

VITA

November, 2015

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Birthplace: Norwalk, Connecticut

Education: Boston University, A.B. 1960 (Magna Cum Laude)
Boston University, A.M. 1961 (Psychology)
Clark University, Ph.D. 1967 (Psychology)

Academic Positions

Current

Thaddeus L. Bolton Professor of Psychology, Temple University, Emeritus

Past

1966-67	Lecturer, SUNY/Buffalo
1967-69	Director, Development Training Program, SUNY/Buffalo.
1967-71	Assistant Professor, SUNY/Buffalo.
1971-72	Associate Professor, SUNY/Buffalo.
1972-75	Associate Professor, Temple University.
1973-1992	Director, Division of Developmental Psychology, Temple University.
1975-2013	Professor, Temple University.
1975-76	(Fall Semester) Visiting Instructor, Swarthmore College.
1976-77	Guest Professor, Vrije University, Amsterdam, Holland.
1978	(Summer) Professor, International Summer School in Developmental Psychology. University of Warsaw/ISSBD. Warsaw/Turin, Poland.
1986	(Summer) Professor, International Summer School in Developmental Psychology. Czechoslovak Academy of Science/ISSBD, Prague, Czechoslovakia.
1987	Instructor - 9th Advanced Course of the Jean Piaget Archives Foundation, Geneva University, Switzerland (September).
1987-88	Visiting Scholar, Dept. of Psychiatry, The Institute of the Pennsylvania Hospital, Philadelphia, PA.
1988-1997	Senior Research Scientist, The Institute of Pennsylvania Hospital, Philadelphia, PA.

1989	(Summer) Professor, International (Summer School in Developmental Psychology. Karl Marx University/ISSBD. Leipzig, Germany.
1992	Instructor - 12th Advance Course of the Jean Piaget Archives Foundation, Geneva University, Switzerland (September).
1999-2001	Director of Graduate Studies, Dept of Psychology, Temple University
2001-2007	Chair, Department of Psychology, Temple University
2010	Instructor - 19th Advance Course of the Jean Piaget Archives Foundation, Geneva University, Switzerland (June-July).
2013	Emeritus Professor, Temple University

Professional Affiliations and Awards

American Psychological Association -

Fellow, Division 7 (Developmental)

Fellow, Division 12, (Clinical)

Fellow, Division 20 (Adult Development & Aging).

Society for Research in Child Development

Jean Piaget Society - President-Elect 1978-1979;

President, 1979-80.

International Society for the Study of Behavioral Development.

Society for Research on Adolescence

Society for the Study of Human Development

American Psychological Society - Fellow

Lindback Foundation Award for distinguished teaching, 1982.

Thaddeus Lincoln Bolton Professor of Psychology 2002

Lifetime Achievement Award – Jean Piaget Society 2011.

"This award is presented in acknowledgement of a distinguished body of scientific work that has, over a lifetime career, contributed significantly to our understanding of cognitive development, and in acknowledgement of major and continuing contributions made to the growth and success of the Jean Piaget Society."

Society for the Study of Human Development -- President-Elect – 2011-2013; President - 2013-2015; Past President -2015

Outstanding Faculty Service Award – Temple University – 2011

Presented Philadelphia City Council Citation for “fine work and outstanding contributions” to the city of Philadelphia 1993

Elected by Norwalk High School Alumni Association to the Association’s Wall of Honor in recognition of outstanding career achievements 2002

Statute

Editorial and Professional Responsibilities

Editor, Monographs of the Society for Research in Child Development 1999-2006
 Member, Editorial Board of Human Development, 1974-1987 & 2002 --
 Member, Editorial Board Cognitive Development 2001- 2008
 Member, Editorial Board of International Journal of Behavioral Development. 1997-2002.
 Member, International Associates of the Archives Jean Piaget. 1996-2006
 Member, Editorial Board of Journal of Adult Development, 1993-.
 Member, Editorial Board of Journal of Experimental Child Psychology. Reappointed 1997-2002.
 Member, Editorial Board of Psychology Inquiry, 1989-2003.
 Member, Editorial Board of Journal of Research on Adolescents. Reappointed 1996-.1999
 Guest Editor, Journal of Experimental Child Psychology. Special Issue on Adolescence, 1990.
 Associate Editor, Developmental Psychology, 1978-1986.
 Member, Editorial Board of Development & Psychopathology, 1988-1990.
 Member, Editorial Board of The Genetic Epistemologist, 1981-1990.
 Member, Editorial Board of Child Development, 1974-1977.
 Member, Editorial Board of Developmental Psychology, 1977-1978.
 Member, NIH Developmental Behavioral Sciences Study Section, July 1978- June 1982.
 Member, Policy and Planning Committee, Division 7, APA, 1978-1980.
 Member, Executive Committee, Division 7, APA, 1979-1982,1986-1989, 1991.
 Member, Credentials Committee, Division 7, APA, 1982-1985
 Member, Board of Directors, Jean Piaget Society, 73-78, 82-85, 88-90.
 Chair, Local Arrangements Committee, Jean Piaget Society, 1975-1991, 1993, 1996.
 Organizer of the 16th Annual Symposium of the Jean Piaget Society. Development of Thinking and Reasoning from Adolescence through Adulthood, Philadelphia, PA, May, 1986.
 Organizer of the 21st Annual Symposium of the Jean Piaget Society. The Nature and Ontogenesis of Meaning, Philadelphia, PA, May, 1991.
 Member, Nomination Committee, Division 7, APA, 1989-1990, 1992.
 Chair, McCandless Young Scientist Award Committee, Division 7, APA, 1991.
 Member, McCandless Young Scientist Award Committee, Division 7, APA, 1992.
 Honorary Member, Board of Directors, Jean Piaget Society, 1992 - present.
 Chair, Selection Committee, E. Maccoby Book Award, Division 7, APA, 1996, 1997.
 Member, Selection Committee, E. Maccoby Book Award Division 7, APA, 1998.
 Chair, Division 7, APA, Golden Anniversary Celebration Committee, 1997.
 Member, Division 7 APA, Dissertation Awards Committee, 1999.
 Chair, Division 7, APA, Dissertation Awards Committee, 2000.
 Organizer of the 32nd Annual Meetings of the Jean Piaget Society: The Embodied Mind and Consciousness – Developmental Perspectives, Philadelphia, PA, June 2002.
 Organizer of the 8th Biannual Meetings of the Society for the Study of Human Development –Rethining Developmental Science -- Fort Lauderdale, FL, Nov. 2013

Publications and Papers

Books

- Overton W. F. & Molenaar, P.C.M (Eds.). (2015). *Theory and Method*. Volume 1 of the *Handbook of child psychology and developmental science*. (7th ed.), Editor-in-Chief: Richard M. Lerner. Hoboken, NJ: Wiley.
- Overton, W. F. (Ed.). (2010) Cognition, biology, and methods across the lifespan. Volume 1 of the *Handbook of life-span development*. Editor-in-chief: R. M. Lerner. Hoboken, NJ: Wiley.
- Overton, W. F., Mueller, U. & Newman, J. L. (Eds.), (2008). *Developmental Perspectives on Embodiment and Consciousness*. Hillsdale, NJ: Erlbaum Associates.
- Overton, W. F. & Palermo, D. S. (Eds.), (1994). *The Nature and Ontogenesis of Meaning*. Hillsdale, NJ: Erlbaum Associates.
- Overton, W. F. (Ed.). (1990). *Reasoning, Necessity, and Logic: Developmental Perspectives*. Hillsdale, NJ: Erlbaum.
- Overton, W. F. (Ed.). (1983). *The relationship between social and cognitive development*. Hillsdale, NJ: Lawrence Erlbaum.
- Overton, W. F. & Gallagher, J. (Eds.), (1977). *Knowledge and Development: Advances in Theory and Research*. New York: Plenum.

Journal Articles and Chapters

- Overton, W. F. (2015). Processes, relations and Relational-Developmental-Systems. In W. F. Overton & P. C. M. Molenaar (Eds.). *Theory and Method*. Volume 1 of the *Handbook of child psychology and developmental science*. (pp. 9-62) (7th ed.), Editor-in-Chief: Richard M. Lerner. Hoboken, NJ: Wiley.
- Overton, W. F. & Molenaar, P. C. (2015). Concepts, theory, and method in Developmental Science: A view of the issues. In W. F. Overton & P. C. M. Molenaar (Eds.). *Theory and Method*. Volume 1 of the *Handbook of child psychology and developmental science*. (pp. 2-8) (7th ed.), Editor-in-Chief: Richard M. Lerner. Hoboken, NJ: Wiley.
- Overton, W. F. (2014). The process-relational paradigm and relational-development-systems metamodel as context. *Research in Human Development*, 11, 323-331.
- Overton, W. F. & Lerner, R. M. (2014). Fundamental concepts and methods in developmental

- science. A relational perspective. *Research in Human Development*, 11, 63-73.
- Lerner R. M, & Overton W. F. (2014). Epigenetics, evolution, and embodiment: On the conceptual vacuity of evolutionary psychology. *OA Genetics*, Jun 01;1(1):6.
- Overton, W. F. (2014). Relational developmental systems and developmental science: A focus on methodology. In Molenaar, P. C. M., Lerner, R. M., & Newell, K. (Eds.). *Handbook of Developmental Systems Theory and Methodology* (pp. 19-65). New York, NY: Guilford
- Overton, W. F. (2013). A New Paradigm for Developmental Science: Relationism and Relational-Developmental-Systems. *Applied Developmental Science*, 17:2, 94-107.
- Overton, W. F. (2013). Relationism and Relational-Developmental-Systems: A paradigm for developmental science in the post-Cartesian era. In R. M. Lerner & J. B. Benson (Eds.). *Embodiment and epigenesis: Theoretical and methodological issues in understanding the role of biology within the relational developmental system. Part A: Philosophical, theoretical, and biological dimensions. Advances in Child Development and Behavior*, 44, 21-94.
- Overton, W. F. & Lerner, R. M. (2012). Relational Developmental Systems: Paradigm for developmental science in the post-genomic era. *Behavioral and Brain Sciences*, 35, 375-376.
- Overton, W. F. (2012). Evolving scientific paradigms: Retrospective and prospective. In L. L'Abate (Ed.), *The role of paradigms in theory construction*. (pp. 31-65). New York: Springer.
- Overton, W. F., & Mueller, U. (2012). Metatheories, theories, and concepts in the study of development. In: R. M. Lerner, M A. Easterbrooks, & J. Mistry (Eds.). *Comprehensive Handbook of Psychology: Developmental Psychology* (Volume 6) (pp. 19-58). Editor-in-Chief: Irving B. Weiner. New York: Wiley.
- Overton, W. F. (2011). Relational Developmental Systems and Quantitative Behavior Genetics: Alternative or Parallel Methodologies? *Research in Human Development*, 8:3-4, 258-263.
- Ricco, R. & Overton, W. F. (2011). Dual systems competence \leftrightarrow procedural processing: A relational developmental systems approach to reasoning. *Developmental Review*, 31, 119-150. <http://dx.doi.org/10.1016/j.dr.2011.07.005>
- Rich, J. D., Fullard, W. & Overton, W. F. (2011). The relationship between deductive reasoning ability, text anxiety, and standardized test scores in a latino sample. *Hispanic Journal of Behavioral Sciences*, 33(2), 261-277,
- Overton, W. F. (2010). Life-span development: Concepts and issues. In W. F. Overton (Ed),

Cognition, biology, and methods across the lifespan. Volume 1 of the *Handbook of life-span development*. (pp. 1-29) Editor-in-chief: R. M. Lerner. Hoboken, NJ: Wiley.

Overton, W. F. & Ricco, R. (2010). Dual-Systems and the Development of Reasoning: Competence—Procedural Systems. *WIREs: Cognitive Science*.

Overton, W. F. (2010). Developmental Psychology. In I. B. Weiner & W. E. Craighead (Eds.), *Corsini's encyclopedia of psychology* (4th ed. Pp. 489-493). Hoboken, NJ: Wiley.

Muller, U., & **Overton, W. F.** (2010). Thinking about thinking – thinking about measurement: A Rasch analysis of recursive thinking. *Journal of Applied Measurement*, 11, 78-90.

Dick*, A. S., & **Overton, W. F.** (2010). Executive function: Description and Explanation. In B. Sokol, U. Müller, J.I.M. Carpendale, A.R. Young & G. Iarocci (Eds.), *Self-and social-regulation: Exploring the relations between social interaction, social cognition, and the development of executive functions*. (pp. 7-34). New York: Oxford University Press.

Overton, W. F. (2009). The concept of development. In R. A. Shweder, T. R. Bidell, A. C. Dailey, S. D. Dixon, P. J. Miller, and J. Modell, (eds). *The Child: An Encyclopedic Companion* (pp. 256-258). Chicago: University of Chicago Press

Lerner, R. M. & **Overton, W.F.** (2008). Exemplifying the integrations of the relational developmental system: Synthesizing theory, research, and application to promote positive development and social justice. *Journal of Adolescent Research*, 23, 245-255.

Overton, W. F. (2008). Embodiment from a Relational Perspective. In W. F. Overton, U. Mueller & J. L. Newman (Eds.), (pp. 1-18). *Developmental Perspective on Embodiment and Consciousness*. Hillsdale, NJ: Erlbaum Associates

Overton, W. F. (2007). A Coherent Metatheory for Dynamic Systems: Relational Organicism-Contextualism. *Human Development*, 50, 154-159 .

Overton, W. F. & *Dick, A. S. (2007). A Competence-Procedural and Developmental Approach to Logical Reasoning. In Maxwell. J. Roberts (Ed.), *Integrating the mind* (pp 332-366). Hove, UK: Psychology Press

Overton, W. F. (2006). Developmental psychology: Philosophy, concepts, methodology. In R. M. Lerner (Ed.) *Theoretical models of human development*. Volume 1 of the *Handbook of child psychology* (pp. 18-88). (6th ed.), Editor-in-Chief: William Damon; Richard M. Lerner. New York: Wiley.

Müller, U., Dick, A. S., Gela, K., **Overton, W. F.**, & Zelazo, P.D. (2006). The Role of Negative Priming in Preschoolers' Flexible Rule Use on the Dimensional Change Card Sort Task. *Child Development*, 77, 395-412.

Overton, W. F. & *Ennis, M. (2006). Relationism, ontology and other concerns. *Human*

Development, 49, 180-183.

Overton, W. F. & Ennis, M. (2006). Cognitive-Developmental and Behavior-Analytic Theories: Evolving into Complementarity. *Human Development, 49*, 143-172

Takahashi, M., & **Overton, W. F.** (2005). Cultural Foundations of Wisdom: An Integrated Developmental Approach. In R.J. Sternberg and J. Jordan (Eds.) *A Handbook of Wisdom: Psychological Perspectives* (pp. 32-60). New York: Cambridge University Press

Overton, W. F. & Mueller, U. (2005). Heinz Werner. In B. Hopkins (Ed.) *The Cambridge Encyclopedia of Child Development*, (p. 525). New York: Cambridge University Press.

*Dick, A. S., **Overton, W. F.** & *Kovacs, S. L. (2005). The Development of Symbolic Coordination: Representation of Imagined Objects, Executive Function and Theory of Mind. *Journal of Cognition and Development, 6*, 133-141.

Overton, W. F. (2004). A relational and embodied perspective on resolving psychology's antinomies. In J. Carpendale and U. Mueller (Eds.) *Social interaction and the development of knowledge*, (pp. 19-44). Mahwah, NJ: Lawrence Erlbaum Associates.

Overton, W. F. (2004). Embodied development: Ending the nativism-empiricism debate. In C. Garcia Coll, E. Bearer, and R. Lerner (Eds.). *Nature and Nurture: The Complex Interplay of Genetic and Environmental Influences on Human Behavior and Development*, (pp. 201-223). Mahwah, NJ: Lawrence Erlbaum Associates.

Overton, W. F. (2003). Metatheoretical features of behavior genetics and development. *Human Development, 46*, 356-361.

Overton, W. F. (2003). Development Across the Life Span: Philosophy, concepts, theory. In: R. M. Lerner, M A. Easterbrooks, & J. Mistry (Eds.) *Comprehensive Handbook of Psychology: Developmental Psychology* (Volume 6) (pp. 13-42). Editor-in-Chief: Irving B. Weiner. New York: Wiley

Overton, W. F. (2002). Understanding, Explanation, and Reductionism: Finding a Cure for Cartesian Anxiety. In L. Smith, and T. Brown, (Eds.) *Reductionism*, (pp. 29-51). Mahwah, NJ: Lawrence Erlbaum Associates.

*Chapell, M. S. & **Overton, W. F.** (2002). Development of logical reasoning and the school performance of African American adolescents in relation to socioeconomic status, ethnic identity, and self-esteem. *Journal of Black Psychology, 28*, 295-317.

*Takahashi, M., & **Overton, W. F.** (2002). Wisdom: Toward a culturally inclusive understanding. *International Journal of Behavioral Development, 26*, 267-277.

*Mueller, U., **Overton, W. F.** & *Reene, K. (2001). Development of conditional reasoning:

A longitudinal study. *Journal of Cognition and Development*, 2, 27-49.

Overton, W. F. (2000). Is and ought – Fact and value: A relational developmental perspective. In M. Laupa (Ed.), *Rights and wrongs: How children and young adults evaluate the world*, *New Directions for Child Development*, (pp 77-91). San Francisco: Jossey-Bass

Overton, W. F. (1999). Nativism, empiricism and developmental dynamic action systems. *Developmental Science* 3, 281-282.

Mueller, U., Sokol, B. & **Overton, W. F.** (1999). Developmental sequences in class reasoning and propositional reasoning. *Journal of Experimental Child Psychology*, 74, 69-106.

Overton, W. F. (1998). Relational-developmental theory: A psychological perspective. In D. Gorlitz, H. J. Harloff, G. Mey, J. Valsiner (Eds.) *Children, Cities, and psychological theories: Developing relationships*, (pp. 315-335). Berlin: Walter De Gruyter & Co.

Overton, W. F. (1998). Developmental psychology: Philosophy, concepts, and methodology. In R. M. Lerner (Ed.) *Theoretical models of human development. Volume 1 of the Handbook of child psychology*, (pp. 107-188). (5th ed.), Editor-in-Chief: William Damon. New York: Wiley.

*Chapell, M. & **Overton, W. F.** (1998). Development of logical reasoning in the context of parental style and test anxiety. *Merrill-Palmer Quarterly*, 44, 141-156.

Reprinted in Mary Gauvain and Michael Cole (Eds.) (2000). *Readings on the development of children*. (3rd Ed.) (pp. 267-275). New York: Worth Publishers.

*Mueller, U., & **Overton, W. F.** (1998). How to grow a baby. A re-evaluation of image-schema and Piagetian action approaches to representation. *Human Development*, 41, 71-111.

*Mueller, U., & **Overton, W. F.** (1998). Action theory of mind and representational theory of mind: Is Dialogue Possible? *Human Development*, 41, 127-133.

*Mueller, U., *Sokol, B., & **Overton, W. F.** (1998). Reframing a constructivist model of the development of mental representations. The role of higher-order operations. *Developmental Review*, 18, 155-201.

*Mueller, U., *Sokol, B., & **Overton, W. F.** (1998). Constructivism and development: Reply to Smith's commentary. *Developmental Review*, 18, 228-236.

Overton, W. F. (1997). Beyond dichotomy: An embodied active agent for cultural Psychology. *Culture and Psychology*, 3, 315-334.

Overton, W. F. (1997). Marching toward the millennium. *Human Development*, 40, 102-

108.

*Takahashi, M. & **Overton, W. F.** (1996). Formal reasoning in Japanese older adults: The role of metacognitive strategy, task content, and social factors. *Journal of Adult Development, 3*, 81-91

*Reimer, M., **Overton, W. F.**, Steidl, J., Rosenstein, D., & Horowitz, H. (1996). Familial responsiveness and behavioral control: Influences on adolescent psychopathology, attachment, and cognition. *Journal of Research on Adolescence, 6*, 87-112.

*Pollack, R. D., **Overton, W. F.**, *Rosenfeld, A., & *Rosenfeld, R. (1995). Formal reasoning in late adulthood: The role of semantic content and metacognitive strategy. *Journal of Adult Development, 2*, 1-14.

*Foltz, C., **Overton, W. F.**, & Ricco, R. (1995). Proof construction: Adolescent development from inductive to deductive problem solving strategies. *Journal of Experimental Child Psychology, 59*, 179-195.

Reprinted in L. Smith (Ed.) (1996). *Critical readings on Piaget*. London: Routledge.

Overton, W. F. (1994). The arrow of time and cycles of time: Concepts of change, cognition, and embodiment. *Psychological Inquiry, 5*, 215-237.

Overton, W. F. (1994). Interpretationism, pragmatism, realism, and other ideologies. *Psychological Inquiry, 5*, 260-271.

Overton, W. F. (1994). Contexts of meaning: The computational and the embodied mind. In W. F. Overton & D. S. Palermo (Eds.) *The nature and ontogenesis of meaning*. Hillsdale, NJ: Erlbaum Associates, pp. 1-18.

Overton, W. F. (1994). Reasoning. In V. S. Ramachandran (Ed.) *Encyclopedia of Human Behavior*. New York: Academic Press, vol. 4, pp. 13-24.

Overton, W. F. (1993). The arrow of time and cycles of time: Implications for change in cognitive development. In J. Montangero, A. Cornu-Wells, A. Tryphon, & J. Voneche (Eds.) *Conceptions of change over time*. Geneva: Foundation Archives Jean Piaget, pp. 159-180.

Horowitz, H., **Overton, W. F.**, Rosenstein, D., & Steidl, J. (1992). Comorbid adolescent substance abuse: A maladaptive pattern of self-regulation. *Adolescent Psychiatry, 18*, 465-483.

Steidl, J., Horowitz, H., **Overton, W. F.**, & Rosenstein, D. (1992). Family interaction as regulatory context in adolescence. *Adolescent Psychiatry, 18*, 484-490.

- Rosenstein, D., Horowitz, H., Steidl, J., & **Overton, W. F.** (1992). Attachment and internalization: Relationship as a regulatory context. *Adolescent Psychiatry, 18*, 491-501.
- Overton, W. F.**, Steidl, J., Rosenstein, D., & Horowitz, H. (1992). Formal operations as regulatory context in adolescence, *Adolescent Psychiatry, 18*, 502-513.
- Overton, W. F.** (1991). The structure of developmental theory. In H. W. Reese (Ed.) *Advances in child development and behavior*, Vol. 23. New York: Academic Press, 1-37.
Reprinted in P. van Geert & L. P. Mos (Eds.) (1991). *Annals of theoretical psychology*. Vol. 7. New York: Plenum, pp. 191-235.
- Overton, W. F.** (1991). Metaphor, recursive systems and paradox in science and developmental theory. In H. W. Reese (Ed.) *Advances in child development and behavior*, Vol. 23. New York: Academic Press, 59-71.
Reprinted in P. van Geert & L. P. Mos (Eds.) (1991). *Annals of theoretical psychology*. Vol. 7. New York: Plenum, 1991, pp. 261-277.
- Overton, W. F.** (1991). Historical and contemporary perspectives on developmental theory and research strategies. In R. Downs, L. Liben and D. Palermo (Eds.). *Visions of aesthetics, the environment, and development. The legacy of Joachim Wohlwill*. Hillsdale, NJ: Erlbaum, pp. 263-311.
- Overton, W. F.** (1991). Narratives and observations in contemporary scientific psychology. *Psychological Inquiry, 2*, 356-357.
- Overton, W. F.** (1991). Competence, procedures and hardware: Conceptual and empirical considerations. In M. Chandler and M. Chapman (Eds.) *Criteria for competence: Controversies in the assessment of children's abilities*. Hillsdale, NJ: Erlbaum, pp. 19-42.
- Overton, W. F.** & Horowitz, H. (1991). Developmental psychopathology: Differentiations and integrations. In D. Cicchetti and S. Toth (Eds.), *Rochester Symposium on developmental psychopathology*, Vol. 3, Rochester, NY: University of Rochester Press, pp. 1-42.
- Overton, W. F.**, & *Byrnes, J. (1991). Cognitive development. In R. Lerner, A. Petersen & J. Brooks-Gunn (Eds.) *The encyclopedia of adolescence*. New York: Garland, pp. 151-156.
- Overton, W. F.** (1991). Reasoning in adolescence. In R. Lerner, A. Petersen & J. Brooks-Gunn (Eds.) *The encyclopedia of adolescence*. New York: Garland, pp. 912-916.
- Overton, W. F.**, & Montangero, J. (1991). Jean Piaget. In R. Lerner, A. Petersen & J.

Brooks-Gunn (Eds.) *The encyclopedia of adolescence*. New York: Garland, pp. 803-804.

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*Ward, S., *Byrnes, J., & **Overton, W. F.** (1990). Organization of knowledge and conditional reasoning. *Journal of Educational Psychology*, 82, 832-837 (with S. Ward and J. Byrnes).

*Ward, S., & **Overton, W. F.** (1990). Semantic familiarity, relevance, and the development of deductive reasoning. *Developmental Psychology*, 26, 488-493.

Overton, W. F. (1990). Competence and procedures: Constraints on the development of logical reasoning. In Willis F. Overton (Ed.) Reasoning, Necessity, and Logic: Developmental Perspectives. Hillsdale, NJ: Erlbaum, pp. 1-32.

*Black, J., & **Overton, W. F.** (1990). Reasoning, logic, and thought disorders: Deductive reasoning and developmental psychopathology (with Jeffrey S. Black). In Willis F. Overton (Ed.) *Reasoning, Necessity, and Logic: Developmental Perspectives*. Hillsdale, NJ: Erlbaum, pp. 255-297.

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Johnson, J. A., *Germer, C. H., Efran, J. S., & **Overton, W. F.** (1988). Personality as the basis for theoretical predilections. *Journal of Personality and Social Psychology*, 55, 824-835.

*Byrnes, J. & **Overton, W. F.** (1988). Reasoning about logical connectives: A developmental analysis. *Journal of Experimental Child Psychology*, 46, 194-218.

Overton, W. F., *Ward, S., Noveck, I., Black, J., & Obrien, D. (1987). Form and content in the development of deductive reasoning. *Developmental Psychology*, 23, 22-30.

Reprinted in L. Smith (Ed.) (1992). Jean Piaget Critical Assessments. (Vol. 1). London: Routledge.

O'Brien, D., *Costa, G., & **Overton, W. F.** (1986). Evaluations of causal and conditional hypotheses. *Quarterly Journal of Experimental Psychology*, 38A, 493-512.

*Ward, S., Newcombe, N., & **Overton, W. F.** (1986). Turn left at the church, or three miles north: A study of direction giving and sex differences. Environment and Behavior, 18, 192-213.

- *Meehan, A., & **Overton, W. F.** (1986). Gender differences in expectancies for success and performance on Piagetian spatial tasks. *Merrill - Palmer Quarterly*, *32*, 427-441.
- *Byrnes, J. & **Overton, W. F.** (1986). Reasoning about certainty and uncertainty in concrete, causal, and propositional contexts. *Developmental Psychology*, *22*, 793-799.
- Overton, W. F.**, *Byrnes, J. & *O'Brien, D. (1985). Developmental and individual differences in conditional reasoning: The role of contradiction training and cognitive style. *Developmental Psychology*, *21*, 692-701.
- Overton, W. F.** (1985). Scientific methodologies and the competence - moderator - performance issue. In E. Neimark, R. DeLisi, and J. Newman (Eds.), *Moderators of competence*. Hillsdale, NJ: Erlbaum, 15-41.
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- Overton, W. F.** (1984). World views and their influence on psychological theory and research: Kuhn--Lakatos--Laudan. In H.W. Reese (Ed.), *Advances in child development and behavior*. Vol 18. New York: Academic Press, pp. 191-226.
- Overton, W. F.** (1984). Comments on Beilin's epistemology and Palermo's defense of Kuhn. In H.W. Reese (Ed.), *Advances in child development and behavior*. Vol 18. New York: Academic Press, 273-276.
- Overton, W. F.**, & Newman, J. (1982). Cognitive development: A competence-activation/utilization approach. In T. Field, A. Huston, H. Quay, L. Troll, & G. Finley (Eds.), *Review of Human Development*. New York: Wiley and Sons, Inc., pp. 217-241.
- Overton, W. F.**, & Newman, J. (1982). Life-span cognitive intervention research: A competence-activation/ utilization approach. In J. DeWit & A.L. Benton (Eds.), *Perspectives in child study*. Lisse: Swets & Zeitlinger B.V. pp. 26-37.
- Overton, W. F.** & Meehan, A. M. (1982). Individual differences in formal operational thought: sex role and learned helplessness. *Child Development*, *53*, 1536-1543.
- *O'Brien, D., & **Overton, W. F.** (1982). Conditional reasoning and the competence-performance issue: A developmental analysis of a training task. *Journal of Experimental Child Psychology*, *34*, 274-290.
- Overton, W. F.**, & Reese, H. W. (1981). Conceptual prerequisites for an understanding of stability-change and continuity-discontinuity. *International Journal of Behavioral*

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*Marcus, D., & **Overton, W. F.** (1978). The development of cognitive gender constancy and sex role preference. *Child Development*, 49, 434-444.

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Overton, W. F., & *Hornblum, J. (1976). Area and volume conservation among the elderly: Assessment and training. *Developmental Psychology*, 12, 68-74.

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*Clayton, V., & **Overton, W. F.** (1976). Concrete and formal operational thought processes in young adulthood and old age. *Aging and Human Development*, 7, 195-203.

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Overton, W. F., & *Lipton, C. (1971). Anticipatory imagery and modified anagram solutions: A developmental study. *Child Development*, 42, 615-623.

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* indicates student

Book Reviews

Piaget, J. Possibility and necessity. Volume 1. The role of possibility in cognitive development. Volume 2. The role of necessity in cognitive development. Minneapolis, MN: University of Minnesota Press. In Contemporary Psychology, 1989, 34, 629-631.

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Droz, R., & Rahmy, M. Understanding Piaget. New York: International University Press. In Contemporary Psychology, 1977, 22, 39.

Inhelder, B., & Chipman, H. Piaget and his school. New York: Springer-Verlag. In Contemporary Psychology, 1977, 22, 622-623.

Piaget, J., Frawley, P., & Reuchlin, M. History and method, Vol. I (Experimental Psychology Series). New York: Basic Books. In Contemporary Psychology, 1970, 15, 10-11.

Nuttin, J., Frawley, P., & Meili, R. Activation, emotion, and personality, Vol. V (Experimental Psychology Series). New York: Basic Books. In *Contemporary Psychology*, 1977, 22, 39.

Invited Addresses

Person, Biology, Culture from a Process-Relational Perspective. Presidential address presented to The Society for the Study of Human Development. October 16-18, 2015, Austin, TX

Research Begins With Questions and Implicit Assumptions: How May this Impact Autism Research? Invited Keynote Address presented at the New Jersey Autism Center of Excellence Summit, September 18, 2015, Montclair State University, NJ.

Relationism & Relational Developmental Systems: A Conceptual Paradigm for the Emergent,

Epigenetic, Embodied, Enacted, Extended, Embedded, and Encultured Mind. Invited Plenary Address presented to the Jean Piaget Society. May 31-June 2, 2012, Toronto, CA.

Relational Developmental Systems: A Primer. Invited address presented to the Inductive Developmental Systems Conference. Pennsylvania State University. Oct 31-Nov 2, 2011.

Dual-Systems and the Development of Reasoning: Competence—Procedural Systems. Invited addresses presented to the 19th Advanced Course. Archives Jean Piaget, University of Geneva, Geneva, Switzerland, June 30, 2010.

Relationism, Embodiment, and Developmental Systems. Invited address presented to the Eliot-Pearson Department of Child Development, Tufts University, April 26, 2010

Dissolving Psychology's Antinomies: A Relational Metatheoretical Approach. Invited address presented to the Committee on Human Development and the Psychology Department, University of Chicago, Chicago, IL. April 27, 2005.

Reasoning Development. Invited address presented to the Human Development Department, University of Delaware, March, 24, 2005.

Piaget and Skinner: Evolving into Complementarity. Invited address presented to the 30th Annual Convention of Association for Behavior Analysis. Boston, MA. May 29, 2004

Reasoning development. Invited address presented to the Interdisciplinary Studies in Human Development. U. of Penn Graduate School of Education. April 9, 2003.

Development. Invited address presented to The Cognitive and Institutional Differentiation of Psychological Objects. Berlin-Brandenburg Academy of Sciences and Humanities. Berlin, Germany. November, 2002

Embodiment and the development of thought. Invited address to the Child Study Center Speaker Series at The Child Study Center, Penn State University, University Park, PA, October, 2002

Development of the embodied mind and consciousness. Invited Symposium presented at 31st Annual Symposium of the Jean Piaget Society. Berkeley, CA, June, 2001.

Embodied Development: Biology, Person and Culture in a Relational Context. Invited address presented at Brown University Conference on Genetics and Environmental Influences on Behavior. April 5, 2001

The Embodied Child as Agent of Action. Invited presentation to Robert Wood Johnson Medical Center, Rutgers University, November 2000

World Views and Dialectics. Invited presentation to a conference, Behavior: Theory and Philosophy. West Virginia University, April 6-8, 2000

The Growing Mind: Action, Agency, Embodiment, & Metaphor. Invited Keynote address to combined meetings of Developmental Psychology (EPSY) and Educational Psychology (PADPSY) of the German(-speaking) Psychological Society. Fribourg, Switzerland, Sept, 1999

Understanding, Explanation, and Reductionism: Finding a Cure for Cartesian Anxiety. Invited Plenary address to the 29th Annual Symposium of the Jean Piaget Society. Mexico City, Mexico, June, 1999.

Between positivism and relativism: Healing the dichotomy. Paper presented in an invited symposium titled, The Golden Anniversary Symposium/Developmental Psychology: History as context for the 21st Century. The meetings of the American Psychological Association. Chicago, ILL, August 15-19, 1997.

Constructivism in Psychotherapy. Invited address presented to Department of Psychology, Philadelphia College of Osteopathic Medicine. May 23, 1997.

Developmental Psychology: Philosophy, concepts, and Methodology. Invited address presented to Barat Interprofessional Faculty Seminar. Boston College, June 5, 1997

Beyond dichotomy: Person/Action/Culture. Invited address presented to An Honorary Symposium for Ernst E. Boesch: Action, Culture and Symbol: Boesch's Legacy for Productive Synthesis. Max Planck Institute, Berlin, Germany, December, 1996.

Evolutionary Meta-Narratives and Developmental Change: Towards a Healing of the Biological-Social Split. Invited address presented at the 24th Annual Symposium of the Jean Piaget Society. Chicago, ILL, June 2-5, 1994

Developmental-Relational Theory: A psychological perspective. Invited Address to the Conference of the American Society for Cybernetics. Philadelphia, PA, November 3-7, 1993.

Scientific knowing in a Post-Modern World: Implications for an understanding of developmental change. Invited Symposium at the 23rd Symposium of the Jean Piaget Society. Philadelphia, PA, June 3-5, 1993.

The Development of Reasoning. Invited address presented to the Psychology Department, Princeton University. April 5, 1993.

The Arrow of Time and Cycles of Time: Conceptions of change in cognitive development. Invited address presented at 12th Advanced Course of the Jean Piaget Archives Foundation. Geneva, Switzerland. Sept., 1992.

The Development of Reasoning. Invited address presented to the College of Human Development. The Pennsylvania State University. Dec 12, 1991.

Cognition: Formal operations as regulatory context. Invited address presented at the Annual meeting of the American Society for Adolescent Psychiatry. New York, NY, May 11-13, 1990.

Worldviews and creative thinking. Invited address presented to the Theory Summit Conference on Intelligence and Creativity. Mt. Hood, Oregon, Sept. 13-16, 1990.

The Development of Deductive Reasoning. Invited address presented at Educational Testing Service, Princeton, NJ. January 18, 1990.

Developmental psychopathology and object relations theory. Invited address presented at the Rochester Developmental Psychopathology Symposium. University of Rochester, Rochester, NY. October 25-27, 1989

The Development of Deductive Reasoning. Invited address presented at the Psychology Department, University of West Virginia, Morgantown, WV. February 17, 1989..

Myth, metaphor and scientific models of development. Invited address to The Legacy of Joachim F. Wohlwill, The Pennsylvania State University, October 25-27, 1988.

Thought and emotion: The novelty of adolescence. Invited address to annual meeting of the American Society for Adolescent Psychiatry, Montreal, Quebec, May 7, 1988.

Competence/Acquisition/Utilization: Cognitive Development. Invited address presented to the Department of Psychology. University of Maryland/Baltimore. March 21, 1988.

The Development of Deductive Reasoning. Invited address presented to the Department of Psychology, Rutgers University, Feb 5, 1988.

Form and Function of Developmental Theories. Invited address presented at the 9th Advanced Course of the Jean Piaget Archives Foundation. University of Geneva, Geneva, Switzerland, September, 1987.

The Impact of Paradigms in Psychological Thought. Invited address presented to the psychology group (Rolf Oerter – Head), University of Munich, Munich Germany, June 30, 1986.

Competence/Acquisition/Utilization: Cognitive Development. Invited address presented to the Department of Psychology. The Pennsylvania State University. Jan 17, 1986

Conditional Reasoning. Invited address to the Reasoning Research Group (H. Markovits Head). University of Montreal. Montreal, Canada. October 23, 1985

The Development of Formal Operational Thinking. Invited address presented to the Department of Psychology. Bucknell University. Lewisburg, PA. Feb 7, 1984.

Scientific methodologies and the competence-moderation-performance distinction. Invited address presented to the 12th Annual Symposium of the Jean Piaget Society, Philadelphia, Pennsylvania, June, 1982.

Cognitive development. Invited address at the International Symposium Pedology Today and Tomorrow. Organized by the Pedologist Institute, Amsterdam, Holland, April, 1981.

Models, methods, and ethics of intervention. Invited address presented at Life Span Development Conference, Morgantown, West Virginia, May, 1978 (with H. Reese).

On the conceptual limits of Piaget's theory. Invited address presented at the Annual Meeting of the Jean Piaget Society, Philadelphia, Pennsylvania, May, 1978.

General models for man-environment relations. Presented at an invited symposium: Metatheoretical models in ecological psychology (W. Overton and H. Reese, conveners), at the Biennial Meetings of the International Society for the Study of Behavioral Development, Guildford, England, July, 1975 (with H. Reese).

Theory, research and application: A philosophical perspective. Invited address presented at the Presidential Symposium of the meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, March, 1973.

General systems theory. Invited address presented at the conference on Issues in Developmental and Historical Structuralism. Ann Arbor, Michigan, September, 1972.

Models and theories of development. Invited address to the West Virginia Conference on Life-span Developmental Psychology, May, 1969, (with H. Reese).

Papers, Presentations & Webinars

Overton, W. F. (March 25, 2015). The process-relational paradigm and relational-developmental systems metamodel as context. SSHD Webinar Rethinking Developmental Science Across the Life-Span/Life-Course

Dick, A. S., & **Overton, W. F.** (March, 2007). The development of cognitive flexibility beyond the preschool period. Poster presented at the meeting of the Society for Research in Child Development, Boston, MA.

Overton, W. F. & Takahashi, M. (June, 2007). Culture and the development of wisdom. Paper presented at a symposium at the meeting of the Jean Piaget Society, Amsterdam, Holland.

Overton, W. F. (June, 2006). The nature and place of metatheory in contemporary psychology. Paper presented at the meeting of the Jean Piaget Society, Baltimore, MD.

Anderson, W. D., Dick, A. S., & **Overton, W. F.** (June, 2006). An investigation of sex differences in emotion based decision making. Poster presented at the meeting of the Jean Piaget Society, Baltimore, MD. <http://home.uchicago.edu/%7Eadick/links/ado_jps_06.pdf>

Dick, A. S., & **Overton, W. F.** (October, 2005). Perseveration following a temporal delay in the Dimensional Change Card Sort. Poster presented at the meeting of the Cognitive Development Society, San Diego, CA. <http://home.uchicago.edu/%7Eadick/links/cds_do_05.pdf>

Dick, A. S., Müller, U., Ringrose, A., & **Overton, W. F.** (June, 2005). Determinants of perseveration in the Dimensional Change Card Sort. Poster presented at the meeting of the Jean Piaget Society, Vancouver, CA. <http://home.uchicago.edu/%7Eadick/links/jps_dmro_05.pdf>

*Dick, A. S., Muller, U., & Overton, W. F. (October, 2003). Further support for negative priming in the Dimensional Change Card Sort. Poster presented at the meeting of the Cognitive Development Society, Park City, UT

*Dick, A.S., **Overton, W.F.**, & *Kovacs, S. L. (April, 2003). Using representations: Children's coordination of symbols in theory of mind, executive function, and representation of imagined objects. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

*Dick, A.S., Müller, U., **Overton, W.F.** (October, 2003). Further support for negative priming in the Dimensional Change Card Sort. Poster presented at the meeting of the Cognitive Development Society, Park City, UT.

*Bolles, J. R. & **Overton, W. F.** (June, 2001). Deontic and aretaic dimensions of moral reasoning. Poster presented at the 31st Annual Symposium of the Jean Piaget Society. Berkeley, CA.

*Kovacs, S. & **Overton, W. F.** (June, 2001). An embodied action theory of mind approach to the development and transformation of symbolic representation in preschoolers. Poster presented at the 31st Annual Symposium of the Jean Piaget Society. Berkeley, CA.

Overton, W. F. (September, 2001). Construct validity: A forgotten concept in psychology? Paper presented at a symposium of The meetings of the American Psychological Association, Boston, MA.

Overton, W. F. (April, 1999). The embodied child as agent of action. Paper presented in a symposium titled, Searching for the Child in Contemporary Child Development. Biennial Meeting of the Society for Research in Child Development. Albuquerque, New Mexico.

Overton, W. F. (June, 1998). Assessing transformational change: Metatheory, methodology, and method. Paper presented in an invited symposium titled, Contemporary Trends in Scientific Methodology. 28th Annual Symposium of the Jean Piaget Society. Chicago, ILL.

Mueller, U. & **Overton, W. F.** (June, 1998). The development of social understanding in infancy. Paper presented at the 28th Annual Symposium of the Jean Piaget Society. Chicago, ILL.

Overton, W. F. (June, 1997). Recent developments in the sociogenesis of science. Paper presented at a Symposium titled The Sociology versus the Sociogenesis of Science. 27th Annual Symposium of the Jean Piaget Society. Santa Monica, CA.

Overton, W. F. & *Mueller, U (September 1996). The development of negation: A Rasch modeling approach. Paper presented at the symposium: Empirical aspects of Piaget's epistemology: Recent findings from Rasch analysis at the meeting on the Centennial of Jean Piaget's Birth: The Growing Mind. Geneva, Switzerland.

Overton, W. F. (August, 1996) The cultural creation of biology and the biological creation of culture. Paper presented at the symposium: Nature, Culture, and the Question "Why" at the XIVth Biennial Meetings of the International Society for the Study of Behavioral Development. Quebec City, Canada.

*Mueller, U. & **Overton, W. F.** (June, 1996). The origin of mental representation. Paper presented at the 26th Annual Symposium of the Jean Piaget Society. Philadelphia, PA.

*Takahashi, M. & **Overton, W. F.** (April, 1996). Formal reasoning in Japanese older adults: The role of metacognitive strategy, task content, and social factors. Paper presented at the meetings of the Eastern Psychological Association. Philadelphia, PA.

*Chapell, M. & **Overton, W. F.** (June, 1995). Adolescent reasoning: Enhanced by Authoritative Parenting. Presented at the American Psychological Society Meetings. New York, NY.

Overton, W. F. (May, 1994). Developmental-Relational Theory: Implications for therapeutic change. Presented at Symposium titled "Epistemology really is clinically useful" at Annual Meeting of the American Psychiatric Association, Philadelphia, PA.

*Mueller, U., *Reene, K. & **Overton, W. F.** (June, 1994). Rasch Analysis of a Deductive Reasoning Task. Presented at the 24th Annual Symposium of the Jean Piaget Society, Chicago, ILL.

*Riemer, M. & **Overton, W. F.** (August, 1994). Familial responsiveness and behavioral control: Influences on adolescent psychopathology. Presented at the meetings of

the American Psychological Association, Los Angeles, CA.

*Foltz, C. & **Overton, W. F.** (March, 1993). Proof construction: The development of inductive and deductive reasoning. Presented at the 60th Anniversary Meeting of the Society for Research in Child Development. New Orleans, LA.

*Pollack, R. & **Overton, W. F.** (August, 1992). Deductive reasoning and metacognition in late adulthood. Presented at the meetings of the American Psychological Association. Washington, D.C..

Overton, W. F. (September, 1991). Piaget in the 90s: The place of adolescent deductive reasoning. Presented at the 10th Annual Conference on German Developmental Psychology. Cologne, Germany.

Overton, W. F. (June, 1991). The logic of meaning and the meaning of logic. Presented at the 21st Annual Symposium of the Jean Piaget Society. Philadelphia, PA.

Overton, W. F. (June, 1991). The nature of competence: Meaning, implication and relevance. Presented at the 20th Anniversary Symposium of the Jean Piaget Society. Philadelphia, PA.

Overton, W. F. (March, 1990). Organization of knowledge and conditional reasoning. Presented at the Biennial meeting of the Society for Research on Adolescence. Atlanta, Georgia.

Overton, W. F. (July, 1989). Training formal (deductive) reasoning. Presented at the Biennial Meetings of the International Society for the Study of Behavioral Development, Jyvaskyla, Finland.

*Rosenfeld, A., *Pollack, R. & **Overton, W. F.** (June, 1989). Deductive reasoning: A life-span approach. Presented at the First Meeting of the American Psychological Society. Arlington, VA.

*Pollack, R., *Reene, K., & **Overton, W. F.** (June, 1989). The partial insight response: Longitudinal evidence for a transitional time in logical reasoning. Presented at the 19th Annual Symposium of the Jean Piaget Society, Philadelphia, PA.

Overton, W. F. (April, 1989). Material versus pattern explanations of psychological competence. Presented at the Biennial Meeting of the Society for Research in Child Development, Kansas City, MO.

*Reene, K., & **Overton, W. F.** (April, 1989). A longitudinal investigation of adolescent deductive reasoning. Presented at the Biennial Meetings of the Society for Research in Child Development, Kansas City, MO, April 27-30.

*Pollack, R., *Ward, S., & **Overton, W. F.** (March, 1988). Early adolescence: A

transitional time in logical reasoning. Presented at the Biennial meetings of the Society for Research on Adolescence, Alexandria, VA.

*Ward, S., & **Overton, W. F.** (April, 1987). The role of content familiarity and contramands on deductive reasoning: A developmental analysis. Paper presented at the meetings of the Eastern Psychological Association, Arlington, VA, April, 1987 (with S. Ward).

*Meehan, A., & **Overton, W. F.** (May, 1986). The effect of an expectancy manipulation on gender differences on horizontality and verticality concept tasks. Paper presented at the 16th Annual Symposium of the Jean Piaget Society, Philadelphia, Pennsylvania.

*Ward, S., *Yaure, R., & **Overton, W. F.** (April, 1986). Deductive reasoning of adults. Paper presented at the South East Conference on Human Development, Nashville, Tennessee.

Overton, W. F. (July, 1985). The fifth stage of cognitive development: Fact or fiction. Paper presented at the Biennial Meetings of the International Society for the Study of Behavioral Development, Tours, France.

Reasoning about concrete, causal, and syllogistic uncertainty. Paper presented at the Annual Symposium of the Jean Piaget Society, Philadelphia, Pennsylvania, June, 1985 (with J. Byrnes).

Evaluating causal hypotheses: How do professionals reason? Paper presented at the Annual Symposium of the Jean Piaget Society, Philadelphia, Pennsylvania, June, 1985 (with G. Costa & D O'Brien).

The development of conditional reasoning. Paper presented at the Annual Symposium of the Jean Piaget Society, Philadelphia, Pennsylvania, June, 1985 (with J. Black and R. DiBase).

The role of operational thought in the comprehension and production of metaphor. Paper presented at the Biennial Meetings of the Society for Research in Child Development, Toronto, Canada, April, 1985 (with R. Ricco).

Operativity as a moderator of children's ability to delay gratification. Paper presented at the Annual Symposium of the Jean Piaget Society, Philadelphia, Pennsylvania, June, 1985 (with D. Young).

Sex differences in direction giving: A study of preference and competence. Paper presented to the Eastern Psychological Association, Boston, Massachusetts, March, 1985 (with S. Ward & N. Newcombe).

Conditional reasoning and content effects: A developmental analysis of Wason's selection task. Eastern Psychological Association, Baltimore, Maryland, April, 1984 (with S.

Ward).

Do females expect to fail on Piagetian tasks? Eastern Psychological Association, Baltimore, Maryland, April, 1984 (with A. Meehan).

Conditional reasoning in adulthood and old age: A competence-activation/utilization approach. Biennial Meeting Southeastern Conference on Human Development, Athens, Georgia, April, 1984 (with R. Franco).

Conditional reasoning from the perspective of the competence-performance distinction. Eastern Psychological Association, Baltimore, Maryland, April, 1984 (with D. O'Brien).

Individual differences in conditional reasoning: Effects of contradiction training for reflectives versus impulsives. Paper presented at the 13th annual symposium of the Jean Piaget Society, Philadelphia, Pennsylvania, 1983 (with J. Byrnes).

Hypothesis testing: Contextual, semantic, and syntactic performance variables. Paper presented at the 13th Annual symposium of the Jean Piaget Society, Philadelphia, Pennsylvania, 1983 (with G. Costa & D. O'Brien).

Historical changes in conceptualizing the role of presuppositions in the science of child development. Paper presented at the Biennial meeting of the Society for Research in Child Development, Detroit, Michigan, April, 1983.

The Organicism-Mechanism Paradigm Inventory. Paper presented at the 53rd Annual Meeting of the Eastern Psychological Association, Baltimore, Maryland, April, 1982 (with C. Germen & J. Efran).

World models, research programmes, and development. Paper presented at the Biennial Meetings of the Southeastern Conference on Human Development, Baltimore, Maryland, April, 1982.

Life span cognitive intervention research: A competence-activation approach. Presented at the Biennial Meeting of the International Society for the Study of Behavioral Development, Toronto, Canada, August, 1981 (with Judith Newman).

Cognitive intervention research: A competence-performance model. Presented at the Annual Meetings of the Gerontological Society of America, San Diego, California, November, 1980.

Piaget and the understanding of development. Presented at the 10th Annual Meeting of the Jean Piaget Society, Philadelphia, Pennsylvania, May, 1980.

The development of operativity from a structuralist perspective. Presented at the Biennial Meetings of the Southeastern Conference on Human Development, Alexandria,

Virginia, April, 1980.

Metatheoretical perspectives on the continuity-discontinuity issue. Presented at the Biennial Meetings of the International Society for the Study of Behavioral Development, Lund, Sweden, June, 1979 (with H. Reese).

Conditional reasoning and insight: A developmental analysis. Presented at the Biennial Meetings of the Society for Research in Child Development, April, 1979, San Francisco, California (with D. O'Brien).

The child's generation of metaphor as a problem solving activity. Paper presented at the Biennial Meetings of the Conference on Human Development, Atlanta, Georgia, April, 1978.

Perspective taking and mental set among the aged. Paper presented at the meetings of the American Psychological Association, San Francisco, California, August, 1977 (with B. Levin).

Reflection-impulsivity and formal operations. Paper presented at the Biennial Meetings of the Society for Research in Child Development, New Orleans, Louisiana, April, 1977 (with B. Riebman).

A cognitive developmental investigation of sex role development. Paper presented at the Southeastern Meetings of the Society for Research in Child Development, Nashville, Tennessee, April, 1975 (with D. Marcus).

Area and volume conservation among the elderly. Paper presented at the Biennial Meetings of the Society for Research in Child Development, Denver, Colorado, April, 1975 (with J. Hornblum).

The active organism in structuralism. Paper presented at a symposium: Conceptions of the "active organism" (H. Beilin, Chairman), at the meetings of the Eastern Psychological Association, Philadelphia, Pennsylvania, April, 1974.

The acquisition of formal operational thought and the role of cognitive style. Paper presented at the Southeastern Meeting of the Society for Research in Child Development, Chapel Hill, North Carolina, March, 1974.

The role of formal operational thought in the aging process, (with V. Clayton). Paper presented at the meetings of the Gerontological Society, Miami, Florida, November, 1973.

Environmental ontogeny: A cognitive view. Paper presented at the Biennial Meetings of the International Society for the Study of Behavioral Development, Ann Arbor, Michigan, August, 1973.

Some alternative conceptions of intellectual change in aging. Paper presented at a symposium: Intellectual Development in Adulthood and Old Age (P. Baltes, Chairman), at the meeting of the American Psychological Association, Washington, D.C., September, 1971.

Imitation of imagined acts and imagined objects: A developmental study, (with J. Jackson). Paper presented at the Biennial Meetings of the Society for Research in Child Development, Minneapolis, Minnesota, 1971.

Social class differences and task variables in the development of multiplicative classification. Paper presented at the meeting of the Eastern Psychological Association, Atlantic City, 1970.

Perceptual and verbal factors in the development of multiplicative classification. Paper presented at the meeting of the Eastern Psychological Association, Philadelphia, 1969.

The effect of differential visual field position and differential eye and hemi-retina stimulation on word recognition thresholds. Paper presented at the meeting of the Eastern Psychological Association, Philadelphia, 1964.

Experience

Teaching

Undergraduate Developmental Psychology, Developmental Psychopathology, Personality, History and Systems, Retardation and Jean Piaget's theory; Graduate Cognitive Development, History and Systems, Theories of Development, Piaget's Theory, Research Methods in Developmental Psychology, Development of Object Relations.

Clinical

1961-65 - Practicum work in assessment and psycho-therapy at the Clark University Psychological Clinic.

1965-66 - Clinical Psychology Intern at Worcester State Hospital, Worcester, Massachusetts.

1987-96 - Participate in training of psychiatric residents and psychological interns. The Institute of Pennsylvania Hospital, Philadelphia, PA.

1988-present -Adult psychotherapy practice.

1997-2000 -Therapy supervision of psychological interns. Pennsylvania Hospital. Philadelphia, PA.

1991-95 - Therapy supervision of psychological interns. The Institute of Pennsylvania Hospital, Philadelphia, PA.

1994-96 - Therapy supervision of psychological interns. Hahnemann University, Philadelphia, PA.

Status of Current Research

A Life-span approach to logical thought: This is a continuing project. The project examines the acquisition of logical thought processes (e.g. conditional reasoning) in early adolescence; the factors that effect utilization or non utilization, the processes in the adult years; and the fate of the underlying processes in the elderly.

The development of representation: This project focuses on the acquisition of representational competence between the ages of 2 and 5 years. The focus of this project is on the transformations that take place in the nature of symbolic representation during this period.

Theoretical work: Two invited chapters are in preparation.