

Bibliografie

Publikace, články, přednášky a dokumenty

- AKNIN, L. B., DUNN, E. W. & NORTON, M. I. (2011), „Happiness Runs in a Circular Motion: Evidence for a Positive Feedback Loop Between Prosocial Spending and Happiness“, *Journal of Happiness Studies*, 13, (2), str. 347–355.
- AKNIN, L. B., HAMLIN, J. K., DUNN, E. W. (2012), „Giving Leads to Happiness in Young Children“, *PLoS ONE*, 7, (6), e39211.
- ALVAREZ, C. (2014), „Pour une refondation de l'école guidée par nos enfants“, TEDx Isere River, Grenoble.
- BALDWIN, D. A., MARKMAN, E. M., BILL, B., DESJARDINS, R. N., IRWIN, J.-M. & TIDBALL, G. (1996), „Infants' Reliance on a Social Criterion for Establishing Word-Object Relations“, *Child Development*, 67, (6), str. 3135–3153.
- BARA, F., GENTAZ, E., COLÉ, P., SPRENGER-CHAROLLES, L. (2004), „The Visuo-Haptic and Haptic Exploration of Letters Increases the Kindergarten-Children's Reading Acquisition“, *Cognitive Development*, 19, str. 433–449.
- BARA, F., GENTAZ, E., COLÉ, P., SPRENGER-CHAROLLES, L. (2004), „Les effets des entraînements phonologiques et multisensoriels destinés à favoriser l'apprentissage de la lecture chez les jeunes enfants“, *Enfance*, 56, str. 387–403.
- BARKER, J. E., SEMENOV, A. D., MICHAELSON, L., PROVAN, L. S., SNYDER, H. R., MUNAKATA, Y. (2014), „Less-Structured Time in Children's Daily Lives Predicts Self-Directed Executive Functioning“, *Frontiers in Psychology*, 5, (593), str. 1–16.
- BATTAGLIA, M. & COLLAS, A. (3. prosince 2013), „Classement Pisa: La France championne des inégalités scolaires“, *Le Monde*.
- BEKKERS, R. (2007), „Intergenerational Transmission of Volunteering“, *Acta Sociologica*, 50, (2), str. 99–114.
- BETANCOURT, L. M., YANG, W., BRODSKY, N. L., GALLAGHER, P. R., MALMUD, E. K., GIANNETTA, J.-M., FARAH, M. J. & HURT, H. (2011), „Adolescent With and

- Without Gestational Cocaine Exposure: Longitudinal Analysis of Inhibitory Control, Memory and Receptive Language“, *Neurotoxicology and Teratology*, 22, (1), str. 33–46.
- BHATTACHARJEE, Y. (16. září 2015), „Les secrets du cerveau du bébé“, *National Geographic*.
- BLOOM, P. (2013), *Just babies: The Origins of Good and Evil*, Broadway Books.
- BOLLE DE BAL, M. (2003), „Reliance, déliance, liance: émergence de trois notions sociologiques“, *Sociétés*, 2, (80), str. 99–131.
- BRODY, J. E. (29. listopadu 2010), „Head Out for a Daily Dose of Green Space“, *The New York Times*.
- CARPENTER, M., NAGELL, K., TOMASELLO, M. (1998), „Social Cognition, Joint Attention, and Communicative Competence From 9 to 15 Months of Age“, *Monographs of the Society for Research in Child Development*, 63, (4), str. i–vi; 1–143.
- Center on the Developing Child at Harvard University (2009), „Five Numbers to Remember About Early Childhood Development“ (Brief).
- Center on the Developing Child at Harvard University (2011), „Building the Brain’s ‘Air Traffic Control’ System: How Early Experiences Shape the Development of Executive Function, Working Paper 11“.
- Center on the Developing Child at Harvard University (2012), „The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain, Working Paper 12“.
- Center on the Developing Child at Harvard University (2012), „Executive Function“ (InBrief).
- Center on the Developing Child at Harvard University (2014), „Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence“.
- Center on the Developing Child at Harvard University (2015), „Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience, Working Paper 13“.
- Center on the Developing Child at Harvard University (2015), „The Science of Resilience“ (InBrief).
- COCCARO, E. F., SRIPADA, C. S., YANOWITCH, R. N. & PHAN, K. L. (2011), „Corticolimbic Function in Impulsive Aggressive Behavior“, *Biological Psychiatry*, 69, (12), str. 1153–1159.
- CROCKENBERG, S. & LITMAN, C. (1990), „Autonomy as Competence in 2-Year-Olds: Maternal Correlates of Child Defiance, Compliance and Self-Assertion“, *Developmental Psychology*, 26, (6), str. 961–971.
- CSIBRA, G. & GERGELY, G. (2009), „Natural Pedagogy“, *Trends Cogn. Sci.*, 13, (4), str. 148–153.

- CSÍKSZENTMIHÁLYI, M. (1988), *Optimal Experience Psychological Studies of Flow in Consciousness*, Cambridge University Press.
- CSÍKSZENTMIHÁLYI, M. (2005), *Mieux vivre*, Robert Laffont.
- CYRULNIK, B. (2006), *De chaire et d'âme*, Odile Jacob.
- CYRULNIK, B. (Ed.) [únor 2015], „L'amour pour bien grandir“, *složka Science-Psy*.
- D'AMORE, C., CHARLES, C. & LOUV, R. (2015), „Thriving Through Nature: Fostering Children's Executive Function Skills“, *Children & Nature Network*.
- DEHAENE, S. (2010), *La Bosse des maths*, Odile Jacob.
- DEHAENE, S. (20. listopadu 2012), „Les grands principes de l'apprentissage“, konference Kognitivní vědy & vzdělávání, Collège de France.
- DEHAENE, S. (13. listopadu 2014), „Apprentissage de la lecture: apport des sciences cognitives“, konference Přínos kognitivních věd škole: jaké vzdělání má mít učitel?, Collège de France.
- DEHAENE, S. (6. ledna 2015), „Fondements cognitifs des apprentissages scolaires. Éducation, plasticité cérébrale et recyclage neuronal“, kurz na Collège de France.
- DEHAENE, S. (13. ledna 2015), „Fondements cognitifs des apprentissages scolaires. L'attention et le contrôle exécutif“, kurz na Collège de France.
- DEHAENE, S. (3. února 2015), „Fondements cognitifs des apprentissages scolaires. L'engagement actif, la curiosité et la correction des erreurs“, kurz na Collège de France.
- DEHAENE, S. (10. února 2015), „Fondements cognitifs des apprentissages scolaires. La consolidation des apprentissages et l'importance du sommeil“, kurz na Collège de France.
- DEHAENE, S. (17. února 2015), „Fondements cognitifs des apprentissages scolaires. La mémoire et son optimisation“, kurz na Collège de France.
- DEHAENE, S. (24. února 2015), „Fondements cognitifs des apprentissages scolaires. Fondements cognitifs de la lecture“, kurz na Collège de France.
- DEHAENE, S. (3. března 2015), „Fondements cognitifs des apprentissages scolaires. Fondements cognitifs de l'apprentissage des mathématiques“, kurz na Collège de France.
- DEHAENE, S., DEHAENE-LAMBERTZ, G., GENTAZ, E., HURON, C. & SPRENGER-CHAROLLES, L. (2011), *Apprendre à lire. Des sciences cognitives à la salle de classe*, Odile Jacob.
- DEHAENE-LAMBERTZ, G. (2004), „Bases cérébrales de l'acquisition du langage: apport de la neuro-imagerie“, *Revue de psychiatrie de l'enfant et de l'adolescent*, 52, str. 452–459.
- DESMURGET, M. (2012), *TV lobotomie*, Max Milo.

- DIAMOND, A. (2013), „Cultivating the Mind“, Mezinárodní konference Heart-Mind.
- DIAMOND, A. (2014), „Turning Some Ideas on Their Head“, TEDx.
- DIAMOND, A. & LEE, K. (2011), „Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old“, *Science*, 333, (6045), str. 959–964.
- DONATO, F., ROMPANI, S. B. & CARONI, P. (2013), „Parvalbumin-Expressing Basketcell Network Plasticity Induced by Experience Regulates Adult Learning“, *Nature*, 504, (7479), str. 272–276.
- DUBOIS, J. a kol. (2011), „Neurophysiologie clinique: développement cérébral du nourrisson et imagerie par résonance magnétique“, *Neurophysiologie Clinique/Clinical Neurophysiology*, 42 (1), str. 1.
- Dyslexia International – Sharing expertise. Vzdělávání on-line na www.dyslexia-international.org
- EISENBERGER, N. I., LIEBERMAN, M. D. & WILLIAMS, K. D. (2003), „Does Rejection Hurt? An fMRI Study of Social Exclusion“, *Science*, 302, str. 290–292.
- ELIOT, L. (2000), *What's Going on In There? How the Brain and Mind Develop in the First Five Years of Life*, Bantam.
- FARRONI, T., CSIBRA, G., SIMION, F., JOHNSON, M. (2002), „Eye Contact Detection in Humans From Birth“, *PNAS*, 99, (14), str. 9602–9605.
- FARRONI, T., PIVIDORI, D., SIMION, F., MASSACCESI, S. & JOHNSON, M. H. (2004), „Gaze Following in Newborns“, *Infancy*, 5, str. 39–60.
- FISHER, A. V., GODWIN, K. E., SELTMAN, H. (2014), „Visual Environment, Attention Allocation, and Learning in Young Children: When Too Much of a Good Thing May Be Bad“, *Psychological Science*.
- FJØRTOFT, I. (2001), „The Natural Environment as a Playground for Children: The Impact of Outdoor Play Activities in Pre-Primary School Children“, *Early Childhood Education Journal*, 29, (2).
- FOWLER, J. A. & CHRISTAKIS, N. (2010), „Cooperative Behavior Cascades in Human Social Networks“, *PNAS*, 107, (12), str. 5334–5338.
- FOX, S. E., LEVITT, P. & NELSON, C. A. (2010), „How the Timing and Quality of Early Experiences Influence the Development of Brain Architecture“, *Child Development*, 81, (1), str. 28–40.
- FREEMAN, S., EDDY, S. L., McDONOUGH, M., SMITH, M. K., OKOROAFOR, N., JORDT, H. & WENDEROTH, M. P. (2014), „Active Learning Increases Student Performance in Science, Engineering, and Mathematics“, *PNAS*, 111, (23), str. 8410–8415.
- FRIEDERICI, A. D., MUELLER, J., OBERECKER, R. (2011), „Precursors to Natural Grammar Learning: Preliminary Evidence from 4-Month-Old Infants“, *PLoS ONE*, 6, (3), e17920.

- FRUMKIN, H., LOUV, R. (2007), „The Powerful Link between Conserving Land and Preserving Health“, The Land Trust Alliance.
- GENTAZ, E., COLÉ, P., BARA, F. (2003), „Évaluation d'entraînements multisensoriels de préparation à la lecture pour les enfants en grande section de maternelle: une étude sur la contribution du système haptique manuel“, *L'Année psychologique*, 4, str. 561–584.
- GENTAZ, E., COLLIGNON, H. (2004), „Apprendre à lire avec les doigts“, *Médecine et Enfance*.
- GILLET, T., „Une enfance plus simple pourrait protéger nos petits contre les troubles psychiques“, *Huffington Post*, 12. dubna 2016.
- GILMORE, C. K., McCARTHY, S. E. & SPELKE, E. S. (2007), „Symbolic Arithmetic Knowledge Without Instruction“, *Nature*, 447, (7144), str. 589–591.
- GILMORE, C. K., McCARTHY, S. E. & SPELKE, E. S., (2010), „Non-Symbolic Arithmetic Abilities and Mathematics Achievement in the First Year of Formal Schooling“, *Cognition*, 115, (3), str. 394–406.
- GLASEL, H. (13. listopadu 2014), „Difficultés des enfants à l'école: apport des sciences cognitives“, konference Přínos kognitivních věd škole: jaké vzdělání má mít učitel?, Collège de France.
- GOPNIK, A. (2010), *Le Bébé philosophe*, Le Pommier.
- GOPNIK, A. (2011), „What do Babies Think?“, přednáška TED.
- GOPNIK, A., MELTZOFF, A. & KUHL, P. (2005), *Comment pensent les bébés?*, Le Pommier, „Poche“.
- GRAY, P. (2013), *Free to Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant and Better Students for Life*, Ed Basic Books.
- GRUSEC, J. E. & REDLER, E. (1980), „Attribution, Reinforcement and Altruism: A Developmental Analysis“, *Developmental Psychology*, 16, (5), str. 525–534.
- GUEGUEN, C. (2014), *Pour une enfance heureuse: repenser l'éducation à la lumière des neurosciences*, Robert Laffont.
- HAMLIN, J. K., WYNN, K., BLOOM, P. (2007), „Social Evaluation by Preverbal Infants“, *Nature*, 450, (7169), str. 557–559.
- HAMLIN, J. K. & WYNN, K. (2011), „Young Infants Prefer Prosocial to Antisocial Others“, *Cognitive Development*, 26, (1), str. 30–39.
- HANSCOM, A. (6. května 2015), „The Unsafe Child: Less Outdoor Play is Causing More Harm than Good“, pro asociaci *Children & Nature Network*.
- HARBAUGH, W., MAYR, U. & BURGHART, D. (2007), „Neural Responses to Taxation and Voluntary Giving Reveal Motives for Charitable Donations“, *Science*, 316, (5831), str. 1622–1625.

- HART, B. & RISLEY, T. R. (2003), „The Early Catastrophe: The 30 Million Word Gap by Age 3“, *American Educator*, str. 4–9.
- HELWIG, C. C. & TURIEL, E. (2002), „Children’s Social and Moral Reasoning“, in *The Wiley-Blackwell Handbook of Childhood Social Development*, str. 567–583.
- HOFFMAN, M. (leden 2008), „Empathie et développement moral. Les émotions morales et la justice“, Presses universitaires de Grenoble, soubor „Vies sociales“.
- HOLT, J. (1995), *How Children Learn*, Da Capo Press.
- HOWE, N., DELLA PORTA, S., RECCHIA, H., FUNAMOTO, A., ROSS, H. (2015), „This Bird Can’t Do It ’cause this Bird Doesn’t Swim in Water“: Sibling Teaching during Naturalistic Home Observations in Early Childhood“, *Journal of Cognition and Development*, 16, (2), str. 314–332.
- CHARLES, C., LOUV, R. (2009), „Children’s Nature Deficit: What We Know – and Don’t Know“, *Children & Nature Network*.
- CHOI, J. a kol. (2012), „Reduced Fractional Anisotropy in the Visual Limbic Pathway of Young Adults Witnessing Domestic Violence in Childhood“, *Neuroimage*, 59, (2), str. 1071–1079.
- CHOI, J., JEONG, B., ROHAN, M. L., POLCARI, A. M., TEICHER, M. H. (2009), „Preliminary Evidence for White Matter Tract Abnormalities in Young Adults Exposed to Parental Verbal Abuse“, *Biological Psychiatry*, 65, (3), str. 227–234.
- IMMORDINO-YANG, M. H., CHRISTODOULOU, J. A. & SINGH, V. (2012), „Rest Is Not Idleness: Implications of the Brain’s Default Mode for Human Development and Education“, *Perspectives on Psychological Science*, 7, str. 352.
- IZARD, V., SANN, C., SPELKE, E. S., STRERI, A. (2009), „Newborn Infants Perceive Abstract Numbers“, *PNAS*, 106, (25), str. 10382–10385.
- JANSSENS, J. M. A. M. & DEKOVIC, M. (1997), „Child Rearing, Prosocial Moral Reasoning, and Prosocial Behaviour“, *International Journal of Behavioral Development*, 20, (3), str. 509–527.
- KELLER, R., (2008), *Natural Playscapes*, vyd. Exchange Press.
- KELLERT, S. R. (1993), „The Biological Basis for Human Values for Nature“, in KELLERT, S. R., WILSON, E. O. (eds.), *The Biophilia Hypothesis*, Island Press.
- KELLERT, S. R. (2005), „Nature and Childhood Development“, in *Building for Life. Designing and Understanding the Human-Nature Connection*, Island Press, kap. 2.
- KING-CASAS, B., TOMLIN, D., ANEN, C., CAMERER, C. F., QUARTZ, S. R., MONTAGUE, P. R. (2005), „Getting to Know You: Reputation and Trust in a Two-Person Economic Exchange“, *Science*, 308, str. 78–83.
- KOCHANSKA, G. (2002), „Mutually Responsive Orientation Between Mothers and

- Their Young Children: A Context for the Early Development of Conscience“, *Current Directions in Psychological Science*, 11, (6), str. 191–195.
- KOCHANSKA, G. & MURRAY, K. T. (2000), „Mothers-Child Mutually Responsive Orientation and Conscience Development: From Toddler to Early School Age“, *Child Development*, 71, (2), str. 417–431.
- KOCHANSKA, G., AKSAN, N., KNAACK, A. & RHINES, H. M. (2004), „Maternal Parenting and Children’s Conscience: Early Security as Moderator“, *Child Development*, 75, (4), str. 1229–1242.
- KRAUT, R. E. (1973), „Effects of Social Labeling on Giving to Charity“, *Journal of Experimental Social Psychology*, 9, str. 551–562.
- KUHL, P. (2011), „The Linguistic Genius of Babies“, přednáška TED.
- KUHL, P. K., TSAO, F. M. & LIU, H. M. (2003), „Foreign-Language Experience in Infancy: Effects of Short-Term Exposure and Social Interaction on Phonetic Learning“, *PNAS USA*, 100, (15), str. 9096–9101.
- KURDZIEL, L., DUCLOS, K. & SPENCER, R. M. C. (2013), „Sleep Spindles in Midday Naps Enhance Learning in Preschool Children“, *PNAS USA*, 110, str. 17267–17272.
- LAGERCRANTZ, H. (2008), *Le Cerveau de l’enfant*, Odile Jacob.
- LAHEY, J. (20. června 2014), „Why Free Play is the Best Summer School“, *The Atlantic*.
- LANGLOIS, J. H., ROGGMAN, L. A. & RIESER-DANNER, L. A. (1990), „Infants’ Differential Social Responses to Attractive and Unattractive Faces“, *Developmental Psychology*, 26, str. 153–159.
- LANZETTA, J., ENGLIS, B. (1989), „Expectations of Cooperation and Competition in Their Effects on Observer’s Vicarious Emotional Responses“, *Journal of Personality and Social Psychology*, str. 543–554.
- LECOMTE, J. (2012), *La Bonté humaine*, Odile Jacob.
- LEE, L., PILIAVIN, J. A. & CALL, V. R. A. (1999), „Giving Time, Money, and Blood: Similarities and Differences“, *Social Psychology Quarterly*, 62, (3), str. 276–290.
- LENGUA, L. J., HONORADO, E. & BUSH, N. R. (2007), „Contextual Risk and Parenting as Predictors of Effortful Control and Social Competence in Preschool Children“, *Journal of Applied Developmental Psychology*, 28, (1), str. 40–55.
- LIPSCOMB, T. J., LARRIEU, J. A., McALLISTER, H. A. & BREGMAN, N. J. (1982), „Modeling and Children’s Generosity: A developmental perspective“, *Merrill-Palmer Quarterly*, 28, str. 275–282.
- LOUV, R. (2005, 2008), *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*, Chapel Hill, Algonquin Books.
- LUBY, J.-L. a kol. (2012), „Maternal Support in Early Childhood Predicts Larger Hippocampal Volumes at School Age“, *PNAS USA*, 109, (8), str. 2854–2859.

- LUO, Y., KAUFMAN, L. & BAILLARGEON, R. (2009), „Young Infants' Reasoning About Events Involving Inert and Self-Propelled Objects“, *Cognitive Psychology*, 58, (4), str. 441–486.
- MARTIN, G. B. & CLARK, R. D. (1987), „Distress Crying in Neonates: Species and Peer Specificity“, *Developmental Psychology*, 18, str. 3–9.
- MAUGHAN, A. & CICCHETTI, D. (2002), „Impact of Child maltreatment and Interadult Violence on Children's Emotion Regulation Abilities and Socioemotional Adjustment“, *Child Development*, 73, (5), str. 1525–1542.
- MAUREL, O. (2009), *Oui, la nature humaine est bonne!*, Robert Laffont.
- MAYER, R. E. (2004), „Should There Be a Three-Strikes Rule Against Pure Discovery Learning? The Case for Guided Methods of Instruction“, *The American Psychologist*, 59, (1), str. 14–19.
- MAZEAU, M. (13. listopadu 2014), „Agir concrètement pour les enfants ‚dys‘“, konference Přínos kognitivních věd škole: jaké vzdělání má mít učitel?, Collège de France.
- McCRINK, K. & WYNN, K. (2004), „Large-Number Addition and Subtraction by 9-Month-Old Infants“, *Psychol. Sci.*, 15, (11), str. 776–781.
- MEHLER, J., LAMBERTZ, G., JUSZYK, P. W. & AMIEL-TISON, C. (1986), „Discrimination de la langue maternelle par le nouveau-né. Comptes rendus de l'Académie des sciences“, série 3, *Sciences de la vie*, 303, (15), str. 637–640.
- MELTZOFF, A. N., KUHL, P. K., MOVELLAN, J. & SEJNOWSKI, T. J. (2009), „Foundations for a New Science of Learning“, *Science*, 325, (5938), str. 284–288, doi: 10.1126/science.1175626.
- MISCHEL, W., EBBESEN, E. B., RASKOFF ZEISS, A. (1972), „Cognitive and Attentional Mechanisms in Delay of Gratification“, *Journal of Personality and Social Psychology*, 21, (2), str. 204–218.
- MOLL, J., KRUEGER, F., ZAHN, R., PARDINI, M., DE OLIVEIRA-SOUZA, R. & GRAFMAN, J. (2006), „Human Fronto-Mesolimbic Networks Guide Decisions About Charitable Donation“, *Proceedings of the National Academy of Science*, 103, str. 15623–15628.
- MONTANARO, S. (1991), *Understanding the Human Being: The Importance of the First Three Years of Life*, ABC-CLIO.
- MONTESSORI, M. (1988), *Dr Montessori's Own Handbook*, Schocken Books.
- MONTESSORI, M. (1989), *Education for a New World*, ABC-CLIO.
- MONTESSORI, M. (1989), *The Child, Society and the World: Unpublished Speeches and Writings*, ABC-CLIO.
- MONTESSORI, M. (2004), *Pédagogie scientifique*, díl 1, Desclée de Brouwer.
- MONTESSORI, M. (2006), *L'Enfant*, Desclée de Brouwer.

- MONTESSORI, M. (2007), *L'Enfant dans la famille*, Desclée de Brouwer.
- MONTESSORI, M. (2007), *Pédagogie scientifique*, díl 2, Desclée de Brouwer.
- MONTESSORI, M. (2012), *The 1946 London Lectures*, Montessori publishing company.
- NAGY, E. (2008), „Innate Intersubjectivity: Newborns' Sensitivity to Communication Disturbance“, *Developmental Psychology*, 44, (6), str. 1779–1784.
- NAGY, E. & MOLNAR, P. (2004), „Homo Imitans or Homo Provocans? Human Imprinting Model of Neonatal Imitation“, *Infant Behavior and Development*, 27, str. 54–63.
- National Institute of Child Health and Human Development (2000), „Report of the National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction“, NIH Publication 00-4769, Washington DC, U.S. Government Printing Office.
- National Scientific Council on the Developing Child (2004), „Children's Emotional Development is Built into the Architecture of Their Brains, Working Paper 2“.
- National Scientific Council on the Developing Child (2004), „Young Children Develop in an Environment of Relationships: Working Paper 1“.
- National Scientific Council on the Developing Child (2005/2014), „Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper 3“. Nové vydání.
- National Scientific Council on the Developing Child (2007), „The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do“.
- National Scientific Council on the Developing Child (2007), „The Timing and Quality of Early Experiences Combine to Shape Brain Architecture, Working Paper 5“.
- National Scientific Council on the Developing Child (2010), „Early Experiences Can Alter Gene Expression and Affect Long-Term Development, Working Paper 10“.
- National Scientific Council on the Developing Child (2010), „Persistent Fear and Anxiety Can Affect Young Children's Learning and Development, Working Paper 9“.
- NELSON, C. A. (2000), *From Neurons to Neighborhoods*, National Academy Press.
- NELSON, C. A., ZEANA, C. H., FOX, N. A., MARSHALL, P. J., SMYKE, A. T. & GUTHRIE, D. (2007), „Cognitive Recovery in Socially Deprived Young Children: The Bucharest Early Intervention Project“, *Science*, 318, (5858), str. 1937–1940.
- O'CONNOR, T. G., RUTTER, M., BECKETT, C., KEAVENEY, L., KREPPNER, J.-M. (2000), „The Effects of Global Severe Privation on Cognitive Competence: Extension and Longitudinal Follow-Up“, *Child Development*, 71, (2), str. 376–390.
- PAYNE, K. J. (2010), *Simplicity Parenting: Using the Extraordinary Power of Less to Raise Calmer, Happier, and More Secure Kids*, Ballantine Books.

- PENA, M., WERKER, J.-F. & DEHAENE-LAMBERTZ, G. (2012), „Earlier Speech Exposure Does not Accelerate Speech Acquisition“, *Journal of Neuroscience*, 32, (33), str. 11159–11163.
- PIAGET, J. (1988), *Psychologie et pédagogie*, Gallimard, „Folio“.
- PIAZZA, M. (20. listopadu 2012), „Le goût des nombres et comment l’acquérir“, konference Kognitivní vědy & Vzdělávání, Collège de France.
- PREHN-KRISTENSEN, A., MUNZ, M., GÖDER, R., WILHELM, I., KORR, K., VAHL, W., BAVING, L. (2014), „Transcranial Oscillatory Direct Current Stimulation During Sleep Improves Declarative Memory Consolidation in Children With Attention-Deficit/Hyperactivity Disorder to a Level Comparable to Healthy Controls“, *Brain Stimulation*.
- PRESBIE, R. J. & COITEUX, P. F. (1971), „Learning to Be Generous or Stingy: Imitation of Charing Behaviour as a Function of Model Generosity and Vicarious Reinforcement“, *Child Development*, 42, (4), str. 1033–1038.
- PYLE, R. M., *The Rise and Fall of Natural History*, Orion, 2001.
- RAMUS, F., (20. listopadu 2012), „Les difficultés d’apprentissage de l’enfant et leurs origines“, konference Kognitivní vědy & Vzdělávání, Collège de France.
- RENNELS, J., LANGLOIS, J. H., HOSS, R. A. & GRIFFIN, A. M. (2004), „Origins of a Stereotype: Categorization of Facial Attractiveness by 6-Month-Old Infants“, *Developmental Science*, 7, (2), str. 201–211.
- RICARD, M. (2013), *Plaidoyer pour l’altruisme*, Pocket.
- RICARD, M., SINGER, T. (2015), *Vers une société altruiste*, nakl. Allary.
- RILLING, J., GUTMAN, D., ZEH, T., PAGNONI, G., BERNS, G. a kol. (2002), „A Neural Basis for Social Cooperation“, *Neuron*, 35, (2), str. 395–405.
- ROSENBERG, M. (2016), *Nenásilná komunikace*, Portál.
- ROSENTHAL, R., JACOBSON, L. F. (1968), „Teacher Expectation for the Disadvantaged“, *Scientific American*, 218, (4), str. 19–23.
- SAMSON, C. (22. července 2013), „Petite histoire de l’épigénétique: l’hérédité au-delà des gènes“, *National Geographic*.
- SAMPSON, S. (2016), *Comment élever un enfant sauvage en ville*, Les Arènes.
- SANFEY, A. G., RILLING, J. K., ARONSON, J. A., NYSTROM, L. E. & COHEN, J.-D. (2003), „The Neural Basis of Economic Decision-Making in the Ultimatum Game“, *Science*, 300, str. 1755–1758.
- SCHNALL, S., ROPER, J., FESSLER, D. M. T. (2010), „Elevation Leads to Altruistic Behavior“, *Psychological Science*, 21, str. 315–320.
- SEEHAGEN, S., KONRAD, C., HERBERT, J.-S., SCHNEIDER, S. (2014), „Timely Sleep Facilitates Declarative Memory Consolidation in Infants“, *PNAS*.

- SENJU, A. & SCIBRA, G. (2008), „Gaze Following in Human Infants Depends on Communicative Signals“, *Current Biology*, 18, (9), str. 668–671.
- SHLAIN, T. (2012), „Brain Power: From Neurons to Networks“, přednáška TED.
- SIEGEL, D. J., PAINE-BRYSON, T. (2015), *Le Cerveau de votre enfant*, Les Arènes.
- SIEKKINEN, M., „Empathetic Teachers Enhance Children’s Motivation for Learning“, čl. dostupný na stránkách University of Eastern Finland.
- SINGER, T., KIEBEL, S. J., WINSTON, J.-S., DOLAN, R. J., FRITH, C. D. (2004), „Brain Responses to the Acquired Moral Status of Faces“, *Neuron*, 41, (4), str. 653–662.
- SLATER, A., VON DER SCHULENBURG, C., BROWN, E., BADENOCH, M., BUTTERWORTH, G., PARSONS, S., SAMUELS, C. (1998), „Newborn Infants Prefer Attractive Faces“, *Infant Behaviour and Development*, 21, (2), str. 345–354.
- SNOWLING, M., HULME, C., NASH, H. M. a kol. (2015), „The Foundations of Literacy Development in Children at Familial Risk of Dyslexia“, *Psychological Science*, 26, (12), str. 1877–1886.
- SPRENGER-CHAROLLES, L. (20. listopadu 2012), „Les débuts de l’apprentissage de la lecture“, konference Kognitivní vědy & Vzdělávání, Collège de France.
- STAHL, A. E. & FEIGENSON, L. (2015), „Observing the Unexpected Enhances Infants’ Learning and Exploration“, *Science*, 348, (6230), str. 91–94.
- STARR, A., LIBERTUS, M. E. & BRANNON, E. M. (2013), „Number Sense in Infancy Predicts Mathematical Abilities in Childhood“, *PNAS*, 110, (45), str. 18116–18120.
- STAUB, E. (2003), *The Psychology of Good and Evil. Why Children, Adults and Groups Help and Harm Others*, Cambridge University Press.
- STRAUSS, M. (13. listopadu 2014), „Sommeil et apprentissages“, konference Kognitivní vědy & Vzdělávání, Collège de France.
- STRENTA, A. & DEJONG, W. (1981), „The Effect of a Prosocial Label on Helping Behavior“, *Social Psychology Quarterly*, 44, (2), str. 142–147.
- SVETLOVA, M., NICHOLS, S. R. & BROWNELL, C. A. (2010), „Toddlers’ Prosocial Behavior: From Instrumental to Empathic to Altruistic Helping“, *Child Development*, 81, (6), str. 1814–1827.
- SWINYARD, W. & RAY, M. L. (1979), „Effects of Praise and Small Requests on Receptivity to Direct-Mail Appeals“, *Journal of Social Psychology*, 108, str. 177–184.
- TABIBNIA, G. & LIEBERMAN, M. D. (2007), „Fairness and Cooperation are Rewarding: Evidence from Social Cognitive Neuroscience“, *Annals of the New York Academy of Sciences*, 1118, str. 90–101.
- TABIBNIA, G., SATPUTE, A. B. & LIEBERMAN, M. D. (2008), „The Sunny Side of Fairness: Preference for Fairness Activates Reward Circuitry (and Disregarding Unfairness Activates Self-Control Circuitry)“, *Psychological Science*, 19, str. 339–347.

- TANG, Y. Y. a kol. (2007), „Short-Term Meditation Training Improves Attention and Self-Regulation“, *Proceedings of the National Academy of Sciences*, 104, (43), str. 17152–17156.
- TEICHER, M. H. a kol. (2010), „Hurtful Words: Association of Exposure to Peer Verbal Abuse with Elevated Psychiatric Symptom Scores and Corpus Callosum Abnormalities“, *Am. J. Psychiatry*, 67, (12), str. 1464–1471.
- TENENBAUM, E. J., SOBEL, D. M., SHEINKOPE, S. J., MALLE, B. F., MORGAN, J.-L. (2015), „Attention to the Mouth and Gaze Following in Infancy Predict Language Development“, *J. Child Lang.*, 18, str. 1–18.
- THOITS, P., HEWWITT, L. (2011), „Volunteer Work and Well-being“, *Journal of Health and Social Behavior*, 42, str. 115–131.
- TRONICK, E., ADAMSON, L. B., ALS, H. & BRAZELTON, T. B. (1975), „Infant Emotions in Normal and pertubated Interactions“, materiály z bienále Society for Research in Child Development, Denver, CO.
- VAISH, A., CARPENTER, M., TOMASELLO, M. (2010), „Young Children Selectively Avoid Helping People with Harmful Intentions“, *Child Development*, 81, (6), str. 1661–1669.
- WALDINGER, R. (2016), „What Makes a Good Life? Lessons From the Longest Study on Happiness“, TEDx Beacon Street.
- WALDINGER, R., „The Study of Adult Development, Harvard Second Generation Study“. Viz <http://www.adultdevelopmentstudy.org>
- WALLACE, J.-B. (13. března 2015), „Why Children Needs Chores“, *The Wall Street Journal* (on-line).
- WARNEKEN, F. (2013), „Young Children Proactively Remedy Unnoticed Accidents“, *Cognition*, 126, (1), str. 101–108.
- WARNEKEN, F. (2014), „The Roots of Empathy“, mezinárodní konference Heart-Mind.
- WARNEKEN, F., HARE, B., MELIS, A. P., HANUS, D. & TOMASELLO, M. (2007), „Spontaneous Altruism by Chimpanzees and Young Children“, *PLoS Biology*, 5, (7), str. 1414–1420.
- WARNEKEN, F., TOMASELLO, M. (2006), „Altruistic Helping in Human Infants and Young Chimpanzees“, *Science*, 311, str. 1301–1303.
- WARNEKEN, F., TOMASELLO, M. (2007), „Helping and Cooperation at 14 Months of Age“, *Infancy*, 11, (3), str. 271–294.
- WARNEKEN, F., TOMASELLO, M. (2008), „Extrinsic Rewards Undermine Altruistic Tendencies in 20-Month-Olds“, *Developmental Psychology*, 44, (6), str. 1785–1788.

- WARNEKEN, F., TOMASELLO, M. (2009), „The Roots of Human Altruism“, *British Journal of Psychology*, 100, str. 455–471.
- WHITING, B. B. & WHITING, J. W. M. (1975), *Children of Six culture. A Psychocultural Analysis*, Harvard University Press.
- WILHELM, M. O., BROWN, E., ROONEY, P. M. & STEINBERG, R. (2008), „The Intergenerational Transmission of Generosity“, *Journal of Public Economics*, 92, str. 2146–2156.
- WINNICOTT, D. W. [1958] (1975), *La Capacité d'être seul*, in *De la pédiatrie à la psychanalyse*, Payot, „Petite Bibliothèque Payot“, str. 205–213.
- WYNN, K. (1992), „Addition and Substraction by Human Infants“, *Nature*, 358, str. 749–750.
- WYNN, K. (2014), „The Discriminating Infant: Early Social Judgements and the Roots of Good and Evil“, přednáška na Katedře psychologie Missouriské univerzity (dostupné na internetu).
- XU, F. & GARCIA, V. (2008), „Intuitive Statistics by 8-Month-Old Infants“, *PNAS USA*, 105, str. 5012–5015.
- YOUNG, G. S., MERIN, N., ROGERS, S. J. & OZONOFF, S. (2009), „Gaze Behavior and Affect at 6 Months: Predicting Clinical Outcomes and Language Development in Typically Developing Infants and Infants at Risk for Autism“, *Developmental Science*, 12, (5), str. 798–814.
- ZAHN-WAXLER, C., RADKE-YARROW, M., WAGNER, E. & CHAPMAN, M. (1992), „Development of Concern for Others“, *Developmental Psychology*, 28, str. 126–136.

Dokumentární filmy

- BELLAR, C. (2014), *Être et devenir (Být a stát se)*, 99 minut, produkce Pourquoi Pas.
- FAUST, S. T. (2001), *The Finland Phenomenon, Inside the World's Most Surprising School System*, 62 minut, True South Studios.
- GILMAN, S., DE LESTRADE, T. (2015), *Vers un monde altruiste? (Spějeme k altruismu?)*, 91 minut, produkce Arte France, Via Découvertes.