**VITA**

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***Current Address:***

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***Education:***

Pomona College, Psychology major, B.A. 1970, Magna cum laude

University of Minnesota, Child Psychology, Ph.D., 1975

***Job Experience:***

1970-71 Kindergarten teacher, Seattle, Washington

1971-75 Graduate student, University of Minnesota

1975-77 Assistant Professor of Psychology, Arizona State University

1977-present Assistant Professor to Professor of Psychology,

 University of Michigan

1977-present Assistant Research Scientist to Research Professor,

 Center for Human Growth and

 Development, University of Michigan

2009-present Harold W. Stevenson Collegiate Professor of Psychology

***Awards and Honors:***

Spencer Award from The National Academy of Education, awarded 1980

Research Career Development Award from NICHD, awarded 1983

Fellow, American Psychological Association, since 1984

Cattell Award, from the James McKeen Cattell Fund, 1988-89

Fellow and Charter Member, American Psychological Society, since 1988

Faculty Recognition Award, University of Michigan, 1990

Fellow, Center for Advanced Study in the Behavioral Sciences, 1990-91

Excellence in Research Award, University of Michigan 1998

NIH MERIT Award, 2005

Rockefeller Bellagio Fellowship, 2007

President, the Cognitive Development Society, 2007-2009

Distinguished Faculty Achievement Award, University of Michigan 2009

Award for Distinguished Career Contributions to Developmental Psychology, American Psychological Association, 2012

Fellow of the American Academy of Arts and Sciences, inducted 2012

Distinguished Alumni Award, College of Education and Human Development, University of Minnesota, 2013

Fellow, Cognitive Science Society, 2015

Cognitive Development Society Book Award for *Making Minds*, 2015

American Psychological Association Eleanor Maccoby Book Award for *Making Minds*, 2017

Mentoring Award for Developmental Psychology, American Psychological Association, 2017

Mentoring Award, Association for Psychological Science, 2022

***Professional Activities:***

President, Cognitive Development Society, 2007-2009; member Cognitive Development Society Board of Directors, 2005-2011

Member of Editorial Boards for *Child Development*, *Journal of Cognition and Development*, *Developmental Review*, *European Journal of Developmental Psychology*.

NIH Study Section, Human Development and Aging, 1984-1988

Scientific Advisory Board, for the Max Planck Institute for Human Development (Berlin) 1995-2001

Grants Advisory Panel of the Blue Cross and Blue Shield of Michigan Foundation, 2007-2016.

***University Activities:***

1978-1986, 1991-1996, Member, Executive Committee, Center for Human

 1997-1999, 2000-2005, Growth and Development

 2008-2013

2001-2003, 2005–2006 Associate Director, Center for Human Growth and

 Development

1978-1995, Member, Executive Board, University of Michigan
 1997-2005 Children's Centers (Chairman 1985-1995)

1983-1984, 1989-90 Chairman of Developmental Psychology

 1992-1995

1984-1985, 1999-00, Member Executive Committee, Department of Psychology

 2005-06, 2013-15

***Research Support:***

I have received research awards from NICHD, NSF, NIMH, the McDonnell, Spencer and Templeton Foundations.

***Publications:***

**Books and Monographs**

Wellman, H. M. (2020). *Reading minds: How childhood teaches us to understand people*. Oxford University Press. Foreign translations: Spanish, Portuguese, Chinese, Korean, Japanese, Polish.

Wellman, H. M. (2014). *Making minds: How theory of mind develops*. Oxford University Press. Spanish language edition: La construccion de la mente. (2017). Santiago, Chile: Ediciones UC.

Paris, S. & Wellman, H. M. (Eds). (1998). *Global prospects for education*. Washington, DC: APA Publications.

Wellman, H. M. & Inagaki, K. (Eds.). (1997). *The emergence of core domains of thought: Physical, psychological, and biological thinking*. San Francisco: Jossey-Bass.

Bartsch, K. & Wellman, H. M. (1995). *Children talk about the mind*. New York: Oxford University Press. Paperback edition (1997).

Butterworth, G., Harris, P. L., Leslie, A. M., & Wellman, H. M. (Eds.). (1991). *Perspectives on the child’s theory of mind*. Oxford: Oxford University Press.

Wellman, H. M. (1990). *The child's theory of mind*. Cambridge, MA: MIT Press. Paperback edition (1992). Spanish language edition: *Desarrollo de la teoria del pensamiento en los niños* (1995) Bilbao, Spain: Desclee De Brouwer.

Wellman, H. M., Cross, D. & Bartsch, K. (1986). Infant search and object permanence: A meta-analysis of the A-not-B error. *Monographs of the Society for Research in Child Development*, *51*, entire Serial No. 214.

Wellman, H. M. (Ed.). (1985). *Children's searching*. Hillsdale, NJ: Erlbaum.

**Journal Articles and Chapters.**

Yu, C., & Wellman, H.M., (2022) Young children treat puppets and dolls like real persons in theory of mind research: A meta-analysis of false-belief understanding across ages and countries. *Cognitive Development*, *63*, 101197.

Wellman, H.M. & Yu, C. (2022) All humans have a ‘theory of mind’. *Journal of Autism and Developmental Disorders*. Published online 17 May 2022.

Peterson, C.C. & Wellman, H.M. (2022) Altruism, hypocrisy and theory of mind in autistic and non-autistic children. *Developmental Psychology.* Published online April 21, 2022.

Yu, C., Kovelman, I., Wellman, H.M., (2021) How bilingualism informs theory of mind development, *Child Development Perspectives,* 15, 154-159*.* DOI: 10.1111/cdep.12412

Yu, C., Stanzione, C.M., Wellman, H.M. & Lederberg, A.R. (2021) Theory of mind in young children with hearing provisions. *Psychological Science, 32*, 109-119*.*

Zelazo, P.D., … Wellman, H.M., … Reznick, J.S. (2021) Measurement of cognition for the National Children’s Study. *Frontiers in Pediatrics, 9,* 1-18. Online publication doi: 10.3389/fped.2021.603126

Brink, K.A. & Wellman, H.M. (2020) Robot teachers for young children: Young children trust robots depending on their perceived accuracy and agency. *Developmental Psychology,* *57*, 1268-1277. http://dx.doi.org/ 10.1037/dev0000884

Reddy, R.B. & Wellman, H.M. (2020) Caregiving relationships as evolutionary and developmental bases of obligation. *Behavioral and Brain Sciences.* Online publication <https://doi.org/10.1017/S0140525X19002504>

Wellman, H.M. (2020). The quest for comprehension and learning: Children’s questions drive both. In L. Butler, S. Ronfard & K. Corriveau (eds.) *The questioning child: Insights from Psychology and Education* (pp. 51-72). Cambridge University Press.

Wellman, H.M., Song, J-H, Peskin-Shepherd, H. (2019). Children’s early awareness of comprehension as evident in their spontaneous corrections of speech errors. *Child Development*, *90*, 196-209. doi: 10.1111/cdev.12862

Brink, K.A. & Wellman, H.M. (2019) Technology as teacher: How children learn from social robots. In S. Grimm (ed*.) Varieties of understanding: New perspectives from Philosophy, Psychology and Theology* (pp.139-165). NY: Oxford University Press.

Peterson, C.C. & Wellman (2019) Explaining the unpredictable: The development of causal theories of mind in deaf and hearing children. *Child Development*, 90, e654-e674.  *doi: 10.1111/cdev.13092*

Wellman, H.M. (2018). Theory of mind: The state of the art. *European Journal of Developmental Psychology*. doi: 10.1080/ 17405629.2018.1435413

Wellman, H.M. (2018) Theory of mind across the lifespan? *Zeitschrift für Psychologie*. *226*(2), 136–138.

Selcuk, B., Brink, K.A., Ekerim, M. & Wellman, H.M. (2018) Sequence of theory-of-mind acquisition in Turkish children from diverse backgrounds. *Infant and Child Behavior, 27*: e2098.

Peterson, C.C., & Wellman, H.M. (2018). Longitudinal Theory of Mind (ToM) development from preschool to adolescence with and without ToM delay. *Child Development*. doi:10.1111/cdev.13064

Brink, K.A., Gray, K. & Wellman, H.M. (2017) Creepiness creeps in: Uncanny valley feelings are acquired in childhood. *Child Development*. [Epub ahead of print] doi: 10.1111/cdev.12999

Peterson, C.C., Slaughter, V. & Wellman, H.M. (2017) Nimble negotiators: How theory of mind (ToM) interconnects with persuasion skills in children with and without ToM delay. *Developmental Psychology*, *54*(3). 494-509. doi: 10.1037/dev0000451

Wellman, H.M., Ornstein, P.A., Woodward, A. & Uttal, D. (2017). History of the Cognitive Development Society: The first sixteen years. *Journal of Cognition and Development*, *18*, 392-397. doi: 10.1080/15248372.2016.1276915

Wellman, H.M. (2017) Learning a theory of mind. In V. Slaughter & M. deRosnay (eds.) *Theory of mind development in context* (pp. 1-21). NY: Psychology Press.

Wellman, H.M. (2017). The development of theory of mind: Historical reflections. *Child Development Perspectives*, *11*, 207-214. doi: 10.1111/cdep.12236

Rhodes, M. & Wellman, H.M. (2017). Moral learning as intuitive theory revision. *Cognition*, *167*, 191-200. doi: 10.1016/j.cognition.2016.08.013

Frazier, B. N., Gelman, S. A., & Wellman, H. M. (2016). Young children prefer and remember satisfying explanations. *Journal of Cognition and Development*, *17*, 718-736. dx.doi.org/10.1080/15248372.2015.1098649

Wellman, H. M., Kushnir, T., Xu, F. & Brink, K. A. (2016). Infants use statistical sampling to understand the psychological world. *Infancy*, *21*, 668-676. doi: 10.1111/infa.12131

Peterson, C.C., O’Reilly, K. & Wellman, H.M. (2016). Deaf and hearing children’s development of theory of mind, peer popularity and leadership during middle childhood. *Journal of Child Experimental Psychology*, *149*, 146-158. doi: 10.1016/j.jecp.2015.11.008

Lane, J. D.; Evans, E. M.; Brink, K. A. & Wellman, H. M. (2016) Developing concepts of ordinary and extraordinary communication. *Developmental Psychology, 52*, 19-30.

Song, J., Volling B.L., Lane J.D., Wellman, H.M. (2016). Aggression, sibling antagonism, and theory-of-mind during the first year of siblinghood: A developmental cascade model. *Child Development*, *87*, 1250-1263. doi: 10.1111/cdev.12530

Wellman, H.M. (2016) Social cognition and education: Theory of mind (translation: Cognición social y educación: teoría de la mente). *Pensamiento Educativo. Revista de Investigación Educacional Latinoamericana*, 53(1), 1-23. doi: 10.7764/PEL.53.1.2016.2

Peterson, C.C., Slaughter, V., Moore, C. & Wellman, H.M. (2016). Peer social skills and theory of mind in children with autism, deafness or typical development. *Developmental Psychology*, *52*, 46-57.

Lane, J. D., Zhu, L., Evans, E. M., & Wellman, H. M. (2016). Developing concepts of the mind, body, and afterlife: Exploring the roles of narrative context and culture. *Journal of Cognition and Culture*, *15*, 50-82.

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Ding, X. P., Wellman, H. M., Wang, Y., Fu, G., & Lee, K. (2015). Theory-of-mind training causes honest young children to lie. *Psychological Science*, *26*, 1812-1821.

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Bowman, L.C., Kovelman, I., Hu, X. & Wellman, H.M. (2015). Children’s belief- and desire-reasoning in the temporoparietal junction: Evidence for specialization from functional near-infrared spectroscopy. *Frontiers in Human Neuroscience*, 9, 560. doi: 10.3389/fnhum.2015.00560

Brink, K. A., Lane, J. D., & Wellman, H. M. (2015). Developmental pathways for social understanding: linking social cognition to social contexts. *Frontiers in Psychology, 6*, 719. doi: 10.3389/fpsyg.2015.00719

Kushnir, T., Gopnik, A., Chernyak, N., Seiver, E., & Wellman, H.M. (2015). Developing intuitions about free will between ages four and six. *Cognition, 138*, 79-101.

Wellman, H. M. (2015). Friends, friendlessness, and social cognition. *British Journal of Developmental Psychology*, *33*, 24-26.

Lane, J. D., Wellman, H. M., & Evans, E. M. (2014). Approaching an understanding of omniscience from the preschool years to early adulthood. *Developmental Psychology*, *50*(10), 2380-2392.

O’Reilly, K., Peterson, C. C., & Wellman, H. M. (2014). Sarcasm and advanced theory of mind understanding in children and adults with prelingual deafness. *Developmental Psychology, 50*(7), 1862-1877.

Bowman, L. C., & Wellman, H. M. (2014). Neuroscience contributions to childhood theory-of-mind development. In O. N. Saracho (Ed.), *Contemporary perspectives on research in theories of mind in early childhood education* (pp. 195-223). Charlotte, NC: Information Age Publishing.

Dunphy-Lelii, S., LaBounty, J., Lane, J. & Wellman, H. M. (2014). The social context of infant intention understanding. *Journal of Cognition and Development*, *15*, 80-77.

Lane, J. D., Harris, P. L., Gelman, S. A., & Wellman, H. M. (2014). More than meets the eye: Young children’s trust in claims that defy their perceptions. *Developmental Psychology*, *50*, 865-871.

Wellman, H. M. & Peterson, C. C. (2013). Deafness, thought-bubbles and theory of mind development. *Developmental Psychology*, *49*, 2357-2367.

Wellman, H. M. & Peterson, C. C. (2013). Theory of mind development, and deafness. In Baron-Cohen, S., Lombardo, M.V., and Tager-Flusberg, H. (Eds), *Understanding other minds: Perspectives from developmental social neuroscience*, (pp. 51-71). New York: Oxford University Press.

Lane, J.D., Wellman, H.M. & Gelman, S.A. (2013). Informants' traits weigh heavily in young children's trust in testimony and in their epistemic inferences. *Child Development*, *84*, 1253-1268.

Wellman, H. M. (2013). Universal social cognition: Childhood theory of mind. In M. Banaji & S. Gelman. (Eds.), *Navigating the social world: A developmental perspective* (pp. 69-74). Oxford: Oxford University Press.

Rhodes, M. & Wellman, H.M. (2013). Constructing a new theory from old ideas and new evidence. *Cognitive Science*, *37*(3), 592-604.

Brandone, A. C., Horwitz, S. R., Aslin, R. N. & Wellman,H. M. (2013). Infants’ goal anticipation during failed and successful reaching actions, *Developmental Science*. 2013 Oct 1. doi: 10.1111/desc.12095.

Lane, J. D., Wellman, H. M., Olson, S. L., Miller, A. L., Wang, L. & Tardif, T. (2013). Relations between temperament and theory of mind development in the United States and China: Biological and behavioral correlates of preschoolers' false-belief understanding. *Developmental Psychology*, *49*(5), 825-836.

Legare, C. H., Zhu, L. & Wellman, H. M. (2013). Examining biological explanations in Chinese preschool children: A cross-cultural comparison. *Journal of Cognition and Culture*, 67-93.

Wellman, H. M. (2012). Theory of mind: Better methods, clearer findings, more development. *European Journal of Developmental Psychology*, *9*, 313-330.

Gopnik, A., & Wellman, H. M. (2012). Reconstructing constructivism: Causal models, Bayesian learning mechanisms, and the theory theory. *Psychological Bulletin*, 138, 1085-1108.

Bowman, L. C., Liu, D., Meltzoff, A. N., & Wellman, H. M. (2012). Neural correlates of belief- and desire-reasoning in 7- and 8-year-old children: an event-related potential study. *Developmental Science*, *15*(5), 618-632.

Lane, J. D., Wellman, H. M. & Evans, E. M. (2012). Socio-cultural input facilitates children’s developing understanding of extraordinary minds. *Child Development*, *83*, 1007-1021.

Peterson, C. C., Wellman, H. M. & Slaughter, V. (2012). The mind behind the message: Advancing theory of mind scales for typically developing children, and those with deafness, autism, or Asperger Syndrome. *Child Development*, *83*, 469-485.

Dunphy-Lelii, S. & Wellman, H.M. (2012). Delayed self recognition in autism: A unique difficulty? *Research in Autism Spectrum Disorders*, *6*, 212-223.

Wellman, H. M., Fang, F. & Peterson, C. C. (2011). Sequential progressions in a theory-of-mind scale: Longitudinal perspectives. *Child Development*, *82*, 780-792.

Wellman, H. M. (2011). Reinvigorating explanations for the study of early cognitive development. *Child Development Perspectives*, *5*, 33-38.

Wellman, H. M. (2011). Developing a theory of mind. In U. Goswami (Ed.), *The Blackwell handbook of childhood cognitive development* (2nd Edition) (pp. 258-284). NY: Blackwell.

Shahaeian, A., Peterson, C. C., Slaughter, V. & Wellman, H. M. (2011). Culture and the sequence of steps in theory of mind development. *Developmental Psychology*, *47*, 1239-1247.

Wellman, H. M., Lane, J. D., Labounty, J. & Olson, S. L. (2011). Observant, nonaggressive temperament predicts theory of mind development. *Developmental Science*, *14*, 319-326.

Lane, J., Wellman, H. M. & Evans, E. M. (2010). Children’s understanding of ordinary and extraordinary minds. *Child Development*, *81*, 1475-1489.

Kushnir, T., Xu, F. & Wellman, H. M. (2010). Young children use statistical sampling to infer the preferences of others. *Psychological Science*, *21*, 1134-1140.

Legare, C., Gelman, S. A. & Wellman, H. M. (2010). Inconsistency with prior knowledge triggers children’s causal explanatory reasoning. *Child Development*, *81*, 929-944.

Gopnik, A., Wellman, H. M., Gelman, S. A., & Meltzoff, A. N. (2010). A computational foundation for cognitive development. *Trends in Cognitive Sciences*, *14*(8), 342-343.

Lane, J., Wellman, H. M., Olson, S. L., LaBounty, J. & Kerr, D. C. R. (2010). Theory of mind and emotion understanding predict moral developmental in early childhood. *British Journal of Developmental Psychology*, *28*, 871-889.

Wellman, H. M. & Brandone, A. (2009). Early intention understandings that are common to primates predict children’s later theory of mind. *Current Opinion in Neurobiology*, *19*, 57-62.

Brandone, A. & Wellman, H. M. (2009). You can’t always get what you want: Infants understand failed goal-directed actions. *Psychological Science*, *20*, 85-91.

Frazier, B., Gelman, S. A., & Wellman, H. M. (2009). Preschoolers’ search for explanatory information within adult-child conversation. *Child Development*, *80*, 1592-1611.

Liu, D., Sabbagh, M. A., Gehring, W. J. & Wellman, H. M. (2009). Neural correlates of children’s theory of mind. *Child Development*, *80*, 318-326.

Liu, D., Meltzoff, A. N. & Wellman, H. M. (2009). Neural correlates of belief- and desire-reasoning. *Child Development*, *80*, 1163-1171.

Legare, C., Wellman, H. M. & Gelman, S. A. (2009). Evidence for an explanation advantage in naïve biological reasoning. *Cognitive Psychology*, *58*, 177-194.

Kushnir, T., Wellman, H. M. & Gelman, S. A. (2009). A self-agency bias in preschoolers’ causal inferences. *Developmental Psychology*, *45*, 597-603.

Peterson, C. C. & Wellman, H. M. (2009). From fancy to reason: Scaling deaf and hearing children’s understanding of theory of mind and pretence. *British Journal of Developmental Psychology*, *27*, 297-310.

Wellman, H. M., Lopez-Duran, S., LaBounty, J. & Hamilton, B. (2008). Infant attention to intentional action predicts preschool theory of mind. *Developmental Psychology*, *44*, 618-623.

Wellman, H. M. & Johnson, C. N. (2008). Developing dualism: From intuitive understanding to transcendental ideas. In A. Antonietti, A. Corradini & E. Lowe (Eds.) *Psychophysical dualism today: An interdisciplinary approach* (pp. 3-35). Lanham, MD: Lexington Books.

Kushnir, T., Wellman, H. M. & Gelman, S. A. (2008). The role of preschoolers’ social understanding in evaluating the informativeness of causal interventions. *Cognition*, *107*, 1084-1092.

LaBounty, J., Wellman, H. M., Olson, S., Lagattuta, K. & Liu, D. (2008). Mothers’ and fathers’ use of internal state talk with their young children. *Social Development*, *17*, 757-775.

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Liu, D., Wellman, H. M., Tardif, T. & Sabbagh, M. (2008). Theory of mind development in Chinese children: A meta-analysis of false belief understanding across cultures. *Developmental Psychology*, *44*, 523-531.

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Liu, D., Gelman, S. A. & Wellman, H. M. (2007). Components of young children’s trait understanding: Behavior-to-trait inferences and trait-to-behavior predictions. *Child Development*, *78*, 1543-1558.

Wellman, H. M. (2006). Theory of mind: A core human cognition. In Jing, Q., Rosenzweig, M. R., d’Ydewalle, G., Zhang, H., Chen, H-C., & Zhang, K. (Eds). *Progress in Psychological Science around the World* (pp. 503-525). NY: Psychology Press.

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Wellman, H. M. & Tardif, T. (2006). Harold William Stevenson. *American Psychologist*, *61*, 328.

Evans, E. M. & Wellman, H. M. (2006). A case of stunted development? Existential reasoning is contingent on developing a theory of mind. *Behavioral & Brain Sciences*, *29*, 471-472.

Amersterlaw, J. & Wellman, H. M. (2006). Theories of mind in transition: A microgenetic study of the development of false belief understanding. *Journal of Cognition and Development*, *7*, 139-172.

 \*Recipient, Best Article of the Year Award from the *Journal of Cognition and Development*.

Phillips, A. T. & Wellman, H. M. (2005). Infants’ understanding of object-directed reaching. *Cognition*, *98*, 137-155.

Tardif, T., Wellman, H. M., Fung, K. Y. F., Liu, D., & Fang, F. (2005). Preschoolers’ understanding of knowing-that and knowing-how in the United States and Hong Kong. *Developmental Psychology*, *41*, 562-573.

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Lagattuta, K. H. & Wellman, H. M. (2002). Differences in early parent-child conversations about negative versus positive emotions: Implications for the development of psychological understanding. *Developmental Psychology*, *38*, 564-580.

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Hickling, A. K. & Wellman, H. M. (2001). The emergence of children’s causal explanations and theories: Evidence from everyday conversation. *Developmental Psychology*, *37*, 668-683.

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***Papers and Presentations***

Numerous presentations, posters, symposia and colloquia, including invited keynote addresses at the meetings of the International Congress of Psychology, the International Society for the Study of Behavioral Development, the Australasian Conference on Development, and most recently the 2011 meeting of the Society for Research in Child Development, the 2012 meeting of the American Psychological Association, and the 2013 meeting of the Greek Psychological Association.