

## **The Cambridge Handbook of Infant Development**

This multidisciplinary volume features many of the world's leading experts of infant development, who synthesize their research on infant learning and behavior, while integrating perspectives across neuroscience, socio-cultural context, and policy.

It offers an unparalleled overview of infant development across foundational areas such as prenatal development, brain development, epigenetics, physical growth, nutrition, cognition, language, attachment, and risk. The chapters present theoretical and empirical depth and rigor across specific domains of development, while highlighting reciprocal connections among brain, behavior, and social-cultural context.

The handbook simultaneously educates, enriches, and encourages. It educates through detailed reviews of innovative methods and empirical foundations and enriches by considering the contexts of brain, culture, and policy. This cutting-edge volume establishes an agenda for future research and policy, and highlights research findings and application for advanced students, researchers, practitioners, and policy-makers with interests in understanding and promoting infant development.

JEFFREY J. LOCKMAN is the Lila L. and Douglas J. Hertz Chair of Psychology at Tulane University, USA, and past-editor of the journal *Child Development*.

CATHERINE S. TAMIS-LEMONDA is Professor of Applied Psychology at New York University, USA.

# The Cambridge Handbook of Infant Development

Brain, Behavior, and Cultural Context

Edited by

Jeffrey J. Lockman

*Tulane University*

Catherine S. Tamis-LeMonda

*New York University*



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477 Williamstown Road, Port Melbourne, VIC 3207, Australia  
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*For Ben (JLL) and Lila (CTL) — the infants who have  
inspired us.*

Contents

<i>List of Illustrations</i>	<i>page</i> x
<i>List of Contributors</i>	xv
<i>Preface</i>	xix
<b>Part I. Foundations</b>	1
1 Embodied Brain Model for Understanding Functional Neural Development of Fetuses and Infants	3
YASUNORI YAMADA, HOSHINORI KANAZAWA, AND YASUO KUNIYOSHI	
2 Infant Physical Growth	40
MICHELLE LAMPL	
3 Dynamic Epigenetic Impact of the Environment on the Developing Brain	70
FRANCES A. CHAMPAGNE	
4 Brain Development in Infants: Structure and Experience	94
JOHN E. RICHARDS AND STEFANIA CONTE	
5 Development During Infancy in Children Later Diagnosed with Autism Spectrum Disorder	128
TERJE FALCK-YTTER AND EMILY JONES	
<b>Part II. Perceptual Development</b>	155
6 Visual Development	157
DAPHNE MAURER	
7 Infant Visual Attention	186
DIMA AMSO AND KRISTEN TUMMELTSHAMMER	
8 Infants’ Perception of Auditory Patterns	214
LAURA K. CIRELLI AND SANDRA E. TREHUB	

viii	CONTENTS	
9	The Development of Touch Perception and Body Representation	238
	ANDREW J. BREMNER	
10	The Development of Infant Feeding	263
	JULIE A. MENNELLA, CATHERINE A. FORESTELL, ALISON K. VENTURA, AND JENNIFER ORLET FISHER	
11	The Development of Multisensory Attention Skills: Individual Differences, Developmental Outcomes, and Applications	303
	LORRAINE E. BAHRICK, ROBERT LICKLITER, AND JAMES T. TORRENCE TODD	
	<b>Part III. Cognitive Development</b>	339
12	Infant Memory	341
	HARLENE HAYNE AND JANE S. HERBERT	
13	Infant Physical Knowledge	363
	SUSAN J. HESPOS AND ERIN M. ANDERSON	
14	Infant Categorization	381
	LISA M. OAKES	
15	Early Knowledge About Space and Quantity	410
	NORA S. NEWCOMBE	
16	Infant Learning in the Digital Age	435
	SYLVIA N. RUSNAK AND RACHEL BARR	
	<b>Part IV. Action</b>	467
17	Action in Development: Plasticity, Variability, and Flexibility	469
	JAYA RACHWANI, JUSTINE HOCH, AND KAREN E. ADOLPH	
18	The Mirror Neuron System and Social Cognition	495
	NATHAN A. FOX, VIRGINIA C. SALO, RANJAN DEBNATH, SANTIAGO MORALES, AND ELIZABETH G. SMITH	
19	Infant Object Manipulation and Play	520
	CATHERINE S. TAMIS-LEMONDA AND JEFFREY J. LOCKMAN	
20	The Infant’s Visual World: The Everyday Statistics for Visual Learning	549
	SWAPNAA JAYARAMAN AND LINDA B. SMITH	

	Contents	ix
<b>Part V. Language</b>	577	
21 Infant Speech Perception	579	
REBECCA K. REH AND JANET F. WERKER		
22 Infant Vocal Learning and Speech Production	602	
ANNE S. WARLAUMONT		
23 Infant Word Learning and Emerging Syntax	632	
DANI LEVINE, KATHY HIRSH-PASEK, AND ROBERTA MICHNICK GOLINKOFF		
24 Dual Language Exposure and Early Learning	661	
NATALIE H. BRITO		
<b>Part VI. Emotional and Social Development</b>	685	
25 Infant Attachment (to Mother and Father) and Its Place in Human Development: Five Decades of Promising Research (and an Unsettled Issue)	687	
OR DAGAN AND ABRAHAM SAGI-SCHWARTZ		
26 Infant Emotion Development and Temperament	715	
EVIN AKTAR AND KORALY PÉREZ-EDGAR		
27 Infant Emotional Development	742	
SAMANTHA MITSVEN, DANIEL S. MESSINGER, JACQUELYN MOFFITT, AND YEOJIN AMY AHN		
28 Understanding and Evaluating the Moral World in Infancy	777	
J. KILEY HAMLIN AND MIRANDA SITCH		
29 Cross-Cultural Perspectives on Parent–Infant Interactions	805	
MARC H. BORNSTEIN AND GIANLUCA ESPOSITO		
<i>Index</i>	833	

Illustrations

Figures	
1.1	Overview of the embodied brain model of a human fetus <i>page</i> 16
1.2	Overview of the nervous model 16
1.3	Embodied couplings underlying bodily spontaneous movements 19
1.4	(A) Spinal circuit model with activity-dependent plastic connections between. (B) Time evolution of average pairwise correlations among the outputs of alpha motor neurons comparing ipsilateral and contralateral muscle pairs during learning periods in the simulation using the zebrafish embryo model. (C, D) Examples of movement patterns after learning 20
1.5	Learning results of body representations 22
1.6	Learning of cortical body representations under intrauterine and extrauterine conditions 25
1.7	Impacts of atypical bodily movements on somatosensory feedbacks 26
1.8	Impacts of cortical excitatory/inhibitory imbalance on functional response properties of the network 27
3.1	DNA methylation and regulation of phenotypic outcomes 73
3.2	Complex pathways through which prenatal maternal environmental exposures impact the infant brain 75
3.3	Complex pathways through which paternal preconception environmental exposures impact the infant brain 82
4.1	Postnatal changes in head volume and brain size from birth through 85 years 96
4.2	(A) Postnatal development of human cerebral cortex. (B) (Top) Postnatal development of human cerebral cortex around Broca’s area. (Bottom) The development of neuronal morphology in human primary auditory cortex 98
4.3	(A) Mean synaptic density in synapses/100 $\mu\text{m}^3$ in auditory, calcarine, and prefrontal cortex at various ages. (B) Postnatal changes in gray matter, white matter, and “other matter” volume from birth through 85 years. (C) Region-specific



	Illustrations	xi
	cortical thickness, surface area, curvature, and gray matter volume trajectories for a selection of anatomical regions	101
4.4	(A) Cartoon drawing of a “typical” neuron with unmyelinated dendrites, cell body, and axon terminal, and the myelin sheath covering the axon. (B) How white matter increases over age	104
4.5	(A) Plot of age-related increase in relative content of myelinated white matter for the 100 studied children. (B) Changes in fractional anisotropy (FA) and apparent diffusion coefficient (ADC) for the genu of the corpus callosum (gCC) and the left superior longitudinal fasciculus (SLF)	105
4.6	(Top) Matched axially oriented slices through the mean myelin water fraction (MWF) for 3 months to 5 years. (Bottom) Change in MWF for an early region (occipital) and two late regions (frontal, temporal)	107
4.7	Changes in the N290 from 4.5 to 12 months of age	111
4.8	Grand-averaged waveforms for upright and inverted human faces in 3- and 12-month-old infants at left and right posterior temporal channels	112
4.9	(A) The distribution of relative theta power for the institutionalized group (IG) and the never-institutionalized group (NIG). (B) Mean absolute and relative power from the theta, alpha, and beta bands for the care-as-usual group (CAUG), foster care intervention (FCG), and never-institutionalized community controls (NIG). (C) Distribution of alpha power across the scalp at 8 years of age for children who remained in the institution (i.e., the care-as-usual group), children placed into foster care after 24 months (>24 months FCG), children placed in foster care before 24 months (<24 months FCG), and children reared with their biological parents (i.e., the never-institutionalized group)	115
4.10	Grand-averaged ERP waveforms of the IG and NIG at the baseline assessment (A), the 30-month post-intervention assessment (B), and the 42-month post-intervention assessment, (C) over the right occipital electrode (collapsed across conditions)	116
4.11	(Top) Average total cortical white matter and gray matter volume in cubic centimeters (cm <sup>3</sup> ) for the CAUG, FCG, and NIG. (Bottom) Growth trajectories of total gray matter, frontal lobe, and parietal lobe gray matter for children from high-, mid-, and low-SES families	118
5.1	Variable heterogeneity in ASD as a function of developmental time	130

5.2 (A) Alpha band (7–8 Hz) connectivity in infants. (B) Pupillary light reflex in infants	133
6.1 The most principal pathways from the retina to the visual cortices	159
7.1 An infant participating in an eye-tracking experiment	189
7.2 Examples of (A) visual search and (B) spatial cueing tasks presented to infants	193
8.1 Thresholds for high-, middle-, and low-frequency bands at different ages	217
8.2 Keyboard beginning on middle C and ending on E in the subsequent octave	219
10.1 Orthonasal and retronasal routes of olfaction	266
11.1 Static images of the dynamic audiovisual events from the MAAP	318
11.2 Still image of the dynamic social (A) and nonsocial (B) events from the IPEP	320
11.3 Working model illustrates the mediational role of intersensory processing in language, social, and cognitive development during infancy	322
13.1 Schematic of the events used in Spelke et al. (1992)	366
13.2 Schematic of the events used in the unexpected outcome trials for Hespos and Baillargeon (2001b)	366
13.3 The expected (tall container event) and unexpected (short container event) from Hespos and Baillargeon (2001a)	367
13.4 Schematic of the support violations that infants detect at increasing ages	369
13.5 Pictures of the stimuli from Hespos and Baillargeon (2006)	370
13.6 A schematic of the habituation and test trials used in Hespos et al. (2009)	373
13.7 A schematic of the habituation and test trials used in Anderson, Hespos, and Rips (2018)	375
14.1 A common item that can be categorized	382
14.2 Habituation of looking-time tasks to study infants’ memory and discrimination (standard habituation) and categorization (multiple habituation)	387
15.1 Sequence of development of spatially relevant cell systems in the infant rat	414
15.2 Lateral view of an adult brain	419
15.3 Venn diagram showing possible overlap among aspects of spatial and numerical processing	425
16.1 Factors that ameliorate the transfer deficit	450
17.1 Infant motor milestone chart	472
17.2 Grid illustrating conceptions of infant motor development based on the classic approach and examples of plasticity,	

	Illustrations	xiii
variability, and flexibility in basic postural, manual, and locomotor skills	473	
18.1 Simulation of mu rhythm desynchronization in the 8–13 Hz frequency band	500	
18.2 Topographic plots of activity in the 6–9 Hz band during observation of a grasp in 9-month-old infants	503	
20.1 An egocentric approach to the study of visual environments	551	
20.2 Early face experiences	554	
20.3 Developmental transition from visual experiences dense in faces to those dense in hands	555	
20.4 A schematic of the cascade of feature abstraction in the human visual cortex	557	
20.5 The (log) frequency distribution of individual people’s faces in infant head-camera images, ranked by appearance	559	
20.6 Cluttered head-camera image of a 9-month-old infant, containing many different objects and body parts	560	
21.1 Schematics of speech contrast discrimination in infancy within the context of different learning environments	587	
22.1 (A) Waveform and spectrogram illustrating a protophone sequence produced by a 19-day-old infant. (B) A sequence of syllable vocalizations produced by the same infant at 4 months and 20 days. (C) Early word production by the same infant at 1 year, 2 months, and 20 days. (D) The maternal utterance, “Are those bubbles?” that preceded the infant vocalization shown in (C)	604	
22.2 Schematic illustration of some of the major anatomical structures and neural and social pathways involved in infant vocalization and vocal learning	611	
25.1 Four competing hypotheses ordered according to the issue they address	698	
27.1 Mean smile strength from 1–5 of different smile types	751	
27.2 <i>In utero</i> smile and cry-face configurations at 32 weeks gestation	752	
27.3 Dynamic expressions of infant emotions showing increasing intensity of both smiling and cry face	757	
27.4 Eye constriction (the Duchenne marker) indexes positive and negative affective intensity in the face-to-face/still face (FFSF)	758	

Tables

10.1	Summary of the evidence of transfer of volatiles from maternal diet to amniotic fluid (AF) and breast milk (BM) and the short- and long-term effects on the recipient child	274
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xiv	ILLUSTRATIONS	
10.2	Summary of experimental studies on effects of repeated exposure to single or a variety of foods on infants' acceptance of target and novel fruits and vegetables	283
12.1	Sample experimental evidence supporting three general principles of infant memory development	345
18.1	Areas of design and processing in infant studies utilizing mu rhythm as a measure of mirroring in which considerable methodological variations exist	502
25.1	Model-based outcome predictions	701

## Contributors

KAREN E. ADOLPH, New York University, USA

YEOJIN AMY AHN, University of Miami, USA

EVIN AKTAR, Leiden University, the Netherlands

DIMA AMSO, Brown University, USA

ERIN M. ANDERSON, Northwestern University, USA

LORRAINE E. BAHRICK, Florida International University, USA

RACHEL BARR, Georgetown University, USA

MARC H. BORNSTEIN, Institute of Fiscal Studies, UK, and Eunice Kennedy  
Shriver National Institute of Infant Health and Human Development, USA

ANDREW J. BREMNER, University of Birmingham, UK

NATALIE H. BRITO, New York University, USA

FRANCES A. CHAMPAGNE, University of Texas at Austin, USA

LAURA K. CIRELLI, University of Toronto, Canada

STEFANIA CONTE, University of South Carolina, USA

OR DAGAN, Stony Brook University, USA

RANJAN DEBNATH, University of Maryland, USA

GIANLUCA ESPOSITO, Nanyang Technological University, Singapore, and  
University of Trento, Italy

TERJE FALCK-YTTER, Uppsala University, Sweden

JENNIFER ORLET FISHER, Temple University, USA

CATHERINE A. FORESTELL, College of William and Mary, USA

NATHAN A. FOX, University of Maryland, USA

ROBERTA MICHNICK GOLINKOFF, University of Delaware, USA

- J. KILEY HAMLIN, University of British Columbia, Canada  
HARLENE HAYNE, University of Otago, New Zealand  
JANE S. HERBERT, University of Wollongong, Australia  
SUSAN J. HESPOS, Northwestern University, USA  
KATHY HIRSH-PASEK, Temple University, USA  
JUSTINE HOCH, New York University, USA  
SWAPNAA JAYARAMAN, Indiana University, USA  
EMILY JONES, Birkbeck, University of London, UK  
HOSHINORI KANAZAWA, University of Tokyo, Japan  
YASUO KUNIYOSHI, University of Tokyo, Japan  
MICHELLE LAMPL, Emory University, USA  
DANI LEVINE, Temple University, USA  
ROBERT LICKLITER, Florida International University, USA  
JEFFREY J. LOCKMAN, Tulane University, USA  
DAPHNE MAURER, McMaster University, Canada  
JULIE A. MENNELLA, Monell Chemical Senses Center, USA  
DANIEL S. MESSINGER, University of Miami, USA  
SAMANTHA MITSVEN, University of Miami, USA  
JACQUELYN MOFFITT, University of Miami, USA  
SANTIAGO MORALES, University of Maryland, USA  
NORA S. NEWCOMBE, Temple University, USA  
LISA M. OAKES, University of California, Davis, USA  
KORALY PÉREZ-EDGAR, Pennsylvania State University, USA  
JAYA RACHWANI, New York University, USA  
REBECCA K. REH, University of British Columbia, Canada  
JOHN E. RICHARDS, University of South Carolina, USA  
SYLVIA N. RUSNAK, Georgetown University, USA  
ABRAHAM SAGI-SCHWARTZ, University of Haifa, Israel  
VIRGINIA C. SALO, Vanderbilt University, USA

- MIRANDA SITCH, University of British Columbia, Canada  
ELIZABETH G. SMITH, Cincinnati Children’s Hospital, USA  
LINDA B. SMITH, Indiana University, USA  
CATHERINE S. TAMIS-LEMONDA, New York University, USA  
JAMES T. TODD, Florida International University, USA  
SANDRA E. TREHUB, University of Toronto, Canada  
KRISTEN TUMMELTSHAMMER, Brown University, USA  
ALISON K. VENTURA, California Polytechnic State University, USA  
ANNE S. WARLAUMONT, University of California, Los Angeles, USA  
JANET F. WERKER, University of British Columbia, Canada  
YASUNORI YAMADA, University of Tokyo, Japan

## Preface

When the two of us agreed to work on *The Cambridge Handbook of Infant Development*, our vision was to produce a collection of essays that would integrate perspectives across traditionally disparate areas, pose new directions for research, and enrich policy and practice. We recognized that this was a tall order. Yet, thanks to our contributors – *the* premier experts in infancy and human development, spanning disciplines and the globe – the Handbook has achieved its intended purpose. The end product is a state-of-the-art essential guide to contemporary research and theory on infant development.

*The Cambridge Handbook of Infant Development* spans a broad range of topics, including physical growth, brain development, health, and nutrition; cognitive, language, perception–action, social, and emotional development; and media and cultural influences in early development. Each chapter provides theoretical and empirical depth and rigor, while highlighting reciprocal connections among brain, behavior, and cultural context, and bridging the long-standing divide between basic research and real-world application. Thus, the Handbook simultaneously educates, enriches, and encourages. It educates through in-depth reviews of innovative methods and empirical foundations. It enriches an understanding of learning and development by considering the contexts of brain, culture, and policy. And it encourages new directions for research and policy by highlighting gaps between the current knowledge base and where research and practice need to go.

This definitive reference will appeal to academics, professionals, policy makers, and graduate and advanced undergraduate students from psychology, education, human development, pediatrics, nursing, occupational therapy, speech and hearing, and physical therapy. We hope that you are inspired by this collection of essays, and find them to be as educational, enriching, and encouraging as we did.

**Jeffrey J. Lockman and Catherine S. Tamis-LeMonda**