herrmann, P. A., French, J. A., DeHart, G. B., & Rosengren, K. S.
- Gelman, S. A., *See* Ware, E. A., Gelman, S. A., & Kleinberg, F.
- Giannotta, F., & Özdemir, M.—School Bonding and Alcohol Use in Italian Early Adolescents: What Comes First? 280–303
- Graham, S., *See* Echols, L., & Graham, S.
- Grau, J. M., *See* Smith, E. N., Grau, J. M., Duran, P. A., & Castellanos, P.
- Herrmann, P. A., French, J. A., DeHart, G. B., & Rosengren, K. S.—Essentialist Reasoning and Knowledge Effects on Biological Reasoning in Young Children. 198–220
- Howe, N., *See* Recchia, H. E., Wainryb, C., & Howe, N.
- Kahana-Kalman, R., *See* Tamis-LeMonda, C. S., Sze, I. N., Ng, F. F., Kahana-Kalman, R., & Yoshikawa, H.
- Kerns, K. A., *See* Abraham, M. M., & Kerns, K. A.
- Kleinberg, F., *See* Ware, E. A., Gelman, S. A., & Kleinberg, F.
- Lane, J. D., *See* Legare, C. H., Lane, J. D., & Evans, E. M.
- Laursen, B., *See* Spencer, S. V., Bowker, J. C., Rubin, K. H., Booth-LaForce, C., & Laursen, B.
- Legare, C. H., Lane, J. D., & Evans, E. M.—Anthropomorphizing Science: How Does It Affect the Development of Evolutionary Concepts? 168–197
- Lewin, A., Mitchell, S. J., & Ronzio, C. R.—Developmental Differences in Parenting Behavior: Comparing Adolescent, Emerging Adult, and Adult Mothers. 23–49
- Lindsey, E. W., & Colwell, M. J.—Pretend and Physical Play: Links to Preschoolers' Affective Social Competence. 330–360
- Mitchell, S. J., *See* Lewin, A., Mitchell, S. J., & Ronzio, C. R.
- Ng, F. F., *See* Tamis-LeMonda, C. S., Sze, I. N., Ng, F. F., Kahana-Kalman, R., & Yoshikawa, H.

- Özdemir, M., *See* Giannotta, F., & Özdemir, M.
- Recchia, H. E., Wainryb, C., & Howe, N.—Two Sides to Every Story? Parents' Attributions of Culpability and Their Interventions Into Sibling Conflict. 1–22
- Reynolds Kelly, K., & Bailey, A. L.—Dual Development of Conversational and Narrative Discourse: Mother and Child Interactions During Narrative Coconstruction. 426–460
- Ronzio, C. R., *See* Lewin, A., Mitchell, S. J., & Ronzio, C. R.
- Rosengren, K. S., *See* Herrmann, P. A., French, J. A., DeHart, G. B., & Rosengren, K. S.
- Rubin, K. H., *See* Spencer, S. V., Bowker, J. C., Rubin, K. H., Booth-LaForce, C., & Laursen, B.
- Saffer, J., *See* Ainsworth, A., & Saffer, J.
- Shtulman, A., & Calabi, P.—Tuition vs. Intuition: Effects of Instruction on Naïve Theories of Evolution. 141–167
- Smith, E. N., Grau, J. M., Duran, P. A., & Castellanos, P.—Maternal Depressive Symptoms and Child Behavior Problems Among Latina Adolescent Mothers: The Buffering Effect of Mother-Reported Partner Child Care Involvement. 304–329
- Spencer, S. V., Bowker, J. C., Rubin, K. H., Booth-LaForce, C., & Laursen, B.—Similarity Between Friends in Social Information Processing and Associations With Positive Friendship Quality and Conflict. 106–131
- Sze, I. N., *See* Tamis-LeMonda, C. S., Sze, I. N., Ng, F. F., Kahana-Kalman, R., & Yoshikawa, H.
- Tamis-LeMonda, C. S., Sze, I. N., Ng, F. F., Kahana-Kalman, R., & Yoshikawa, H.—Maternal Teaching During Play With Four-Year Olds: Variation by Ethnicity and Family Resources. 361–398
- Uttal, D. H.—Introduction to the Special Issue. 133–140
- Vinden, P. G., *See* Carmiol, A. M., & Vinden, P. G.
- Wainryb, C., *See* Recchia, H. E., Wainryb, C., & Howe, N.
- Ware, E. A., Gelman, S. A., & Kleinberg, F.—The Medium Is the Message: Pictures and Objects Evoke Distinct Conceptual Relations in Parent-Child Conversations. 50–78

---

Wilson, S., & Durbin, C. E.—Mother-Child and Father-Child Dyadic Interaction: Parental and Child Bids and Responsiveness to Each Other During Early Childhood. 249–279

Yoshikawa, H., *See* Tamis-LeMonda, C. S., Sze, I. N., Ng, F. F., Kahana-Kalman, R., & Yoshikawa, H.

