MIND in the Making
EXPERIMENTS IN CHILDREN’S LEARNING
CATALOGUE

CREATED BY
Julie Riess, PhD
Senior Advisor on Child Development and Education
Families and Work Institute
| Principal Researcher: | J. Lawrence Aber, Ph.D  
| | New York University |
| Video: | Hostile Attribution Retraining in Schools |
| Research Question: | Can more constructive ways of dealing with conflict be taught? |
| MITM Skill: | Perspective Taking |
| Runtime: | 5:27 |

| Principal Researcher: | Nameera Akhtar, Ph.D  
| | University of California, Santa Cruz |
| Video: | The Robustness of Learning Through Overhearing |
| Research Question: | Can babies learn a new word from someone who isn’t talking to them? |
| MITM Skill: | Communicating |
| Runtime: | 5:40 |
### #3 ALS

**Principal Researcher:** Heidelise Als, PhD  
Harvard Medical School

**Video:** The Role of Relationship-Based  
Developmentally Supportive Newborn  
Intensive Care in Strengthening  
Outcome of Preterm Infants

**Research Question:** How can understanding a baby’s  
coping strategies improve the care  
they receive?

**MITM Skill:** Taking on Challenges

**Runtime:** 6:15

**Academic References:**


### #4 ANDERSON

**Principal Researcher:** Daniel R. Anderson, PhD  
University of Massachusetts, Amherst

**Video:** The Effects of Background  
Television on the Toy Play Behavior  
of Very Young Children

**Research Question:** Does background television affect children’s play?

**MITM Skill:** Focus and Self Control

**Runtime:** 5:30

**Academic References:**

### #5 BAUER

**Principal Researcher:** Patricia J. Bauer, PhD  
Emory University

**Video:** Early Memory Development

**Research Question:** What facilitates memory in very young children?

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 4:24

**Academic References:**


### #6 BRAZELTON

**Principal Researcher:** T. Berry Brazelton, MD  
Harvard Medical School

**Video:** Neonatal Behavioral Assessment Scale

**Research Question:** What can we learn from the behavioral language of the newborn?

**MITM Skill:** Focus and Self-Control

**Runtime:** 6:11

**Academic References:**

#7 CAMPOS

**Principal Researcher:** Joseph Campos, PhD  
University of California, Berkley

**Video:** Social Referencing: The Visual Cliff Study

**Research Question:** How does nonverbal communication affect a baby’s behavior?

**MITM Skill:** Taking on Challenges

**Runtime:** 3:22

**Academic References:**


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#8 CANADA HCZ

**Principal Researcher:** Geoffrey Canada  
Harlem Children’s Zone

**Video:** Harlem Children’s Zone: An Experiment in Education and Social Change

**Research Question:** How can you create a community that supports children to succeed in school and beyond?

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 4:46

**Academic References:**

Will Dobbie and Roland G. Fryer, Jr., Are High-Quality Schools Enough to Close the Achievement Gap? Evidence from a Bold Social Experiment in Harlem (Cambridge, MA: Harvard University, 2009).

<table>
<thead>
<tr>
<th>#9 DELOACHE (MAGIC)</th>
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</table>
| **Principal Researcher:** Judy DeLoache, PhD  
University of Virginia |
| **Video:** | Children’s Reactions to ‘Real’ Impossible Events |
| **Research Question:** | How readily do children believe what an adult is telling them? |
| **MITM Skill:** | Critical Thinking |
| **Runtime:** | 6:53 |
| **Academic References:** | Megan Bloom Pickard, Gabrielle Simcock, and Judy S. DeLoache, “Children’s Reactions to ‘Real’ Impossible Events” (manuscript in preparation), 11. |

<table>
<thead>
<tr>
<th>#10 DELOACHE (SCALE)</th>
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| **Principal Researcher:** Judy DeLoache, PhD  
University of Virginia |
| **Video:** | Rapid Change in the Symbolic Functioning of Very Young Children |
| **Research Question:** | When does the ability to understand symbolic representation develop in young children? |
| **MITM Skill:** | Communicating |
| **Runtime:** | 4:59 |
### 11 DIAMOND

**Principal Researcher:** Adele Diamond, PhD  
University of British Columbia, Vancouver

**Video:** Development of Cognitive Control and Executive Functions

**Demonstration:** The importance and development of executive functions in young children

**MITM Skill:** Focus and Self Control

**Runtime:** 6:00

**Academic References:**


### 12 DWECK

**Principal Researcher:** Carol S. Dweck, PhD  
Stanford University

**Video:** Self-Theories and Motivation: Students’ Beliefs About Intelligence

**Research Question:** Why are some children so motivated by challenges?

**MITM Skill:** Taking on Challenges

**Runtime:** 6:45

**Academic References:**


# 13 EXEC FUNCTIONS

**Principal Researchers:** Philip David Zelazo, PhD
University of Minnesota
Adele Diamond, PhD
University of British Columbia
Jean Brooks-Gunn, PhD
Columbia University
Michael Posner, PhD
University of Oregon

**Video:**
Executive Functions of the Brain:
Central to All Life Skills

**MITM Skill:** Focus and Self Control

**Runtime:** 6:27

**Academic References:**
Clancy Blair, Philip David Zelazo, and Mark T. Greenberg,
“The Measurement of Executive Function in Early Childhood,”


# 14 FERNALD

**Principal Researcher:** Anne Fernald, PhD
Stanford University

**Video:**
Children’s Speech Processing Efficiency and Later Language Growth

**Research Questions:** When and how do children develop efficiency in processing speech?
Does a child’s experience hearing language at home influence processing efficiency?

**MITM Skill:** Communicating

**Runtime:** 8:40

**Academic References:**


**# 15 FISHER, HIRSH-PASEK, GOLINKOFF**

**Principal Researchers:**
- Kelly Fisher, PhD
  Temple University
- Kathy Hirsh-Pasek, PhD
  Temple University
- Roberta S. Golinkoff, PhD
  University of Delaware

**Video:**
Learning Shapes: A Comparison of Teaching Methods

**Research Question:**
Do children learn shapes best through guided play, playful learning, or direct instruction?

**MITM Skill:**
Making Connections

**Runtime:**
6:31

**Academic References:**


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**# 16 FOX**

**Principal Researcher:**
Nathan Fox, PhD
University of Maryland

**Video:**
Predicting Behavioral Inhibition within a Developmental Framework

**Research Question:**
How is temperament defined and measured?

**MITM Skill:**
Taking on Challenges

**Runtime:**
6:50

**Academic References:**
Principal Researcher: Martin F. Gardiner, PhD  
Brown University

Video: Music Skills and Learning

Research Question: How will a rich and ongoing music program affect the overall development of capability in children?

MITM Skill: Making Connections

Runtime: 6:41

Academic References:  

Principal Researcher: Alison Gopnik, PhD  
University of California, Berkeley

Video: Young Children Construct and Test Theories

Research Question: How do young children construct and test theories?

MITM Skill: Making Connections

Runtime: 4:07

Academic References:  
Principal Researcher: Alison Gopnik, PhD
University of California, Berkeley

Videos:
Early Reasoning about Desires: Evidence from 14- and 18-Month-Olds
Young Children’s Understanding of Changes in Their Mental States

Research Questions:
When can children understand that one person might want one thing and another person might want another thing?
When do children learn that others’ thoughts can differ from their own?

MITM Skill: Perspective Taking
Runtime: 7:37

Academic References:

Principal Researcher: Megan Gunnar, PhD
University of Minnesota

Video: Investigating Children and Stress

Research Topic: Understanding the growth and repair modes in children’s responses to stress

MITM Skill: Taking on Challenges
Runtime: 3:33

Academic References:
#21 HAMLIN, WYNN

**Principal Researchers**: J. Kiley Hamlin, PhD  
University of British Columbia  
Karen Wynn, PhD  
Yale University

**Video**: Social Evaluation by Preverbal Infants

**Research Question**: How early can babies evaluate other people’s social behavior?

**MITM Skill**: Critical Thinking

**Runtime**: 4:02

**Academic References**:


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#22 KEIL

**Principal Researcher**: Frank Keil, PhD  
Yale University

**Video**: Early Understanding of the Division of Cognitive Labor

**Research Question**: When do children recognize that there are different categories of expertise?

**MITM Skill**: Critical Thinking

**Runtime**: 4:19

**Academic References**:

# 23 KLAHR

**Principal Researcher:** David Klahr, PhD  
Carnegie Mellon University

**Video:** Control Variable Strategy: Direct Instruction vs. Discovery Learning

**Research Question:** Do these two methods of teaching have different outcomes?

**MITM Skill:** Critical Thinking

**Runtime:** 10:02

**Academic References:**


# 24 MAPP

**Principal Researcher:** Karen L. Mapp, EdD  
Harvard Graduate School of Education

**Video:** Family Engagement and Learning

**Research Topic:** A rubric for assessing where schools and districts stand in terms of family-school partnerships

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 6:08

**Academic References:**


#25 MELTZOFF

**Principal Researcher:** Andrew Meltzoff, PhD  
University of Washington

**Video:** Infant Imitation and Memory Development

**Research Question:** How long can young children remember novel actions and be able to imitate them?

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 5:14

**Academic References:**


---

#26 MISCHEL

**Principal Researcher:** Walter Mischel, PhD  
Columbia University

**Video:** The Marshmallow Test: Delay of Gratification in Children

**Research Question:** How do children react to a delayed gratification task?

**MITM Skill:** Focus and Self Control

**Runtime:** 3:59

**Academic References:**

### # 27 Nelson

| Principal Researcher: | Charles A. Nelson, PhD  
Harvard Medical School |
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<tbody>
<tr>
<td>Video:</td>
<td>Children are Born Primed to Communicate</td>
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<td>Research Question:</td>
<td>Do children come into the world primed to communicate?</td>
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### # 28 Newman

| Principal Researcher: | Rochelle S. Newman, PhD  
University of Maryland |
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<tr>
<td>Video:</td>
<td>The Cocktail Party Effect in Infants Revisited</td>
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<tr>
<td>Research Question:</td>
<td>How do very young children develop the ability to separate speech from background noise?</td>
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<tr>
<td>MITM Skill:</td>
<td>Self-Directed, Engaged Learning</td>
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<tr>
<td>Runtime:</td>
<td>6:53</td>
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</table>
**#29 RAMANI, SIEGLER**

**Principal Researchers:** Geetha Ramani, PhD  
University of Maryland  
Robert Siegler, PhD  
Carnegie Mellon University

**Video:** Playing Linear Numerical Board Games  
Promotes Low-Income Children’s Numerical Development

**Research Question:** Why do some children learn about numerical magnitude more effectively than others, and can this knowledge be improved?

**MITM Skill:** Making Connections

**Runtime:** 7:48

**Academic References:**


---

**#30 RITTLE-JOHNSON**

**Principal Researcher:** Bethany Rittle-Johnson, PhD  
Vanderbilt University

**Video:** Learning from Explaining

**Research Question:** Does explaining something to another person improve learning?

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 7:01

**Academic References:**
### # 31 Saffran

**Principal Researcher:** Jenny Saffran, PhD  
University of Wisconsin

**Video:** Infant Statistical Learning

**Research Question:** How do babies break into this sea of sound?

**MITM Skill:** Communicating

**Runtime:** 5:44

**Academic References:**


### # 32 Schulz

**Principal Researcher:** Laura Schulz, PhD  
MIT

**Video:** Serious Fun: Preschoolers Engage in More Exploratory Play When Evidence is Confounded

**Research Question:** What contexts and conditions motivate children to explore and be curious?

**MITM Skill:** Critical Thinking

**Runtime:** 4:00

**Academic References:**

## 33 Snow

**Principal Researcher:** Catherine Snow, PhD  
Harvard University

**Video:** The Home-School Study of Language and Literacy Development

**Research Question:** Which experiences can families provide to make the biggest impact on children’s development in language and literacy?

**MITM Skill:** Communicating

**Runtime:** 5:26

**Academic References:**


## 34 Spelke

**Principal Researcher:** Elizabeth Spelke, PhD  
Harvard University

**Video:** An Emerging Number Sense

**Research Question:** Can infants tell the difference between large and small numbers?

**MITM Skill:** Making Connections

**Runtime:** 3:23

**Academic References:**


**# 35 THOMPSON**

**Principal Researcher:** Ross Thompson, PhD  
University of California, Davis

**Video:**  
Children’s Emotional Understanding

**Research Question:** Can children understand the difference between what they know to be true and what someone else might think is true?

**MITM Skill:** Perspective Taking

**Runtime:** 4:42

**Academic References:**


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**# 36 THREE ECE STUDIES**

**Principal Researchers:** Craig T. Ramey, PhD  
Virginia Tech Carillon School of Medicine and Research  
Arthur J. Reynolds, PhD  
University of Minnesota  
Lawrence J. Schweinhart, PhD  
HighScope Foundation

**Video:**  
Gold-Standard Experiments in Early Education

**Research Question:** Can human development be altered through a systematic change in learning experiences in the early years?

**MITM Skill:** Self-Directed, Engaged Learning

**Runtime:** 7:01

**Academic References:**


<table>
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<th># 37 TRONICK</th>
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| **Principal Researcher:** Edward Z. Tronick, PhD  
Harvard Medical School  
University of Massachusetts, Boston |
| **Video:** Still-Face Paradigm |
| **Research Question:** Why is connection with others so critical? |
| **MITM Skill:** Self-Directed, Engaged Learning |
| **Runtime:** 4:50 |
| **Academic References:**  

<table>
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<th># 38 TROSETH</th>
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| **Principal Researcher:** Georgene Troseth, PhD  
Vanderbilt University |
| **Video:** Toddlers’ Imitation of New Skills from People on Video |
| **Research Question:** Can children learn as well from a video as they can from a person? |
| **MITM Skill:** Self-Directed, Engaged Learning |
| **Runtime:** 4:44 |
| **Academic References:**  
Weikum, Werker

**Principal Researchers:** Whitney Weikum, PhD  
University of British Columbia  
Janet Werker, PhD  
University of British Columbia

**Video:** Visual Language Discrimination in Infancy

**Research Question:** What properties of their native language (or languages) are pre-verbal babies learning to pay attention to?

**MITM Skill:** Communication

**Runtime:** 4:51

**Academic References:**  

---

Woodward

**Principal Researcher:** Amanda Woodward, PhD  
University of Chicago

**Video:** Infants Selectively Encode the Goal Object of an Actor’s Reach

**Research Question:** When do babies begin to interpret human behavior as being goal-directed?

**MITM Skill:** Perspective Taking

**Runtime:** 4:18

**Academic References:**  
# 41 ZELAZO (DCCS)

**Principal Researcher:** Philip David Zelazo, PhD  
University of Minnesota

**Video:** The Dimensional Change Card Sort:  
A Method of Assessing Executive Function in Children

**Demonstration:** Rule use and executive function

**MITM Skill:** Making Connections

**Runtime:** 6:13

**Academic References:**

Philip David Zelazo, “The Dimensional Change Card Sort (DCCS):  
A Method of Assessing Executive Function in Children,”  

# 42 ZELAZO (FIST)

**Principal Researcher:** Philip David Zelazo, PhD  
University of Minnesota

**Video:** The Flexible Item Selection Task –  
Assessing Executive Functions in Children

**Demonstration:** Measuring executive functions:  
the flexible item selection task

**MITM Skill:** Making Connections

**Runtime:** 3:54

**Academic References:**