

## Andrew N. Meltzoff, Ph.D.

Job and Gertrud Tamaki Endowed Chair  
Professor, Department of Psychology  
Co-Director, Institute for Learning & Brain Sciences

### EDUCATIONAL BACKGROUND

<i>Institution</i>	<i>Degree</i>	<i>Dates</i>
Harvard University	B.A.	1968-1972
Oxford University	Ph.D.	1972-1976

### EMPLOYMENT RECORD

<i>Institution</i>	<i>Position</i>	<i>Dates</i>
University of Washington	Professor	1988-
University of Washington	Adjunct Professor (Psychiatry & Behavioral Sci.)	1989-
University of Washington	Adjunct Professor (Speech & Hearing Sciences)	1997-
University of Washington	Adjunct Professor (College of Education)	2004-
University of Washington	Associate Professor	1984-1988
University of Washington	Research Instructor & Assistant Professor	1977-1984

### HONORS

**Fellow:** American Association for the Advancement of Science (elected 1986)  
**Fellow:** American Psychological Association (elected 1988)  
**Fellow:** Association for Psychological Science (elected 1989)  
**Recipient:** James McKeen Cattell Sabbatical Award (1990-1991)  
**Fellow:** Norwegian National Academy of Science and Letters (1996)  
**Member:** American Academy of Arts & Sciences (2009)  
**Member:** Washington State Academy of Sciences (2010)  
**Fellow:** Cognitive Science Society (elected 2014)  
**Fellow:** Society of Experimental Psychologists (elected 2016)  
**Recipient:** NIH MERIT Award (1998 - 2008)  
**Recipient:** Kenneth Craik Research Award, Cambridge University, England (2005)  
**Recipient:** Society for Developmental and Behavioral Pediatrics, Outstanding Research Award (2005)  
**Recipient:** Super-Hero for Washington State Families. *ParentMap* Magazine (2014)  
**Recipient:** Kurt Koffka Medal (Germany, 2016)  
**Recipient:** Simms/Mann Foundation Whole Child Award (2018)  
**Named:** [50 Most Influential Living Psychologists](#) (2019)  
**Recipient:** APS William James Fellow Award for lifetime of significant intellectual contributions to the basic science of psychology (Association for Psychological Science, 2020)  
**Recipient:** G. Stanley Hall Award for distinguished contributions to developmental psychology (Division 7, American Psychological Association, 2020)

### PROFESSIONAL OFFICES

#### Editorial

Developmental Psychology Section Head, *F1000Prime* (now *Faculty Opinions*) (2019-present)  
Associate Editor, *Child Development Research* (2011-present)  
Associate Editor, *Developmental Science* (2000-2010)  
Associate Editor, *British Journal of Developmental Psychology* (1988-1998)

Editorial Board, *Infancy* (1999-2004)  
 Editorial Board, *Developmental Psychobiology* (1999-2002)  
 Editorial Board, *Journal of Cognition and Development* (1999-2002)  
 Editorial Board, *Infant Behavior and Development* (1983-1999)  
 Editorial Board, *Cognitive Development* (1995-1999)  
 Editorial Board, *Child Development* (1983-1984)

### **Governing and Advisory Boards**

International Research Advisory Board, Self-Regulation Institute, Toronto, Canada (2018-2020)  
 Board of Directors, Zero to Three (2015-present)  
 Scientific Advisory Board, Bezos Family Foundation (Vroom) (2015-present)  
 Board of Advisors, Bay Area Discovery Museum, Center for Childhood Creativity (2013-present)  
 Board of Ambassadors, Foundation for Early Learning (2011-2013)  
 Board of Directors, Fnd. for Early Learning, WA State First Lady, Mona Locke, Chair (2000-2010)  
 Advisory Board, Center on Infant Mental Health and Development (2002-2009)  
 European Research Foundation EURESCO Board (1999-2009)  
 WA State Governor's Head Start State Collaboration Project (1999-2001)  
 Board of Trustees — University Child Development School (1993-1997)

### **Other Offices and Positions**

Member, Local Organizing Committee, American Association for the Advancement of Science (AAAS)  
 Annual meeting, Seattle, WA, Feb. 2020.  
 United Nations Education, Scientific, and Cultural Organization (UNESCO), International Bureau of  
 Education, Senior Fellow (2018-current)  
 Washington State Academy of Sciences, Vice Chair, Membership Committee, Section 5 (2014-current)  
 Member, National Research Council and National Institute of Medicine Board for Children, Youth,  
 and Families (2010-2013)

## **TEACHING EFFECTIVENESS**

Nominated for University of Washington Distinguished Teaching Award (2016)  
 42 course evaluations, *M* rating = 4.62 (5-point scale)

## **CURRENT GRANTS**

Meltzoff, A. N. (co-Principal Investigator). Children's brain and behavior. Bezos Family Foundation.  
 2019-2024.  
 Meltzoff (co-Principal Investigator). Gender stereotypes in STEM: Exploring developmental patterns  
 for prevention. U.S. Institute for Education Sciences (R305A180167). 2018-2022.  
 Meltzoff (co-Principal Investigator). Developmental social neuroscience approaches to human  
 development. Overdeck Family Foundation. 2018-2021.  
 Meltzoff, A.N. (Principal Investigator). Mathematics learning within families. Overdeck Family  
 Foundation. 2018-2020.  
 Meltzoff, A.N. (co-Principal Investigator). Who likes computer science: How gender stereotypes  
 about interest shape children's motivation. National Science Foundation (DRL-1849902). 2018-  
 2020.  
 Meltzoff (co-Principal Investigator). The role of reciprocal play in fostering early altruism. National  
 Science Foundation (SBE-1807789). 2018-2020.

Meltzoff (Principal Investigator). Developmental emergence of math-gender stereotypes and math self-concepts. National Science Foundation (HRD-1661285). 2017-2020.

Meltzoff (Principal Investigator). Development of neural body maps. National Science Foundation (SMA-1540619), 2015-2019.

## PATENTS

U.S. Patent #8,696,360, issued April 15, 2014: “Method and system for developing and administering child-appropriate implicit cognition tests” (working with Univ. of Washington tech-transfer office).

## PUBLICATIONS

(Google Scholar *h*-index = 110)

1. Meltzoff, A. N., & Moore, M. K. (1977). Imitation of facial and manual gestures by human neonates. *Science*, *198*, 75-78.  
 \_\_\_\_\_ Reprinted in: A. Slater & D. Muir (Eds.), *Reader in developmental psychology*. Oxford, UK: Blackwell, 1999.  
 \_\_\_\_\_ Reprinted in: D. Muir & A. Slater (Eds.), *Infant development: The essential readings*. Oxford, UK: Blackwell, 2000.  
 \_\_\_\_\_ #13 in the “Top Twenty Most Fascinating Studies in Child Psychology Published after 1950,” a survey. Society for Research in Child Development, *Newsletter of the Society for Research in Child Development*, 2003, *46*, 4-5.  
 \_\_\_\_\_ Reprinted in. A. M. Slater & P. C. Quinn (Eds.), *Developmental Psychology: Revisiting the classic studies*. (14 studies: Harlow, Gibson, Piaget, Meltzoff, Kohlberg, Bandura, Eimas, Rutter, Watson, Jensen, Bryant, Baron-Cohen, Baillargeon, Ceci).  
 \_\_\_\_\_ Reprinted in: S. Gelman (Ed.), *Childhood cognitive development*. SAGE library of developmental psychology series. London: Sage Publications.  
 \_\_\_\_\_ Reprinted in: J. G. Bremner & A. M. Slater (Eds.), *Infancy*. London: Sage, 2014.
2. Moore, M. K., & Meltzoff, A. N. (1978). Object permanence, imitation, and language development in infancy: Toward a neo-Piagetian perspective on communicative and cognitive development. In F. D. Minifie & L. L. Lloyd (Eds.), *Communicative and cognitive abilities—Early behavioral assessment* (pp. 151-184). Baltimore, MD: University Park Press.
3. Meltzoff, A. N., & Borton, R.W. (1979). Intermodal matching by human neonates. *Nature*, *282*, 403-404.  
 \_\_\_\_\_ Reprinted in: R. Wozniak (Ed.), *Worlds of childhood*. New York, NY: Harper Colins, 1993.
4. Meltzoff, A. N., & Moore, M. K. (1979). Interpreting “imitative” responses in early infancy. *Science*, *205*, 217-219.
5. Meltzoff, A. N. (1981). Imitation, intermodal co-ordination and representation in early infancy. In G. Butterworth (Ed.), *Infancy and epistemology: An evaluation of Piaget’s theory* (pp. 85-114). Brighton, UK: Harvester Press.
6. Kuhl, P. K., & Meltzoff, A. N. (1982). The bimodal perception of speech in infancy. *Science*, *218*, 1138-1141.
7. Meltzoff, A. N., & Moore, M. K. (1983). The origins of imitation in infancy: Paradigm, phenomena, and theories. In L. P. Lipsitt & C. K. Rovee-Collier (Eds.), *Advances in infancy research* (Vol. 2, pp. 265-301). Norwood, NJ: Ablex.

8. Meltzoff, A. N., & Moore, M. K. (1983). Newborn infants imitate adult facial gestures. *Child Development, 54*, 702-709.  
 \_\_\_\_\_ Reprinted in: E. M. Hetherington & R. D. Parke (Eds.), *Contemporary readings in child psychology* (3rd edition). New York, NY: McGraw-Hill, 1988.  
 \_\_\_\_\_ Reprinted in: Goswami, U. *Cognitive development: Critical concepts in psychology*. London, UK: Routledge, 2006.
9. Meltzoff, A. N., & Moore, M. K. (1983). Methodological issues in studies of imitation: Comments on McKenzie & Over and Koepke et al. *Infant Behavior and Development, 6*, 103-108.
10. Kuhl, P. K., & Meltzoff, A. N. (1984). The intermodal representation of speech in infants. *Infant Behavior and Development, 7*, 361-381.
11. Gopnik, A., & Meltzoff, A. N. (1984). Semantic and cognitive development in 15- to 21-month-old children. *Journal of Child Language, 11*, 495-513.
12. Booth, C. L., & Meltzoff, A. N. (1984). Expected and actual experience in labour and delivery and their relationship to maternal attachment. *Journal of Reproductive and Infant Psychology, 2*, 79-91.
13. Meltzoff, A. N. (1985). Immediate and deferred imitation in fourteen- and twenty-four-month-old infants. *Child Development, 56*, 62-72.  
 \_\_\_\_\_ Reprinted in: S. Chess & A. Thomas (Eds.), *Annual progress in child psychiatry and child development* (Vol. 19, pp. 5-23). New York, NY: Brunner/Mazel, 1987.  
 \_\_\_\_\_ Reprinted in: Goswami, U. *Cognitive development: Critical concepts in psychology*. London, UK: Routledge, 2006.
14. Meltzoff, A. N., & Greenberg, M.T. (1985). Child psychology and development. In J. Elliott, R. Hantula, & W. McGeeveran (Eds.), *Health & medical horizons* (pp. 253-256). New York, NY: Macmillan.
15. Meltzoff, A. N. (1985). Perception, action, and cognition in early infancy. *Annales de Pédiatrie, 32*, 63-77.
16. Gopnik, A., & Meltzoff, A. N. (1985). From people, to plans, to objects: Changes in the meaning of early words and their relation to cognitive development. *Journal of Pragmatics, 9*, 495-512.  
 \_\_\_\_\_ Reprinted in: M. B. Franklin & S. S. Barten (Eds.) *Child language: A reader*. New York, NY: Oxford University Press, 1987.
17. Meltzoff, A. N. (1985). The roots of social and cognitive development: Models of man's original nature. In T. M. Field & N. A. Fox (Eds.), *Social perception in infants* (pp. 1-30). Norwood, NJ: Ablex.
18. Meltzoff, A. N., & Moore, M. K. (1985). Cognitive foundations and social functions of imitation and intermodal representation in infancy. In J. Mehler & R. Fox (Eds.), *Neonate cognition: Beyond the blooming, buzzing confusion* (pp. 139-156). Hillsdale, NJ: Erlbaum.  
 \_\_\_\_\_ Reprinted in: M. Woodhead, R. Carr, & P. Light (Eds.), *Becoming a person: Child development in social context*. London, UK: Routledge, 1991.
19. Gopnik, A., & Meltzoff, A. N. (1986). Words, plans, things, and locations: Interactions between semantic and cognitive development in the one-word stage. In S.A. Kuczaj & M. Barrett (Eds.), *The development of word meaning: Progress in cognitive development research* (pp. 199-223). New York, NY: Springer-Verlag.
20. Meltzoff, A. N. (1986). Imitation, intermodal representation, and the origins of mind. In B. Lindblom & R. Zetterström (Eds.), *Precursors of early speech* (pp. 245-265). New York, NY: Stockton Press.
21. Gopnik, A., & Meltzoff, A. N. (1986). Relations between semantic and cognitive development in the one-word stage: The specificity hypothesis. *Child Development, 57*, 1040-1053.

22. Gopnik, A., & Meltzoff, A. N. (1987). Early semantic developments and their relationship to object permanence, means-ends understanding, and categorization. In K. E. Nelson & A. van Kleeck (Eds.), *Children's language* (Vol. 6, pp. 191-212). Hillsdale, NJ: Erlbaum.
23. Gopnik, A., & Meltzoff, A. N. (1987). The development of categorization in the second year and its relation to other cognitive and linguistic developments. *Child Development*, *58*, 1523-1531.
24. Meltzoff, A.N. (1988). The human infant as *Homo imitans*. In T. R. Zentall & B. G. Galef (Eds.), *Social learning: Psychological and biological perspectives* (pp. 319-341). Hillsdale, NJ: Erlbaum.
25. Kuhl, P. K., & Meltzoff, A. N. (1988). Speech as an intermodal object of perception. In A. Yonas (Ed.), *Perceptual development in infancy: The Minnesota Symposia on Child Psychology* (Vol. 20, pp. 235-266). Hillsdale, NJ: Erlbaum.
26. Meltzoff, A. N. (1988). Infant imitation after a 1-week delay: Long-term memory for novel acts and multiple stimuli. *Developmental Psychology*, *24*, 470-476.
27. Meltzoff, A. N. (1988). Imitation of televised models by infants. *Child Development*, *59*, 1221-1229.
28. Meltzoff, A. N. (1988). Infant imitation and memory: Nine-month-olds in immediate and deferred tests. *Child Development*, *59*, 217-225.  
 \_\_\_\_\_ Reprinted in: S. Chess & M. Hertzog (Eds.), *Annual progress in child psychiatry and child development* (Vol. 22, pp. 3-17). New York, NY: Brunner/Mazel, 1990.
29. Meltzoff, A. N. (1988). Imitation, objects, tools, and the rudiments of language in human ontogeny. *Human Evolution*, *3*, 45-64.
30. Meltzoff, A. N., & Gopnik, A. (1989). On linking imitation, representation, and language learning in the first two years of life. In G. E. Speidel & K. E. Nelson (Eds.), *The many faces of imitation in language learning* (pp. 23 -51). New York, NY: Springer-Verlag.
31. Meltzoff, A. N., & Kuhl, P. K. (1989). Infants' perception of faces and speech sounds: Challenges to developmental theory. In P. R. Zelazo & R. G. Barr (Eds.), *Challenges to developmental paradigms: Implications for theory, assessment and treatment* (pp. 67 -91). Hillsdale, NJ: Erlbaum.
32. Meltzoff, A. N., & Moore, M. K. (1989). Imitation in newborn infants: Exploring the range of gestures imitated and the underlying mechanisms. *Developmental Psychology*, *25*, 954-962.  
 \_\_\_\_\_ Reprinted in: J. DeLoache (Ed.), *Current readings in child development*. Boston, MA: Allyn and Bacon, 1991.  
 \_\_\_\_\_ Reprinted in: M. Brehm (Ed.), *Reader in developmental psychology*. Dubuque, IA: Wm. C. Brown, 1991.
33. Meltzoff, A. N. (1990). Foundations for developing a concept of self: The role of imitation in relating self to other and the value of social mirroring, social modeling, and self-practice in infancy. In D. Cicchetti & M. Beeghly (Eds.), *The self in transition: Infancy to childhood* (pp. 139-164). Chicago, IL: University of Chicago Press.
34. Meltzoff, A. N., & Gopnik, A. (1990). Relations between thought and language in infancy. In H. Fujisaki (Ed.), *Proceedings of the International Conference on Spoken Language Processing* (Vol. 2, pp. 737-740). Tokyo, Japan: The Acoustical Society of Japan.
35. Meltzoff, A. N. (1990). Towards a developmental cognitive science: The implications of cross-modal matching and imitation for the development of representation and memory in infancy. In A. Diamond (Ed.), *Annals of the New York Academy of Sciences: Vol. 608. The development and neural bases of higher cognitive functions* (pp. 1-37). New York, NY: New York Academy of Sciences.

36. Meltzoff, A. N., Kuhl, P.K., & Moore, M.K. (1991). Perception, representation, and the control of action in newborns and young infants: Toward a new synthesis. In M. J. S. Weiss & P. R. Zelazo (Eds.), *Newborn attention: Biological constraints and the influence of experience* (pp. 377-411). Norwood, NJ: Ablex Press.
37. Kuhl, P. K., Williams, K. A. & Meltzoff, A. N. (1991). Cross-modal speech perception in adults and infants using nonspeech auditory stimuli. *Journal of Experimental Psychology: Human Perception and Performance*, *17*, 829-840.
38. Green, K. P., Kuhl, P. K., Meltzoff, A. N., & Stevens, E. B. (1991). Integrating speech information across talkers, gender, and sensory modality: Female faces and male voices in the McGurk effect. *Perception & Psychophysics*, *50*, 524-536.
39. Gopnik, A., & Meltzoff, A. N. (1992). Categorization and naming: Basic-level sorting in eighteen-month-olds and its relation to language. *Child Development*, *63*, 1091-1103.
40. Meltzoff, A. N. (1992). Infant memory. In L.R. Squire (Ed.), *Encyclopedia of learning and memory* (pp. 271-275). New York, NY: Macmillan.
41. Meltzoff, A. N., & Moore, M. K. (1992). Early imitation within a functional framework: The importance of person identity, movement, and development. *Infant Behavior and Development*, *15*, 479-505.  
 \_\_\_\_\_ Reprinted in: M. Hertzig and E. A. Farber (Eds.), *Annual progress in child psychiatry and child development* (Vol, 26, pp. 5-32). New York, NY: Brunner/Mazel, 1994.
42. Gopnik, A., & Meltzoff, A. N. (1993). Imitation, cultural learning, and the origins of “theory of mind.” *Behavioral and Brain Sciences*, *16*, 521-523.
43. Meltzoff, A. N., & Gopnik, A. (1993). The role of imitation in understanding persons and developing a theory of mind. In S. Baron-Cohen, H. Tager-Flusberg, & D. J. Cohen (Eds.), *Understanding other minds: Perspectives from autism* (pp. 335-366). New York, NY: Oxford University Press.
44. Meltzoff, A. N. (1993). The centrality of motor coordination and proprioception in social and cognitive development: From shared actions to shared minds. In G. J. P. Savelsbergh (Ed.), *Advances in Psychology Series: The development of coordination in infancy* (pp. 463-496). Amsterdam, Netherlands: Elsevier Science Publishers.
45. Hanna, E., & Meltzoff, A. N. (1993). Peer imitation by toddlers in laboratory, home, and day-care contexts: Implications for social learning and memory. *Developmental Psychology*, *29*, 701-710.
46. Meltzoff, A. N, & Moore, M. K. (1993). Why faces are special to infants—On connecting the attraction of faces and infants’ ability for imitation and cross-modal processing. In B. de Boysson-Bardies, S. de Schonen, P. Juszyk, P. MacNeilage, & J. Morton (Eds.), *Developmental neurocognition: Speech and face processing in the first year of life* (pp. 211-225). Dordrecht, Netherlands: Kluwer Academic Publishers.
47. Gopnik, A., & Meltzoff, A. N. (1993). Words and thoughts in infancy: The specificity hypothesis. In L. P. Lipsitt & C. K. Rovee-Collier (Eds.), *Advances in infancy research* (Vol. 8, pp. 217-249). Norwood, NJ: Ablex.
48. Meltzoff, A. N. (1993). Molyneux’s babies: Cross-modal perception, imitation, and the mind of the preverbal infant. N. Eilan, R. McCarthy, & B. Brewer (Eds.), *Spatial representation: Problems in philosophy and psychology* (pp. 219-235). Cambridge, MA: Basil Blackwell.
49. Gopnik, A., & Meltzoff, A. N. (1994). Minds, bodies, and persons: Young children’s understanding of the self and others as reflected in imitation and theory of mind research. In S.T. Parker, R.W. Mitchell, & M.L. Boccia (Eds.), *Self-awareness in animals and humans: Developmental perspectives* (pp. 166-186). New York, NY: Cambridge University Press.

50. Meltzoff, A. N., & Moore, M. K. (1994). Imitation, memory, and the representation of persons. *Infant Behavior and Development, 17*, 83-99.  
 \_\_\_\_\_ Reprinted as 'citation classic' in *Infant Behavior and Development, 25*, 39-61, 2002.
51. Meltzoff, A. N., & Kuhl, P. K. (1994). Faces and speech: Intermodal processing of biologically - relevant signals in infants and adults. In D. Lewkowicz & R. Lickliter (Eds.), *The development of intersensory perception: Comparative perspectives* (pp. 335-369). Hillsdale, NJ: Erlbaum.
52. Gopnik, A., Slaughter, V., & Meltzoff, A. N. (1994). Changing your views: How understanding visual perception can lead to a theory of the mind. In C. Lewis & P. Mitchell (Eds.), *Children's early understanding of mind: Origins and development* (pp. 157-181). Hillsdale, NJ: Erlbaum.
53. Kuhl, P. K., Tsuzaki, M., Tohkura, Y., & Meltzoff, A. N. (1994). Human processing of auditory-visual information in speech perception: Potential for multimodal human-machine interfaces. In K. Shirai (Ed.), *Proceedings of the International Conference on Spoken Language Processing* (Vol. 2, pp. 539-542). Tokyo, Japan: Acoustical Society of Japan.
54. Meltzoff, A. N. (1995). What infant memory tells us about infantile amnesia: Long-term recall and deferred imitation. *Journal of Experimental Child Psychology, 59*, 497-515.
55. Meltzoff, A. N. & Moore, M. K. (1995). Infants' understanding of people and things: From body imitation to folk psychology. In J. L. Bermúdez, A. J. Marcel, & N. Eilan, (Eds.), *The body and the self* (pp. 43-69). Cambridge, MA: MIT Press.
56. Rast, M., & Meltzoff, A. N. (1995). Memory and representation in young children with Down syndrome: Exploring deferred imitation and object permanence. *Development and Psychopathology, 7*, 393-407.
57. Meltzoff, A. N. (1995). Understanding the intentions of others: Re-enactment of intended acts by 18-month-old children. *Developmental Psychology, 31*, 838-850.  
 \_\_\_\_\_ Reprinted in: M. Hertzig & E. A. Farber (Eds.), *Annual progress in child psychiatry and child development* (Vol. 29, pp. 10-22). New York, NY: Brunner/Mazel, 1996.  
 \_\_\_\_\_ Reprinted in: K. Lee (Ed.), *Childhood cognitive development: The essential readings*. Oxford, UK: Blackwell Publishers, 2000.  
 \_\_\_\_\_ Reprinted in: U. Goswami (Ed.), *Cognitive development: Critical concepts in psychology*. London, UK: Routledge, 2006.
58. Meltzoff, A. N., & Moore, M. K. (1995). A theory of the role of imitation in the emergence of self. In P. Rochat (Ed.), *The self in early infancy: Theory and research* (pp. 73-93). Amsterdam, Netherlands: North-Holland-Elsevier Science Publishers.
59. Kuhl, P. K. & Meltzoff, A. N. (1995). Vocal learning in infants: Development of perceptual-motor links for speech. In K. Elenius & P. Branderud (Eds.), *Proceedings of the 13th International Congress of Phonetic Sciences* (pp. 146-150). Stockholm, Sweden: Stockholm University Press.
60. Heimann, M., & Meltzoff, A. N. (1996). Deferred imitation in 9- and 14-month-old infants: A longitudinal study of a Swedish sample. *British Journal of Developmental Psychology, 14*, 55-64.
61. Meltzoff, A. N. (1996). The human infant as imitative generalist: A 20-year progress report on infant imitation with implications for comparative psychology. In C. M. Heyes & B. G. Galef (Eds.), *Social learning in animals: The roots of culture* (347-370). New York, NY: Academic Press.
62. Barnat, S. B., Klein, P. J., & Meltzoff, A. N. (1996). Deferred imitation across changes in context and object: Memory and generalization in 14-month-old infants. *Infant Behavior and Development, 19*, 241-251.

63. Kuhl, P. K. & Meltzoff, A. N. (1996). Infant vocalizations in response to speech: Vocal imitation and developmental change. *Journal of the Acoustical Society of America*, *100*, 2425-2438.
64. Meltzoff, A. (1996). L'imitation, reflet de l'esprit préverbal. *Enfance*, *1*, 16-18.
65. Gallagher, S., & Meltzoff, A. N. (1996). The earliest sense of self and others: Merleau-Ponty and recent developmental studies. *Philosophical Psychology*, *9*, 211-233.
66. Kuhl, P. K., & Meltzoff, A. N. (1997). Evolution, nativism, and learning in the development of language and speech. In M. Gopnik (Ed.), *The inheritance and innateness of grammars* (pp. 7-44). New York, NY: Oxford University Press.
67. Meltzoff, A. N., & Moore, M. K. (1997). Explaining facial imitation: A theoretical model. *Early Development and Parenting*, *6*, 179-192.  
 \_\_\_\_\_ Reprinted in: M. Hertzog & E. A. Farber (Eds.), *Annual progress in child psychiatry and child development*, (Vol. 32). New York, NY: Brunner/Mazel, 1999.
68. Meltzoff, A. N., & Moore, M. K. (1998). Object representation, identity, and the paradox of early permanence: Steps toward a new framework. *Infant Behavior and Development*, *21*, 201-235.
69. Gopnik, A., & Meltzoff, A. N. (1998). Infant cognition and genetic epistemology. In E. Craig (Ed.), *The Routledge encyclopedia of philosophy* (pp. 390-392). London, UK: Routledge.
70. Dawson, G., Meltzoff, A. N., Osterling, J., & Rinaldi, J. (1998). Neuropsychological correlates of early symptoms of autism. *Child Development*, *69*, 1276-1285.
71. Gopnik, A., & Meltzoff, A. N. (1998). Theories versus modules: To the max and beyond. A reply to Poulin-Dubois and to Stich and Nichols. *Mind and Language*, *13*, 450-456.
72. Meltzoff, A. N., & Moore, M. K. (1998). Infant intersubjectivity: Broadening the dialogue to include imitation, identity, and intention. In S. Bråten (Ed.), *Intersubjective communication and emotion in early ontogeny* (pp. 47-62). New York, NY: Cambridge University Press.
73. Dawson, G., Meltzoff, A.N., Osterling, J., Rinaldi, J., & Brown, E. (1998). Children with autism fail to orient to naturally occurring social stimuli. *Journal of Autism and Developmental Disorders*, *28*, 479-485.
74. Meltzoff, A. N., & Moore, M. K. (1999). Persons and representation: Why infant imitation is important for theories of human development. In J. Nadel & G. Butterworth (Eds.), *Imitation in infancy* (pp. 9-35). Cambridge, England: Cambridge University Press.  
 \_\_\_\_\_ Reprinted in: *Terrain*. (French Anthropology journal), 2005.
75. Klein, P. J., & Meltzoff, A. N. (1999). Long-term memory, forgetting, and deferred imitation in 12-month-old infants. *Developmental Science*, *2*, 102-113.
76. Meltzoff, A. N., & Moore, M. K. (1999). A new foundation for cognitive development in infancy: The birth of the representational infant. In E. K. Scholnick, K. Nelson, S. Gelman, & P. Miller (Eds.), *Conceptual development: Piaget's legacy* (pp. 53-78). Mahwah, NJ: Erlbaum.
77. Meltzoff, A. N. (1999). Origins of theory of mind, cognition and communication. *Journal of Communication Disorders*, *32*, 251-269.  
 \_\_\_\_\_ Reprinted in: J. Spiridonov (Ed.), *Cognitive psychology*. Moscow, Russia: Lomonosov Publishing, 2010.
78. Moore, M. K., & Meltzoff, A. N. (1999). New findings on object permanence: A developmental difference between two types of occlusion. *British Journal of Developmental Psychology*, *17*, 623-644.  
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## Books

- Gopnik, A., & Meltzoff, A. N. (1997). *Words, thoughts, and theories*. Cambridge, MA: MIT Press.  
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- \_\_\_\_\_ Translated in 2004: Croatian, Korean, Polish
- \_\_\_\_\_ Translated in 2005 Indonesian, French
- \_\_\_\_\_ Translated in 2016: Mandarin
- \_\_\_\_\_ Translated in 2019: Turkish
- \_\_\_\_\_ Named top 40 books in early childhood education (Early Childhood Ed, 2018)
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- \_\_\_\_\_ Selected as Cambridge University Press eBrary book, 2004. Digital paperback, 2011.

### Editor of Journal Special Issues

- Grossberg, S., Meltzoff, A., Movellan, J., & Newcombe, N. (Guest Editors, special issue). (2010). Social cognition: From babies to robots. *Neural Networks*, 23, 938-1134.
- Meltzoff, A. N. & Lent, R. (Guest editors, special issue). (2016). Brain science, education, and learning: Making connections. *Prospects* (UNESCO), 46, 187-315.

### Connecting Science and Society (selected)

- Meltzoff (interviewer). SRCD Oral History Interview of Professor Lewis P. Lipsitt, Founder and President, International Society for Infant Studies. April, 1998.
- Cvencek, D., Meltzoff, A. N., & Greenwald, A. G. (2016, January 22). When do children show evidence of self-esteem? Earlier than you think. *The Conversation*.  
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- Cheryan, S., Master, A., & Meltzoff, A. N. (2017, Sept. 25). The gender gap in tech isn't set in stone. *Los Angeles Times* (Op-ed): <http://www.latimes.com/opinion/op-ed/la-oe-cheryan-master-meltzoff-gender-gap-computer-science-toys-20170925-story.html>
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- Jarvis, M. (2019). Moving in unison: A surprising way to help kids cooperate with each other. Winner APA PsycShorts Science Video Festival and Contest (based on Rabinowitch & Meltzoff, *J. of Experimental Child Psychology*, 2017, 160, 21-32.)  
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### SELECTED KEYNOTE AND INTERNATIONAL ADDRESSES

- Meltzoff, A. N. (1995, August). The role of action in early perception and cognition. Invited address at the Russian Child Development and Early Intervention Institute, St. Petersburg, Russia.
- Meltzoff, A. N. (1996, August). People, things, and actions in the *Umwelt* of infants. Invited address at an international conference hosted by the Norwegian Institute for Advanced Study, Oslo, Norway.
- Meltzoff, A. N. (1999, July). The infancy of mind. Keynote address at the 11<sup>th</sup> Spoleto Festival for Science and Culture, Spoleto, Italy.

- Meltzoff, A. N. (2000, July). Infants' understanding of people and things. Keynote address for the 21<sup>st</sup> International Conference on Infant Studies, Brighton, England.
- Meltzoff, A. N. (2004, October). Imitation and other minds "like me": Foundations of intersubjectivity. Norwegian Academy of Science and Letters, Oslo, Norway.
- Meltzoff, A. N. (2005, November). The nature of the preverbal mind. Kenneth Craik Lecture, University of Cambridge, Cambridge, England.
- Meltzoff, A. N. (2006, May). Imitative learning: Integrating developmental science and neuroscience. Invited address at the Nobel Forum, Stockholm, Sweden.
- Meltzoff, A. N. (2006, May). What science tells us about child development and the brain. Invited address at the Swedish House of Parliament, Stockholm, Sweden.
- Meltzoff, A. N. (2006, August). Insights from the child: Building bridges between developmental science, education, and neuroscience. Keynote address, World Organization for Early Childhood Education, Tromsø, Norway.
- Meltzoff, A. N. (2006, November). Foundations of social-cognitive development: The "Like-Me" hypothesis. Keynote address, Japanese Psychological Association (JPA), Fukuoka, Japan.
- Meltzoff, A. N. (2007, September). The social nature of the preverbal mind. Invited address at Developing Brain, Emerging Mind Conference. Academy of Finland, Helsinki, Finland.
- Meltzoff, A. N. (2007, November). The roots of social cognition. Kendon Smith Lecture. University of North Carolina, Greensboro, NC.
- Meltzoff, A. N. (2008, April). The scientific basis for compassion. Dialog between the Dalai Lama, Andrew Meltzoff, Richard Davidson, Daniel Siegel, & Alicia Lieberman. Seeds of Compassion Conference (internationally broadcast).
- Meltzoff, A. N. (2008, July). Development of social cognition. Invited address, XXIX International Congress of Psychology, Berlin, Germany.
- Meltzoff, A. N. (2008, July). Social cognition and early language development. Keynote address, XI International Congress for the Study of Child Language (IASCL), Edinburgh, Scotland.
- Meltzoff, A. N. (2009, August). Social-emotional baby steps: Building blocks for theory of mind. Plenary address American Psychological Association 117<sup>th</sup> Annual Convention, Toronto, Canada.
- Meltzoff, A. N. (2010, September). Towards a new science of learning. Gould Lecture, NYU School of Medicine, New York, NY.
- Meltzoff, A. N. (2010, October). Early learning, neuroplasticity, and education: Developing social cognition. Invited paper at the Pontifical Academy of Sciences, Vatican City, Italy.
- Meltzoff, A. N. (2011, October). Imitation, cultural stereotypes, and identity formation. Paul B. Baltes Lecture. Max Planck Institute for Human Development at the Berlin-Brandenburg Academy of Sciences, Berlin, Germany.
- Meltzoff, A. N. (2012, January). The science of learning: Child development and STEM stereotypes. Address at the Organization for Economic Co-operation and Development (OECD), Paris, France.
- Meltzoff, A. N. (2013, Feb.). The child's first 2000 days. Congressional Briefing, Washington, DC.
- Meltzoff, A. N. (2013, July). Neuroplasticity and childhood learning. Aspen Ideas Festival. Aspen, CO.
- Meltzoff, A. N. (2013, November). Minds, brains, and how children learn from culture. Invited public address, Wellcome Trust and India Alliance. New Delhi, India.
- Meltzoff, A. N. (2013, November). The developmental origins of theory of mind. Invited paper at meeting on "Evolution of the Human Mind." Pune, India.
- Meltzoff, A. N. (2014, March). Social influences on learning. Keynote delivered at the OECD/ UNESCO Shanghai Science of Learning Symposium. Shanghai, China.
- Meltzoff, A. N. (2014, September). From the crib to the classroom: Social learning in the infant and child. Keynote address, Canadian Academy of Child and Adolescent Psychiatry, 34<sup>th</sup> Annual Conference. Toronto, CA.

- Meltzoff, A. N. (2014, September). Neural mirroring mechanisms, imitation, and social cognition in infants & children. Invited address, “What is Life” series, Karolinska Institute, Stockholm, Sweden.
- Meltzoff, A. N. (2014, October). Minds, brains, and how children learn from culture. Invited address for the Madrid Ministry of Education. Madrid, Spain.
- Meltzoff, A. N. (2015, July). STEM learning and identity development and in children. Brazilian Academy of Sciences, Rio de Janeiro, Brazil.
- Meltzoff, A. N. (2016, April). Social learning and how STEM stereotypes influence our children. White House Early STEM Education Summit, Washington, DC.
- Meltzoff, A. N. (2016, June). Integrating brain science and cultural stereotypes into theories of child development. Invited address, United Nations Educational, Scientific, and Cultural Organization (UNESCO). Geneva, Switzerland.
- Meltzoff, A. N. (2016, July). Kurt Koffka Prize Lecture: Origins and early development of social cognition. Giessen University, Giessen, Germany.
- Meltzoff, A. N. (2017, February). Minds, brains, and how children learn: From infants to society. Distinguished Lecture in Educational Neuroscience. Gallaudet University. Washington, DC.
- Meltzoff, A. N. (2017, September). Foundations for a science of learning: From birth to school age. Invited talk, International Science of Learning Conference, Brisbane, Australia.
- Meltzoff, A. N. (2017, October). Distinguished NSF Lecture: Development of social cognition: STEM stereotypes and social learning. National Science Foundation, Alexandria, VA.
- Meltzoff, A. N. (2018, January). Advancing theories of learning and development through infants and robots. Keynote address at: International Symposium on Systems Intelligence. Osaka University. Osaka, Japan.
- Meltzoff, A. N. (2018, March). Building bridges between psychology, education, and neuroscience: Equity matters. Invited address at 62<sup>nd</sup> Annual Meeting of the Comparative and International Education Society (CIES), Mexico City, Mexico.
- Meltzoff, A. N. (2018, October). Foundations of social cognition. Address delivered at the international conference entitled, Developmental Social Neuroscience: A Field in the Making. Herzliya, Israel.
- Meltzoff, A. N. (2019, September). Child development: Connecting neuroscience, education, and psychology. Invited address for 10<sup>th</sup> International Brain Research Organization (IBRO) World Congress of Neuroscience. Daegu, South Korea.
- Meltzoff, A. N. (2019, October). Should high priority STEM education be a top priority? EnlightED – Reinventing education in a digital world. Madrid, Spain.