

Essential Reading from Cambridge

Toys, Play, and Child Development

Edited by Jeffrey H. Goldstein

Examines how toys and play contribute to the development of language, imagination, and intellectual achievement and how they can effectively be used in child psychotherapy.

1994 175 pp. 45062-4 Hardcover \$49.95
45564-2 Paperback \$14.95

Causal Mechanisms of Behavioural Development

Edited by Jerry A. Hogan and Johan J. Bolhuis

Discusses all the significant conceptual and empirical advances in the study of behavioral development. Features the approach that learning is considered to be one process contributing to the development of the individual from conception to death.

1994 480 pp. 43241-3 Hardcover \$54.95

What is Intelligence?

Edited by Jean Khalfa

A comprehensive study of the nature of intelligence covering language, infantile perception, visual perception, mathematics, and animal and artificial intelligence.

The Darwin College Lectures

1993 212 pp. 43307-X Hardcover \$29.95

Gender Development

Susan Golombok and Robyn Fivush

Provides an integrated review of the theory and research, tracing gender development from the moment of conception through adulthood and emphasizes the complex interaction of biology, socialization and cognition.

1994 272 pp. 40304-9 Hardcover \$49.95
40862-8 Paperback \$16.95

Blindness and Children

An Individual Differences Approach

David H. Warren

Concludes that many aspects of delayed development are not the result of visual impairment itself, but rather of environmental variables that tend to accompany it.

1994 400 pp. 45109-4 Hardcover \$59.95
45719-X Paperback \$22.95

The Transition from Infancy to Language

Acquiring the Power of Expression

Lois Bloom

Examines the expressive power children acquire as they begin to talk and analyzes their cognitive development, affect expression, and the social context for making the transition from prelinguistic expression to the expression of contents of mind.

1993 363 pp. 44031-9 Hardcover \$44.95

The Social Psychology of Minority Influence

Gabriel Mugny and Juan A. Perez

"...a very timely exposure to the important research and ideas stemming from Mugny, Perez, and their colleagues over the past 15 years."

— Sara M. Baker, *Contemporary Psychology*

European Monographs in Social Psychology

Copublished with the Maison des Sciences de l'Homme

1991 196 pp. 39054-0 Hardcover \$74.95

Now in paperback...

Problems and Methods in Longitudinal Research

Stability and Change

Edited by David Magnusson,

Lars R. Bergman, Georg Rudinger and Bertil Torestad

Focusing on methods of data treatment in longitudinal research, this volume emphasizes the importance of careful matching of methodology to the problem under consideration.

European Network on Longitudinal Studies on Individual Development

367 pp. 46732-2 Paperback \$34.95

Available in bookstores or from

CAMBRIDGE
UNIVERSITY PRESS

40 West 20th Street, New York, NY 10011-4211.
Call toll free 800-872-7423.

MasterCard/VISA accepted. Prices subject to change.

**EIGHTH ANNUAL
ROCHESTER SYMPOSIUM
ON
DEVELOPMENTAL
PSYCHOPATHOLOGY
OCTOBER 4-7, 1994**

The Eighth Annual Rochester Symposium on Developmental Psychopathology, sponsored by Dante Cicchetti, Ph.D. & Sheree L. Toth, Ph.D. of the Mt. Hope Family Center, University of Rochester, will be held on October 4-7, 1994 in Rochester, NY. This year's symposium will focus on the effects of trauma on the developmental process. For information and registration materials contact:

Jeanne Ledtke
Mt. Hope Family Center
187 Edinburgh Street
Rochester, NY 14608
(716) 275-2991

Instructions for Contributors

Development and Psychopathology strongly encourages contributions from a wide array of disciplines because an effective developmental approach to psychopathology necessitates a broad synthesis of knowledge. Manuscripts will be considered that address, for example, the causes and effects of genetic, ontogenetic, biochemical, cognitive, or socioeconomic factors in developmental processes with relevance to various risk or psychopathological conditions. The journal also seeks articles on the processes underlying the adaptive and maladaptive outcomes in populations at risk for psychopathology.

Manuscript Review Policy

Manuscripts will have a blind review by at least two scholars. Every effort will be made to notify authors within eight weeks of submission concerning the reviewers' recommendations and comments. Manuscripts will be promptly published upon acceptance. *Development and Psychopathology* has no page charges.

Manuscript Submission

Four copies of each manuscript should be submitted to:
Dante Cicchetti, PhD
Department of Psychology
Director, Mt. Hope Family Center
University of Rochester
187 Edinburgh Street
Rochester, NY 14608, U.S.A.

Manuscript Preparation and Style

General. All manuscripts must be typed on 8½" × 11" or A4 white bond paper with ample margins on all sides. The entire manuscript—including abstract, tables, and references—must be double-spaced. Manuscript pages must be numbered consecutively. Language of publication: English.

Style and Manuscript Order. Follow the general style guidelines set forth in the *Publication Manual of the American Psychological Association* (3rd ed.). The Editor may find it necessary to return manuscripts for reworking or retyping that do not conform to requirements. Manuscripts must be arranged in the following order:

Title Page (page 1). To facilitate blind review, all indication of authorship must be limited to this page; other pages must only show the short title plus page number at the top right. On the title page include (a) full article title; (b) name and affiliations of all authors; (c) mailing address and telephone number of the lead author; (d) address of where to send offprints, if different from the lead author; (e) short title of less than 50 characters.

Abstract Page (page 2). Include (a) full article title; (b) abstract of no more than 200 words; (c) up to 5 keywords for indexing and information retrieval.

Acknowledgments (page 2). These should be placed below the abstract. Use this section to indicate grant support, substantial assistance in the preparation of the article, or other author notes.

Text (page 3). Use a 5-character paragraph indent. Do not hyphenate words at the end of lines. Do not justify right margins.

References. Bibliographic citations in the text must include the author's last name and date of publication, and may include page references. Examples of in-text citation styling are: Brown (1983), Ingram (1976, 54–55), Smith and Miller (1966), (Smith & Miller, 1966),

(Peterson, Danner, & Flavell, 1972), and subsequently (Peterson et al., 1972). If more than one citation must be included in the reference section; every reference must be cited in the text. Examples of reference styling are:

Journal Article

Sroufe, L. A., & Rutter, M. (1984). The domain of developmental psychopathology. *Child Development*, 55, 17–29.

Book

Piaget, J. (1962). *Play, dreams, and imitation in childhood*. New York: Norton.

Chapter in an Edited Book

Cicchetti, D., & Pogge-Hesse, P. (1982). Possible contributions of the study of organically retarded persons to developmental theory. In E. Zigler & D. Balla (Eds.), *Mental retardation: The developmental-difference controversy* (pp. 277–318). Hillsdale, NJ: Erlbaum.

Appendix (optional). Use only if needed. May be useful for review, but not appropriate for publication.

Tables. Tables must appear as a unit following the reference section. Each table should be typed double-spaced on a separate sheet, numbered consecutively with an Arabic numeral, and given a short title. (Example: Table 5. Comparisons on language variables.) All tables must be cited in the text.

Figures. Figures must appear as a unit following the tables. Each figure must be numbered consecutively with an Arabic numeral and a descriptive legend. Legends must be typed together, double-spaced, on a separate sheet preceding the artwork. (Example: Figure 3. Progress in language development.) Figures must be supplied no larger than 8" × 10", be black and white, and be ready for photographic reproduction. Diagrams must be professionally rendered or computer generated. All labels and details must be clearly printed and large enough to remain legible at a 50% reduction. Artwork should be identified by figure number and short title and be carefully packaged in a protective envelope. All figures must be cited in the text.

Copyediting and Page Proofs

The publisher reserves the right to copyedit manuscripts to conform to journal style. The lead author will receive page proofs for correction of typographical errors only. No rewriting of the original manuscript as submitted is allowed in the proof stage. Authors must return proofs to Cambridge within 48 hours of receipt or approval will be assumed.

Offprints

The lead author will receive 25 free article offprints of his or her article. A form accompanying page proofs allows the lead author to order complete copies of the issue and/or purchase of additional offprints. All coauthor offprint requirements must be included on this form. Orders received after the issue is printed are subject to a 50% reprint surcharge.

Copyright and Originality

It is a condition of publication that all manuscripts submitted to this journal have not been published and will not be simultaneously submitted or published elsewhere. All authors must sign the Transfer of Copyright Agreement, available from the publisher, before an article can be published. Government authors whose articles were created in the course of their employment must so certify in lieu of copyright transfer. Authors are responsible for obtaining written permission from the copyright owners to reprint any previously published material included in their article.

(Contents continued)

- ROCHELLE CAPLAN, 499 Communication deficits in pediatric complex
DONALD GUTHRIE, partial seizure disorder and schizophrenia
W. DONALD SHIELDS,
AND SUE YUDOVIN**
- GIL G. NOAM, 519 Conduct and affective disorders in
KATHERINE PAGET, developmental perspective: A systematic study
GAYLE VALIANT, of adolescent psychopathology
SOPHIE BORST,
AND JOHN BARTOK**

DEVELOPMENT AND PSYCHOPATHOLOGY

Volume 6

Summer 1994

Number 3

CONTENTS

Articles

- PETER MUNDY, 389
MARIAN SIGMAN,
AND CONNIE KASARI
Joint attention, developmental level, and
symptom presentation in autism
- TONY CHARMAN 403
AND SIMON BARON-COHEN
Another look at imitation in autism
- SALLY OZONOFF 415
AND ROBIN E. McEVoy
A longitudinal study of executive function and
theory of mind development in autism
- KATHERINE A. LOVELAND, 433
BELGIN TUNALI-KOTOSKI,
DEBORAH A. PEARSON,
KRISTIN A. BRELSFORD,
JULIANA ORTEGON,
AND RICHARD CHEN
Imitation and expression of facial affect in
autism
- ZVI STRASSBERG, 445
KENNETH A. DODGE,
GREGORY S. PETTIT,
AND JOHN E. BATES
Spanking in the home and children's
subsequent aggression toward kindergarten
peers
- SHEPPARD G. KELLAM, 463
GEORGE W. REBOK,
LAWRENCE S. MAYER,
NICK IALONGO,
AND CYNTHIA R. KALODNER
Depressive symptoms over first grade and their
response to a developmental epidemiologically
based preventive trial aimed at improving
achievement
- MICHEL BOIVIN, 483
FRANÇOIS POULIN,
AND FRANK VITARO
Depressed mood and peer rejection in
childhood

(Contents continued on inside back cover)

CAMBRIDGE
UNIVERSITY PRESS



0954-5794(199403)6:1;1-Z