

Personal

Born June 9, 1943, Baltimore, Maryland, USA
Married to Jane T. Haltiwanger
Four children, Seth, age 33; Johanna, 24; Lukas & Kara, 17-year-old twins

Education

High School, McDonogh School, McDonogh, Maryland, 1961
B.A. in Psychology, Yale University, 1965
M.A. in Social Relations, Harvard University, 1968
Ph.D. in Social Relations, Harvard University, 1971

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Academic Experience

SSRC Postdoctoral Fellow, Boston Children's Hospital Medical Center, and Harvard Center for Cognitive Studies, 1970-71
Lecturer, Harvard University, 1970-71
USPHS Postdoctoral Fellow, Massachusetts Mental Health Center's Program in Social Psychiatry, Boston Children's Hospital Medical Center, and Harvard Center for Cognitive Studies, 1971-72
Assistant Professor, University of Denver, 1972 to 1978
Assistant Professor (Adjoint), University of Colorado at Denver, 1975 to 1979
Associate Professor, University of Denver, 1978 to 1985
Visiting Scholar, University of Geneva, Faculty of Psychology and Education, Geneva, Switzerland, 1978-79
Associate Professor (Adjoint), University of Colorado at Denver, 1979 to 1987
University Associate in Gerontology, University of Denver, 1978 to 1984
Professor, University of Denver, 1985 to 1987
Visiting Professor, University of Pennsylvania, Graduate School of Education, 1985-86
Professor of Education, Harvard University, 1986 to 1999
Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford University, 1992-1993

Master Lecturer, Graduate School of Behavioral and Cognitive Neurosciences, University of Groningen, Netherlands, Summer 1996

Visiting Professor, Nanjing Normal University, October 2000

Chair, Human Development, Harvard University, 1989 to 1992, 1994 to 1995, 1999 to 2000

Director, Mind, Brain, and Education Program, Harvard University, 1997 to present
Charles Warland Bigelow Professor of Education and Human Development, 1999 to present

Honorary Professor, East China Normal University, Shanghai, 2011 to present
(Short-term appointments and minor experiences have been omitted.)

Major Honors & Leadership Positions

General Motors Scholarship, Yale University, 1961-1965

B.A. Summa Cum Laude and Highest Departmental Honors

Phi Beta Kappa

Sigma Xi

Honorary Student Fellow of the New England Psychological Assoc., 1965

Special Area Examination passed with distinction

Ph.D. dissertation voted distinction

Danforth Foundation Predoctoral Fellowship, 1965-70

Woodrow Wilson Predoctoral Fellowship (honorary), 1965-66

National Science Foundation Predoctoral Fellowship, 1965-67

National Institutes of Mental Health Predoctoral Fellowship, 1967-70

Social Science Research Council Postdoctoral Fellowship, 1970-71

Postdoctoral Fellowship from the Research Training Program in Social Psychiatry of the Massachusetts Mental Health Center, 1971-72

Livingston Fund Award from the Harvard Medical School to finance postdoctoral research, 1971-72

Invitation from Social Science Research Council to co-organize and co-direct Institutes on Affect and Cognition, 1981 to 1988

Panel on the Study of Development in the School-Aged Child, National Academy of Sciences, 1981-1983

Invited talks and chapters for Minnesota Symposium, Tel Aviv Symposium, European Science Foundation Symposium, Annual Review of Psychology, Southeastern Conference on Human Development, American Psychological Association, Rochester Symposium, Dutch Royal Academy, American Psychological Society, Society for Research on Adult Development, Spiker Memorial Lecture at Iowa State University, Dutch Royal Academy of Sciences, Japanese Baby Science Society, International Conference on Whitehead's Process Philosophy, and various other groups

Election to a number of Who's Who volumes: Who's Who in America, Who's Who in the East, Who's Who on the Frontiers of Science, Who's Who in Higher Education, Dictionary of International Biography, etc.

Elected as Fellow for Center for Advanced Study in The Behavioral Sciences, 1984; Fellowship delayed until 1992-1993

Fellowship, James McKeen Cattell Fund, 1985-1986

Fellow, Division 7 of APA, elected 1985

Fellow, APS, elected 1990
Member, Board of Directors, Jean Piaget Society, elected 1985-1994, 2001-2004
President, Jean Piaget Society, 1988-1991
Head and Fellow, Study Group on Modeling and Measuring Growth and Development,
Center for Advanced Study in the Behavioral Sciences, 1992-1993
Elected, Fellows' Committee, Center for Advanced Study in the Behavioral Sciences,
1992-1993
Head, Jean Piaget Society General Office, 1994-2006
Steering Committee, Children's Interfaculty Initiative, Harvard University, 1998-2003; chair,
Working Group on Children & Violence
Charles Warland Bigelow Professorship, 1999-present
Organizer (with A. Battro and P. Léna), 400th Anniversary Meeting of the Pontifical
Academy of Sciences on Mind, Brain, and Education, Rome, November 2003
Fellows Plus Forty Award, New England Psychological Association, 2004
Chair, Research School Project, Landmark School, 2004 to present
Organizer (with T. Katzir), Conference on Building Usable Knowledge in Mind, Brain, and
Education, Cambridge, Massachusetts, October 2004
President (Founding), International Mind, Brain, and Education Society, 2004 to present
Editor (Founding), Mind, Brain, and Education, a new journal published by Blackwell, 2007
to present
Co-Director, Institutes on Research in Mind, Brain, and Education, Ettore Majorana
Foundation and Centre For Scientific Culture, Sicily, 2005 to present
Co-Director, Usable Knowledge Web Portal, "Connecting Research and Practice for
Leaders in Education," 2005 to present. <http://www.uknow.gse.harvard.edu/>
Best New Journal Award 2007, Association of American Publishers, for *Mind, Brain, and
Education*, Kurt Fischer Editor in Chief
Scholar in Residence and Director of Research School Project, Ross Institute, 2006 to
present
Chair, Panel on the Future of Educational Neuroscience, National Science Foundation,
2007 to 2008
Samuel Pinanski Lecture Award, Wellesley College, 2008
Chair, Board of Advisors, *Learn* Project for Communicating with Educators about
Connecting Mind, Brain, and Education, 2009 to present
First Award for Senior Scientist: Transforming Education through Neuroscience, Learning
and the Brain and IMBES, 2009

Memberships in Scholarly Societies

American Educational Research Association
American Psychological Association
American Psychological Society
International Mind, Brain, and Education Society
International Society for Infant Study
International Society for the Study of Behavioral Development
Jean Piaget Society
Society for Research in Child Development
Society for Neuroscience

Selected Editorial, Conference, and Consulting Activities

Editor (Founding), Mind, Brain, and Education (Journal of the International Mind, Brain, & Education Society), 2007 to present

Editor, Cambridge University Press Series in Cognitive and Perceptual Development, 1994 to present

Editor, Distinguished Contributions to Psychology: a book series with Guilford Press, 1991 to present

Editorial Board (founding member), Measurement: Interdisciplinary Research and Perspectives, 2001 to present

Editorial Board, Infant Behavior and Development, 1983 to 1994, 2001 to 2003

Contributing Editor for North America, Newsletter of the International Society for the Study of Behavioral Development, 1984 to 1992

Editorial Board, Human Development, 1988 to 2002

Contributing Editor, Teaching Learning and Thinking, 1989 to 1995

Editorial Board, Child Development, 1991 to 1996

Editorial Board, Journal of Adult Development, 1992 to 2005

Editorial Board, Developmental Science, 1996 to present

Editorial Board, Cognitive Development, 2001 to 2004

Editorial Board, New Directions for Youth Development, 2001 to present

Editorial Board, Journal of Idiographic Science, 2005-present

Board of Corresponding Associate Commentators, Behavioral and Brain Sciences, 1978 to present

Reviewer for many other journals and conventions

Grant reviewer for Australian Research Council, Carnegie Corporation, March of Dimes, National Institute of Education, National Science Foundation, Spencer Foundation, Social Science Research Council, Swiss National Research Fund, etc.

Textbook consultant for CRM Books, 1970-75

Advisor to the Psychology Series of Worth Publishers, Inc., 1975-1979

Reviewer for numerous book publishers, including Rand McNally, Plenum, W.W. Norton, University of Chicago Press, Columbia University Press, W.H. Freeman, Harvard Univ. Press, MIT Press, and Cambridge Univ. Press

Local Arrangements Committee, SRCD Convention, Denver, 1975

Co-Chair, Research Conference on Preschool Education, Colorado Association for the Education of Young Children and University of Denver, 1982

Governing Board (elected), Colorado Association for the Education of Young Children, 1981-1983

Co-Director, Institutes on Cognition-Emotion Relations, 1984 to 1988: Institute on Cognition-Emotion Relations, August 1985; Institutes on Brain Development and Developmental Levels and Transitions, November 1986, January 1988, December 1988; Institute on Development of Shame and Guilt, December 1988.

Member of Planning Committee for the Third Biannual Conference of the Developmental Psychobiology Research Group, 1984

Co-chair, Thinking in Contexts: Knowledge in Specific Environments. Annual Meeting of the Jean Piaget Society: Society for the Study of Knowledge and Development, 1989

Co-chair, Development and Vulnerability in Close Relationships. Annual Meeting of the JPS:SSKD, 1992

Chair of Developmental Psychology Section of Program Committee, American Psychological Society, Annual Conference, 1997

Chair, Harvard Conference on Mind, Brain, and Education in Reading Disorders, 1998

Consultant for Research and Development to DuPont Corporation, 1984 to 1986

Consultant for Development to Cleveland Illuminating Company Nuclear Division, 1985

Consultant to Minnesota Mining and Manufacturing, 1990-1991

Occasional educational consultant for Belmont Public Schools, Biological Sciences Curriculum Study, Boston Public Schools, Buckingham, Brown, & Nichols School, Cherry Creek Public Schools, Children's Television Workshop, Denver Public Schools, Graland Academy, Littleton Public Schools, Mohawk Valley Community College, Portland (Oregon) Public Schools, Research for Better Schools, Upper Canada College, Milton Academy, etc.

Consultant to Time and Newsweek magazines, All Things Considered (National Public Radio), Boston Globe, Denver Post, Denver magazine, Glamour, The Infinite Mind (NPR), KOCE PBS Psychology Telecourse, Sesame Street Workshop, Ladies' Home Journal, Psychology Today, Reader's Digest, 20/20, and other media outlets

Consultant for Research and Development to Cognitive Processes, Inc., and Hennepin Group, 1983 to 1996

Consultant to Social Science Research Council, 1994 to 1998

Consultant for Research and Development to New England Research Institute, 1992 to present

Consultant to Disney Children's Encyclopedia, 1997-1998

Consultant to Public Information Resources: Learning & the Brain, 1998 to present

Consultant to Parent Center on Worldwide Web, 2000 to 2002

Consultant to UNICEF, 2001

Consultant to Ross School and Ross Institute, 2003-present

Consultant to Landmark School, 2003-present

Consultant to National Leadership College, National Security Agency, 2002-2008

Consultant to Developmental Testing Service, 2004-present

External Review Panel, NSF Learning Sciences Center: Center of Excellence for Learning in Education, Science, and Technology, Boston University, 2005-present

Board of Governors, Appalachian Regional Educational Laboratory, 2006-2008

Consultant to Ashridge Business School, United Kingdom, 2008-2009

Consultant to many schools and education groups, especially about Mind, Brain, and Education

Board of Advisors, Brain and Motivation Research Institute, South Korea, 2010 to present

Consultant to Research Schools: Landmark School, Ross School, St. George's School, Westmark School, Evergreen School in Seattle

(See also Honors and Memberships)

Primary External Grants

The Organization of Simple Learning, Livingston Fund, 1971-72

Learning and Problem-Solving as the Development of Organized Behavior, Spencer Foundation, 1973-77

The Development of Social Cognition, Grant Foundation, 1977-78

Social-Cognitive Development in Adolescence and Adulthood, Spencer Foundation, 1978-1981
The Development of Social-Cognitive Skills in the Preschool Years, Carnegie Corporation, 1981-1983
Beginning to Read: The Development of Early Reading Skills, Spencer Foundation, 1984-87 (K. Fischer & C. Knight, Principal Investigators)
Summer Institute for Emotion-Cognition Relations, Sloan Foundation, 1985-1988 (K. Fischer & J. Campos, Principal Investigators)
Summer Institute for Emotion-Cognition Relations, National Institute of Mental Health, 1985-1986 (J. Campos & K. Fischer, Principal Investigators)
Workshop on Relations between Brain and Developmental Transitions, MacArthur Foundation, Network on the Transition from Infancy to Childhood, 1986 (K. Fischer & J. Campos, Principal Investigators)
Environmental Influences on Reflective Judgment in Adolescents and Young Adults, Spencer Foundation, 1986-1989 (K. Kitchener, Principal Investigator; K. Fischer, co-investigator)
Statistical Techniques for Analyzing Developmental Sequences, MacArthur Foundation, Network on the Transition from Infancy to Childhood, 1986-1987
Order Analysis, a Statistical Technique for Detecting Developmental Sequences, MacArthur Foundation, Network on Early Developmental Transitions, 1988-89
Development of Emotion Concepts and Scripts, Spencer Foundation, 1989-90
Development of Emotions and Conflicts in Narratives in Preschool Children (co-investigator), MacArthur Foundation, Network on Early Childhood Transitions, 1989-1993
Development of Understanding Mean and Nice Interactions between Adult and Child, MacArthur Foundation, Network on Early Childhood Transitions, 1990-91
Studies of Representations of Emotions in Preschoolers, MacArthur Foundation, Network on Early Childhood Transitions, 1991-92
Relation of EEG to Cognitive Development in Infancy (consultant), NIH, University of Maryland, 1991-1993 (Nathan Fox, principal investigator)
Development of Planning in Early Childhood, MacArthur Foundation, Network on Early Childhood Transitions, 1992
Modeling and Measuring Growth and Development, Foundations Fund for Research in Psychiatry, 1992
Postdoctoral Training in Clinical Developmental Research (faculty investigator), NIMH, Massachusetts Mental Health Center, 1993-1997 (Stuart Hauser & Robert McCarley, principal investigators)
Growing Together, Spencer Foundation, 1994-1995
Psychological Antecedents of Aggression in Childhood (co-investigator), NICHD, 1994-2002 (Malcolm Watson principal investigator, Kurt Fischer co-investigator)
Brain-Behavior Relations in Child Development, Frederick P. & Sandra P. Rose Foundation, 1995-1999
Development of Self, Consciousness, and Brain, Frederick P. & Sandra P. Rose Foundation, 1998-2006
Assessing Learning and Curriculum for Executive Leadership Skills, National Leadership College of National Security Agency (Contracts), 2002-2006
Beyond Best Practice: Research-based Innovation in Learning and Knowledge Work, INE (Canada): Collaborative Research Initiative Grants, 2003-2007 (Marlene Scardamalia, principal investigator, Kurt Fischer collaborator)

Biostatistical Methods in Human Brain Mapping, NIH, 2004-2007 (Nicholas Lange, principal investigator, Kurt Fischer consultant)

Building a Usable Knowledge Web Portal for Educators, Merck Education Dissemination Fund, 2005-2009

Ettore Majorana Foundation and Centre For Scientific Culture, Sicily, Summer Institutes on Mind, Brain, and Education, 2005-2010 (Antonio Battro & Kurt Fischer, co-principal investigators)

A Model for Research Schools, Ross Institute, 2006-2010

Interventions to Support STEM Researchers with Dyslexia, NSF RDE 07-511 (Matthew Schnepps, p.i.), 2007-2009

National Science Foundation, Chair of Panel on the Future of Educational Neuroscience, 2007-2008

Meringoff Family Foundation, Assessing What Students Learn in a Cultural History Curriculum, 2010

U.S. Dept. Of Education, Reading to Learn, 2010-2015 (Catherine Snow, p.i., Kurt Fischer, co-i)

Board of Directors, Center for Curriculum Redesign, 2011-present

Board of Directors, Learning Resource Network (L__RN), 2010-present

Sponsor of eleven NIMH and Canada Council individual predoctoral fellowships, awarded in national competition

Sponsor of one SSRC postdoctoral fellowship and fifteen NIH and other postdoctoral fellowships

(In-house grants have been omitted.)

Publications (listed chronologically and within year alphabetically; more than 250)

Fischer, K.W. (1967). The effect of degree and type of training upon extinction of a response chain in pigeons. Psychonomic Science, 9, 402-404.

Fischer, K.W., & Fantino, E. (1968). The dissociation of discriminative and conditioned reinforcing functions of stimuli with changes in deprivation. Journal of the Experimental Analysis of Behavior, 11, 703-710.

Fischer, K.W. (1970). The structure and development of sensory-motor actions. Ph.D. dissertation, Harvard University, Department of Social Relations, August, 1970.

Leventhal, H., & Fischer, K.W. (1970). What reinforces in a social-reinforcement situation? Journal of Personality and Social Psychology, 14, 83-94.

Fischer, K.W., & A. Lazerson (Eds.). (1972). Psychology today: An introduction (2nd ed.). Del Mar, California: CRM Books, Inc. Author or coauthor of seven chapters:

Chapter 2. Animal Behavior and Instinct

Chapter 3. Conditioning and Learning

Chapter 4. The Organization of Behavior

Chapter 5. Development of Intelligence

Chapter 6. Development of Higher-Order Intelligence

Chapter 14. Perception

Chapter 15. Consciousness and Awareness

Fischer, K.W. (1972). Structuralism for psychologists: A review of An introduction to structuralism (Basic Books, 1970), by Michael Lane. Contemporary Psychology, 17, 329-331.

Fischer, K.W. (1974). Cognitive development as problem solving: The meaning of decalage in seriation tasks. Proceedings: Fifth Annual Inter-disciplinary Conference on Structural Learning (pp. 25-31). Office of Naval Research Technical Report.

Fischer, K.W., et al. (resource contributors) (1974). Understanding psychology. Del Mar, California: CRM Books. (This is an adaptation of Psychology today: An introduction, 2nd ed., for junior colleges and high schools.)

Fischer, K.W., Shaver, P., & Lazerson, A. (Eds.) (1975). Psychology today: An introduction (3rd ed.). Del Mar, California: CRM Books. Contributor to many chapters and author of six chapters.
Chapter 3. Species-specific behavior: Ethology
Chapter 4. Conditioning and learning: Behaviorism
Chapter 6. Thinking and problem-solving: Cognitive psychology
Chapter 8. The development of intelligence: Piaget's theory
Chapter 11. Perception: Principles and processes
Chapter 13. Varieties of consciousness

Fischer, K.W., & Lazerson, A. (1976). The editors/writers speak. Teaching of Psychology, 3, 149.

Bertenthal, B.I., & Fischer, K.W. (1977). Theoretical derivation and scoring manual for "Development of self-recognition in infancy." Cognitive Development Laboratory Manual Number 2, University of Denver.

Fischer, K.W. (1977). Making ESP replicable: A review of Learning to do ESP by Charles Tart. Contemporary Psychology, 22, 893.

Fischer, K.W., Cohen, K., Gould, M., & Corbitt, P. (1977). Manual for scoring seriation tasks. Cognitive Development Laboratory Manual Number 1, University of Denver.

Fischer, K.W., & Lazerson, A. (1977). Managing a book versus plagiarizing it. Teaching of Psychology, 4, 198-199.

Fuller, G., Calhoun, J., Schulman, M., & Fischer, K.W. (1977). Understanding psychology (2nd ed.). New York: CRM/Random House. (An adaptation of Psychology today: An introduction, 3rd ed., for junior colleges and high schools.)

Watson, M., & Fischer, K.W. (1977). A developmental sequence of agent use in late infancy. Child Development, 48, 828-836.

Watson, M.W., & Fischer, K.W. (1977). Theoretical derivation and scoring manual for "A developmental sequence of agent use in late infancy." Cognitive Development Laboratory Manual Number 3, University of Denver.

Bertenthal, B.I., & Fischer, K.W. (1978). The development of self-recognition in infancy. Developmental Psychology, 14, 44-50. Translated to French and reprinted in P. Mounoud & A. Vinter (Eds.), La reconnaissance de son image chez l'enfant et l'animal. Neuchatel: Delachaux et Niestle, 1981.

Fischer, K.W. (1978). Structural explanation of developmental change. Behavioral and Brain Sciences, 1, 186-187.

Jackson, E., Campos, J.J., & Fischer, K.W. (1978). The question of decalage between object permanence and person permanence. Developmental Psychology, 14, 1-10.

Fischer, K.W. (1980). Learning and problem solving as the development of organized behavior. Journal of Structural Learning, 6, 253-267.

Fischer, K.W. (1980). Stages and individual differences in cognitive development. Psychology Update Series, No. 4.

Fischer, K.W. (1980). A theory of cognitive development: The control and construction of hierarchies of skills. Psychological Review, 87, 477-531.

Fischer, K.W., & Corrigan, R. (1980). A skill approach to language development. In A.P. Reilly (Ed.), The communication game (pp. 58-64). New York: Johnson & Johnson Pediatric Round Table No. 4.

Watson, M.W., & Fischer, K.W. (1980). Development of social roles in elicited and spontaneous behavior. Developmental Psychology, 16, 483-494.

Bullock, D., & Fischer, K.W. (1981). The last straw for Piagetian stages? (Review of Beyond universals in cognitive development by D.H. Feldman). Contemporary Psychology, 26, 336-337.

Fischer, K.W. (Ed.) (1981). Cognitive development. New Directions for Child Development No. 12. San Francisco: Jossey Bass. This volume includes the following chapters:
Fischer, K.W. Analyzing change in the organization of behavior (editor's notes). Pp. vii-ix.
Fischer, K.W., & Bullock, D. Patterns of data: Sequence, synchrony, and constraint in cognitive development. Pp. 1-20.
Fischer, K.W., & Watson, M.W. Explaining the Oedipus conflict. Pp. 79-92.

Fischer, K.W., & Corrigan, R. (1981). A skill approach to language development. In R. Stark (Ed.), Language behavior in infancy and early childhood (pp. 245-273). Amsterdam: Elsevier.

Fischer, K.W., & Jennings, S. (1981). The emergence of representation in search. Developmental Review, 1, 18-30.

Hand, H.H., & Fischer, K.W. (1981). Manual for stories on the development of mean and nice social interaction. Cognitive Development Laboratory Manual Number 7, University of Denver, Denver, Colorado.

Pipp, S.L., & Fischer, K.W. (1981). Review of Intelligence and adaptation: An integration of psychoanalysis and Piagetian developmental psychology by Stanley I. Greenspan. American Journal of Education, 89, 452-456.

Watson, M.W., & Fischer, K.W. (1981). Theoretical derivation and scoring manual for "A developmental sequence of agent use in late infancy" and "Development of social roles in elicited and spontaneous behavior." Cognitive Development Laboratory Scoring Manuals 3 and 4 (combined), University of Denver.

Fischer, K.W. (1982). Human cognitive development in the first four years. Behavioral and Brain Sciences, 5, 282-283.

Fischer, K.W., & Canfield, R. (1982). Creativity as a developmental process. (Review of Darwin on man by H.E. Gruber). Contemporary Psychology, 27, 521-522.

Bertenthal, B.I., & Fischer, K.W. (1983). The development of representation in search: A social-cognitive analysis. Child Development, 54, 846-857.

Fischer, K.W. (1983). Illuminating the processes of moral development: A commentary. In A. Colby et al., A longitudinal study of moral judgment. Monographs of the Society for Research in Child Development, 48 (1, Serial No. 200), 97-107.

Fischer, K.W. (Ed.) (1983). Levels and transitions in cognitive development. New Directions for Child Development No. 21. San Francisco: Jossey-Bass. This volume includes the following chapters:

Fischer, K.W. The search for developmental levels (editor's notes). Pp. 1-3.

Fischer, K.W. Developmental levels as periods of discontinuity. Pp. 5-20.

Fischer, K.W., & Canfield, R.L. (1983). The interaction of person and environment in learning and cognitive development: A skill approach. Journal of Computer-based Instruction, 9 (May), 1-10.

Fischer, K.W., & Pipp, S.L. (1983). Freudian thought in children and adults (Review of The structure of Freudian thought by M.H. Feffer). Contemporary Psychology, 28, 280-282.

Fischer, K.W., & Bullock, D. (1984). Cognitive development in middle childhood: Conclusions and new directions. In W.A. Collins (Ed.), Development during middle childhood: The years from six to twelve (pp. 70-146). Washington, D.C.: National Academy of Sciences Press.

Fischer, K.W., Hand, H.H., & Russell, S. (1984). The development of abstractions in adolescence and adulthood. In M. Commons, F.A. Richards, and C. Armon (Eds.), Beyond formal operations (pp. 43-73). New York: Praeger.

Fischer, K.W., Hand, H.H., Watson, M.W., Van Parys, M., & Tucker, J. (1984). Putting the child into socialization: The development of social categories in preschool children. In L. Katz (Ed.), Current topics in early childhood education (vol. 5, pp. 27-72). Norwood, New Jersey: Ablex.

Fischer, K.W., & Lazerson, A. (1984). Human development from conception to adolescence. New York: Freeman.

Fischer, K.W., & Lazerson, A. (1984). Research: Brain spurts and Piagetian periods. Educational Leadership, 41 (5), 70.

Fischer, K.W., & Pipp, S.L. (1984). Development of the structures of unconscious thought. In K. Bowers & D. Meichenbaum (Eds.), The unconscious reconsidered (pp. 88-148). New York: Wiley.

Fischer, K.W., & Pipp, S.L. (1984). Processes of cognitive development: Optimal level and skill acquisition. In R.J. Steinberg (Ed.), Mechanisms of cognitive development (pp. 45-80). San Francisco: Freeman.

Fischer, K.W., Pipp, S.L., & Bullock, D. (1984). Detecting discontinuities in development: Method and measurement. In R. Emde & R. Harmon (Eds.), Continuities and discontinuities in development (pp. 95-121). New York: Plenum.

Hand, H.H., & Fischer, K.W. (1984). Scoring manual for stories testing the development of concepts of intention and responsibility in social interaction. Cognitive Development Laboratory Manual Number 5, University of Denver.

Corrigan, R., & Fischer, K.W. (1985). Controlling sources of variation in search tasks: A skill theory approach. In H. Wellman (Ed.), Children's searching: The development of search skill and spatial representation (pp. 287-318). Hillsdale, N.J.: Erlbaum.

Fischer, K.W., & Silvern, L. (1985). Stages and individual differences in cognitive development. Annual Review of Psychology, 36, 613-648.

Pipp, S.L., Shaver, P., Jennings, S., Lamborn, S., & Fischer, K.W. (1985). Adolescents' theories about the development of their relationships with parents. Journal of Personality and Social Psychology, 48, 991-1001.

Platt, C.B., & Fischer, K.W. (1985). Scoring manual for the development of communicative and linguistic skills of bilingual children. Cognitive Developmental Laboratory Manual, University of Denver.

Fischer, K.W., & Canfield, R.L. (1986). The ambiguity of stage and structure in behavior: Person and environment in the development of psychological structures. In I. Levin (Ed.), Stage and structure: Reopening the debate (pp. 246-267). Norwood, N.J.: Ablex.

Fischer, K.W., & Elmendorf, D. (1986). Becoming a different person: Transformations in personality and social behavior. In M. Perlmutter (Ed.), Minnesota symposium on child psychology (vol. 18, pp. 137-178). Hillsdale, N.J.: Erlbaum.

Fischer, K.W., & Kenny, S.L. (1986). The environmental conditions for discontinuities in the development of abstractions. In R. Mines & K. Kitchener (Eds.), Adult cognitive development: Methods and models. New York: Praeger. Pp. 57-75.

Bullock, D., & Fischer, K.W. (1986). The equilibration of cognitive structures. (A review of Piaget's The equilibration of cognitive structures: The central problem of intellectual development). American Scientist, 74, 660.

Fischer, K.W. (1987). Relations between brain and cognitive development. Child Development, 58, 623-632.

Fischer, K.W., & Farrar, J. (1987). Generalizations about generalization: How a theory of skill development explains both generality and specificity. International Journal of Psychology, 22, 643-677.

Reprinted in A. Demetriou (Ed.) (1988). The neo-Piagetian theories of cognitive development: Toward an integration. Amsterdam: North Holland.

Pipp, S.L., Fischer, K.W., & Jennings, S.L. (1987). The acquisition of self and mother knowledge in infancy. Developmental Psychology, 23, 86-96.

Fischer, K., Kenny, S., & Beals, D. (1988). Revised scoring manual for the development of concepts of addition, subtraction, multiplication, and division from grade school to college. Cognitive Development Laboratory Manual Number 6, Harvard University.

Fischer, K.W., & Knight, C.C. (1988). Cognitive development in real children: Levels and variations. Teaching Thinking and Problem Solving, 1988, 10(3), 1-4.

Fischer, K.W., & Knight, C.C. (1988). Different paths to reading. (A report on our research). The Spencer Foundation Newsletter, 3(2), 1.

Lamborn, S.D., & Fischer, K.W. (1988). Optimal and functional levels in cognitive development: The individual's developmental range. Newsletter of the International Society for the Study of Behavioral Development, No. 2 (Serial No. 14), 1-4.

Bidell, T.R., & Fischer, K.W. (1989). Commentary (Durability and variability in cognitive development). Human Development, 32, 363-368.

Fischer, K.W., & Hogan, A. (1989). The big picture for infant development: Levels and variations. In J. Lockman & N. Hazen (Eds.), Action in social context: Perspectives on early development. New York: Plenum. Pp. 275-305.

Fischer, K.W., & Lamborn, S. (1989). Mechanisms of variation in developmental levels: Cognitive and emotional transitions during adolescence. In A. de Ribaupierre (Ed.), Transition mechanisms in child development. New York: Cambridge University Press. Pp. 33-67.

Fischer, K.W., Shaver, P., & Carnochan, P. (1989). A skill approach to emotional development: From basic- to subordinate-category emotions. In W. Damon (Ed.), Child development today and tomorrow (pp. 107-136). San Francisco: Jossey-Bass.

Kitchener, K.S., & Fischer, K.W. (1989). "Wicked" decision problems and reflective judgment. (A report on our research.) The Spencer Foundation Newsletter, 4 (3), 1.

Rose, S., & Fischer, K.W. (1989). Constructing task sequences: A structured approach to skill theory. Cognitive Development Laboratory Manual, Harvard University.

Fischer, K.W. (1990). From the President. Genetic Epistemologist, 18(2), 1.

Fischer, K.W., & Hencke, R. (1990). Mean and nice interaction scale: Adult/child. Cognitive Development Laboratory, Harvard University.

Fischer, K.W., Hencke, R., & Hand, H.H. (1990). Mean and nice interaction scale: Peers. Cognitive Development Laboratory, Harvard University.

Fischer, K.W., Kenny, S.L., & Pipp, S.L. (1990). How cognitive processes and environmental conditions organize discontinuities in the development of abstractions. In C.N. Alexander, E.J. Langer, & R.M. Oetzel (Eds.), Higher stages of development. New York: Oxford University Press. Pp. 162-187.

(Includes reprinted portions of "Processes of cognitive development: Optimal level and skill acquisition," 1984, and "The environmental conditions for discontinuities in the development of abstractions," 1986.)

Fischer, K.W., & Knight, C.C. (1990). Cognitive development in real children: Levels and variations. In B.Z. Presseisen (Ed.), Learning and thinking styles: Classroom interaction. Washington DC: National Education Association. Pp. 43-67.

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Note: I have given over 300 talks, including numerous convention papers, colloquia, symposia, and invited addresses. Invited addresses have included the American Psychological Association S Divisions on Developmental Psychology, School Psychology, and General Psychology, American Psychological Society Presidential Symposium, Casey Institute Journalism Workshop, Chinese International Conference on Basic Education, Dutch Royal Academy of Sciences, the

German-American Scientific Council Conference on Family and Individual Development, Jean Piaget Society, Max Planck Institute LOGIC Conference, the Rochester Symposium on Developmental Psychopathology, Spiker Memorial Lecture at Iowa State University, Stanford University, University of Amsterdam, University of California at Berkeley, Woods Hole Series on Science

Education, 400th Anniversary Conference of the Pontifical Academy of Sciences, Learning & the Brain Conferences, Japanese Conference on Neuroscience & Education, International Whitehead Conference on Process Philosophy, Society for Research in Child Development Teaching Institute, International Dyslexia Society: Norman Geschwind Lecture: Connecting Mind, Brain, and Education, Swedish Parliament.