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Date of Birth: 31.01.1963

Children: Helena (*27.11.1996), Cosima (*21.8.2001)



Scientific Vita

since 2002	Full Professor of Developmental and Biological Psychology, Heidelberg University
2001	Junior Research Group Leader (DFG funded), Magdeburg University
2000	Head of the Center of Diagnostics, Intervention-, & Evaluation, Magdeburg University
1999	Habilitation Psychology, Tübingen University
1993	Post Doc Research Fellow, Cornell University
1992	PhD in Psychology, Frankfurt University
1988	Diploma in Psychology, Marburg University

Additional Qualifications

2018	Video-based Child Psychotherapy (2 years)
2001	Systematic and Family Therapy (2 years)
1991	Child Play Therapy (2 years)
1988	Client-Centered Psychotherapy (2 years)

Fields of Interest

- Social learning in early childhood (self-regulation, play, imitona, social object learning, promoting scientific thinking in preschoolers) and how it can be supported by parents or teachers
- Development of cognitive capacities (executive functions, categorization, language learning, problem solving, innovation) and their relations to brain development
- Behavioral problems in young children (self-regulation deficits, ADHD, anxiety)
- Different methodological approaches to early development: (e.g. life-observations, video-microanalysis; experimental paradigms, ERP paradigms, Eye-tracking, questionnaires, standardized tests)
- Developing new research tools for longitudinal reasearch
- Prevention programs for young parents uncertain about child raising and their own future

Grant Support (past 5 years)

2018-2020	Marsilius Academy (with Prof. C. Gathmann, Prof. J. Roos, Prof. K. Patzel-Matern): Early childhood in transition (450.000€).
2017-2018	FoF4 (with Dr. C. Schwarze, S. Barnow, S. Wallwiener, C. Sohn, & B. Burwinkel): Prä-, Peri- and Postnatal programming of self-regulation (9.951€)
2016-2021	BMBF / Jacobs Foundation: Assessing Developmental Change with MONDEY; Sub-Projekt within the Bremer Initiative for Promoting Early Development (BRISE) longitudinal study (266.000€)
2016-2017	FoF4 (with Dr. K. Plaschke): The impact of surgery and anaesthetics on self-regulation development in early childhood (10.000€)
2015-2017	German Research Foundation DFG (with Dr. S. Hoehl): How rational is rational imitation? (116.000€)
2015-2017	FoF4 (with Dr. S. Bechtel, Dr. B. Voigt): The contribution of self-regulation processes to innovation in human children and non-human primates (44.370€)
2015-2018	German Research Foundation DFG (with Dr. S. Hoehl): The role of social motivation for the imitation of non-functional actions in preschoolers (157.000€)
2014-2018	Hopp Foundation (with Dr. E. Vonderlin, Dr. L. Babocsai): ADHD Summer Camp - Evaluation of a new summer-therapy program (400.000€)
2012-2016	VW foundation: Insight through interactions: Early semantic knowledge about people, pretend play, and executive functions (241.500€)
2013-2016	"Haus der Kleinen Forscher" foundation: OUOTES: Developing a coding scheme to assess interactive quality in preschool science education (150.000€)
2012-2015	German Research Foundation DFG: Tool-use and executive function in toddlers (95.000€)

2013-2015	German Research Foundation DFG (with Dr. S. Hoehl): Effects of motion and agency cues on visual object processing in early infancy (149.000€)
2012-2015	German Research Foundation (with PD Dr. C. Reck & Prof. E. Möhler): <i>Anxiety disorders in the postpartal period as predictor for children's temperament, behavioural problems and cognitive development at a preschool age.</i>
2013-2014	FoF4 (with different colleagues): Impulsmanagement in the parent-child dyad (30.000€)
2009-2012	German Research Foundation (with Dr. S. Höhl): <i>Neuronal correlates and behavioural measurements of social information processing in infants</i>
2009-2012	Jacobs-Foundation: <i>Development of a screening instrument to monitor early childhood development (0-3).</i> VW-Foundation: "The social brain: developmental, philosophical and neuroscience perspectives."
2008-2012	Foundation of the State of Baden-Württemberg: <i>Graduate school: „Early stress experiences and self-regulation in infancy“ (5 doctoral fellowships)</i>

Reviewer for Funding Agencies

since 2017	European Research Committee
since 2016	Ambitione - Evaluation Committee for Junior Professorships of the Swiss National Fond
since 2014	Excellence Network Bavaria - Evaluation Committee for Junior Professorships
since 2012	Bosch Foundation
since 2012	Daimler Benz Foundation
since 2011	Alexander von Humboldt Foundation
since 2007	German Ministry
since 2006	DAAD
since 2015	German-Israel Foundation
since 2004	Cusanus Foundation
since 2004	Studienstiftung des Deutschen Volkes
since 2003	Swiss National Fund
since 1998	German Research Foundation

Honors, Professional Memberships and Coordinating Functions

2018	Host of International Symposium on "Understanding and Supporting Self-regulation Development"
since 2017	Member of the Wilhelm Wundt Association
since 2016	Member, panel for experts at the Center for Research on Play in Education, Development, and Learning (PEDAL) at Cambridge University
2014-2016	Marsilius-Fellow, Heidelberg University
since 2010	Member, Committee for developing the Institutional Strategy of Heidelberg University
since 2010	Member, Excellence-Database "AcademicNet"
2010	Visiting Professor at Harvard University
since 2009	Member Heidelberg Academy of Science
2008-2012	Speaker of graduate program "Early stress experience and self-regulation in infancy"
2004	First-place ranking, full professorship, Leipzig University
2004	Job offer, Full professorship, University of Bern, Switzerland
2001	First-place ranking, full professorship, Vechta University
2000	Charlotte and Karl Bühler Preis, German Psychological Association
1997	Teaching Award, Baden-Württemberg
1993-1994	DFG-Postdoctoral Research Fellow at Cornell University (Ithaca USA)
1989-1992	PhD Fellowship VW Foundation

Outreach activities (past 5 years)

2018	"Die wunderbare Welt der Kinder: Wir sind Sechs!" (The secret life of four-year-olds). VOX documentary, 90 minutes
2017	"Die wunderbare Welt der Kinder: Wir sind Fünf!" (The secret life of five-year-olds). VOX documentary, 90 minutes
2016	"Die wunderbare Welt der Kinder: Wir sind Vier!" (The secret life of six-year-olds). VOX documentary, Part 1, Part 2, 2 x 90 minutes

Publications (10 selected - last 5 years)

- Michel, Ch., Wronski, C., **Pauen, S.**, Daum, M., & Hoehl, S. (2017). Infants' object processing is guided specifically by social cues, *Neuropsychologia*. <https://doi.org/10.1016/j.neuropsychologia.2017.05.022>
- Michel, Ch., **Pauen, S.** & Hoehl, S. (2017). Schematic eye-gaze influences infants' object encoding dependent on their contrast polarity. *Nature Scientific Reports*, 7, 7347. doi:10.1038/s41598-017-07445-9.
- Schleihauf, H., Graetz, S., **Pauen, S.**, & Hoehl, S. (2017). Contrasting social and cognitive accounts on overimitation: The role of causal transparency and prior experiences. *Child Development*. DOI: 10.1111/cdev.12780
- Pauen, S.**, & Bechtel, S. (2016). How doddlers acquire and transfer tool knowledge: Developmental changes and the role of executive functions. *Child Development*. DOI: 10.1111/cdev.12532
- Pauen, S.**, Träuble, B., Hoehl, S., & Bechtel, S. (2015). Show me the world: Object categorization and socially guided object learning in infancy. *Child Development Perspectives*, 9 (2), 111-116
- Hoehl, S., Zettersten, M., Schleihauf, H., Grätz, S., & **Pauen, S.** (2014). The role of social interaction and pedagogical cues for eliciting and reducing overimitation in preschoolers. *Journal of Experimental Child Psychology*, 122, 122-133.
- Marinovic, V., Hoehl, S., & **Pauen, S.**, (2014). Neural correlates of human-animal distinction: An ERP-study on early categorical differentiation with 4- and 7-month-old infants and adults. *Neuropsychologia*, 60 (60-76).
- Hoehl, S., Zettersten, M., Schleihauf, H., Grätz, S., & **Pauen, S.** (2014). The role of social interaction and pedagogical cues for eliciting and reducing overimitation in preschoolers. *Journal of Experimental Child Psychology*, 122, 122-133.
- Peykarjou, S., **Pauen, S.**, & Hoehl, S. (2014). How do 9-month-old infants categorize human and ape faces? A rapid repetition ERP study. *Psychophysiology*, doi:10.1111/psyp.12238
- Bechtel, S., Jeschonek, S. & **Pauen, S.** (2013). How 24-month-olds form and transfer knowledge about tools: The role of perceptual, functional, causal, and feedback information. *Journal of Experimental Child Psychology*, 115(1), 163-179. doi:10.1016/j.jecp.2012.12.004

http://www.psychologie.uni-heidelberg.de/ae/entw/personen/pauen_publicationen.html

Publications (listed by year)

--- in press ---

Peykarjou, S., Hoehl, S., **Pauen, S.**, & Rusion, B. (in press). Rapid categorization of human and ape faces in 9-month-old infants revealed by fast periodic visual stimulation. *Nature Scientific Reports*.

Pauen, S. (in press). Interdisziplinäre Perspektiven auf die frühe Kindheit im Wandel. *Marsiliusschriften*. (Title translation: Interdisciplinary Perspectives on Historical Changes in Early Childhood).

Reck, C., Van den Bergh, B., Tietz, A., Müller, M., Ropeter, A., Zipser, B., & **Pauen, S.** (in press). Maternal avoidance, anxiety cognitions and interactive behavior predict infant development at 12 months in the context of anxiety disorder in the postpartum period. *Infant Behavior and Development*.

--- 2018 ---

Pauen, S. (2018). *Vom Säugling zum Kleinkind - Beobachtung, Begleitung und Förderung in der frühen Kindheit* (2. überarbeitete Auflage). Heidelberg: Spektrum/Springer Verlag
(Title translation: From infancy to toddlerhood - Observing, accompanying and supporting young children, 2nd revised edition).

--- 2017 ---

Pauen, S. (2017). *Milestones of Normal Development in Early Years (MONDEY)*. In F. Petermann und S. Wiedebusch (Ed.). *Praxishandbuch Kindergarten: Entwicklung von Kindern verstehen und fördern (Kap. 8)*. Göttingen: Hogrefe.

Michel, Ch., Wronski, C., **Pauen, S.**, Daum, M., & Hoehl, S. (2017). Infants' object processing is guided specifically by social cues, *Neuropsychologia*. <https://doi.org/10.1016/j.neuropsychologia.2017.05.022>

Michel, Ch., **Pauen, S.** & Hoehl, S. (2017). Early social learning depends on contrast polarity of eye gaze. *Nature Scientific Reports*, 7, 7347. DOI:10.1038/s41598-017-07445-9

Poulin-Dubois, D. & **Pauen, S.** (2017). The development of categories. What? When? How? In: H. Cohen & C. Lefebvre (Eds). *Handbook of Categorization in Cognitive Science (2nd ed., pp. 653-666)*. Elsevier: Amsterdam.

Schleihauf, H., Graetz, S., **Pauen, S.**, & Hoehl, S. (2017). Contrasting social and cognitive accounts on overimitation: The role of causal transparency and prior experiences. *Child Development*. DOI: 10.1111/cdev.12780

Roos, J. & **Pauen, S.** (2017). *Entwicklung in der frühen Kindheit*. Reinhardt Verlag: München.
(Title translation: Early Childhood Development - Student Textbook)

Pauen, S. & Schneider, M. (2017). What makes us male or female? *Ruperto Carola (10)*, 17-23.

--- 2016 ---

Goepfrich, A.S., Friemel, C.M., **Pauen, S.** & Schneider, M. (2016). Ontogeny of sensorimotor gating and short-term memory processing throughout the adolescent period in rats. *Developmental Cognitive Neuroscience*. DOI: 10.1016/j.dcn.2016.11.00

Hoehl, S. & **Pauen, S.** (2016). Do infants associate spiders and snakes with fearful facial expression? *Evolution and Human Behavior*. DOI: [10.1016/j.evolhumbehav.2016.12.001](https://doi.org/10.1016/j.evolhumbehav.2016.12.001)

Peykarjou, S., Wissner, J., & **Pauen, S.** (2016). Categorical ERP repetition effects for human and furniture items in 7-month-old infants. *Infant & Child Development*. DOI: 10.1002/icd.2016

Pauen, S. (2016). Innere Stärke - Wie funktioniert die Selbstregulation? *SWR2 Wissen/Aula*. <http://www.swr.de/-/id=18361332/property=download/nid=660374/1k3y1tp/swr2-wissen-20161204.pdf>
(Title translation: Inner strength - How can we show efficient self-regulation? Radio podcast)

Pauen, S. (2016). Self-regulation in early childhood (Special Issue). *Journal of Self-regulation and Regulation*. Heidelberg University Press. DOI: 10.11588/josar.2016.2.34350.

Pauen, S. & the EDOS group (2016). Understanding early development of self-regulation and coregulation: EDOS and PROSECO. *Journal of Self-regulation and Regulation*, 2, 3-16. DOI: 10.11588/josar.2016.2.34350.

Bechtel, S., Strodthoff, A., & Pauen, S. (2016). Co- and Self-regulation in the caregiver-child dyad: parental expectations, children's compliance, and parental practices in during early years. *Journal of Self-regulation and Regulation*, 2, 33-56. <http://dx.doi.org/10.11588/josar.2016.2.34352>

Pauen, S., & Bechtel, S. (2016). How doddlers acquire and transfer tool knowledge: Developmental changes and the role of executive functions. *Child Development*. DOI: 10.1111/cdev.12532

Pauen, S. (2016). Entwicklungspsychologie im Kindes- und Jugendalter (4th revised edition). German Edition, adopted from R. Siegler, J. DeLoach, & N. Eisenberg, (Eds.). *How Children Develop*. Springer: Heidelberg.

--- 2015 ---

Peykarjou, S., Pauen, S. & Hoehl, S. (2015). 9-month-old infants recognize individual unfamiliar faces in a rapid repetition ERP paradigm. *Infancy*, 1-24. DOI: 10.1111/inf.12118.

Pauen, S. (2015). Soziales Denken beginnt im ersten Lebensjahr. In H. Fink & R. Rosenzweig (Hrsg.), *Das soziale Gehirn. Neurowissenschaft und menschliche Bindung*. Mentis Verlag: Münster
(Title translation: Social thinking starts in the first year of life)

Pauen, S., Träuble, B., Hoehl, S., & Bechtel, S. (2015). Show me the world: Object categorization and socially guided object learning in infancy. *Child Development Perspectives*, 9 (2), 111-116, DOI: 10.1111/cdep.12119.

Pauen, S. (2015). Wie Babys Begriffe lernen. *Universitas*, 70 (823), 36-43.
(Title translation: How infants acquire concepts)

Pauen, S. (2015). Wieder was Neues gelernt? Kompetenzen von Kleinkindern entdecken. *Die Kindergartenzeitschrift*, 2, 1-3. (Title translation: Have you learned something new? How to detect competences in toddlers.

--- 2014 ---

Pauen, S., Hochmuth, A., Schulz, A., & Bechtel, S. (2014). IMMA 1-6: IMuls-MANagement vom Kleinkind bis zum Vorschulalter – Ein Elternfragebogen zur Beziehungsgestaltung im Umgang mit Erwartungen, Zielen und Gefühlen. *Kindergartenpädagogik – Online Handbuch*.
<http://www.kindergartenpaedagogik.de/2308.pdf>
(Title translation: IMMA 1-6: Impulse-Management in toddlers and preschoolers - A parental questionnaire of interaction quality in dealing with conflicts of interest)

Voigt, B., Brandl, A., Pietz, J., Pauen, S., Kliegel, M., Pöschel, J., & Reuner, G. (2014). Associations between neonatal distress and effortful control in preterm born toddlers: Does parenting stress act as a moderator? *International Journal of Developmental Disabilities*. doi: 10.1179/2047387713Y.0000000036

Pauen, S. (2014). Beobachtung und Dokumentation in der Krippe – aber wie? MONDEY – ein neues Verfahren mit Entwicklungspotential. *Theorie und Praxis der Sozialpädagogik*.
(Title translation: Observation and Documentation in daycare centers - How? MONDEY - a new tool with developmental potential)

Träuble, B., Pauen, S., & Poulin-Dubois, D. (2014). Speed and direction changes induce the perception of animacy in 7-month-old infants. *Frontiers in Developmental Psychology*, 5, 1141. doi: [10.3389/fpsyg.2014.01141](https://doi.org/10.3389/fpsyg.2014.01141)

Hoehle, B., Pauen, S., Hesse, V., & Weissenborn, J. (2014). Discrimination of Rhythmic Pattern at 4 Months and Language Performance at 5 Years: A Longitudinal Analysis of Data From German-Learning Children. *Language Learning*, 64 (2), 141-164. DOI: 10.1111/lang.12075

Marinovic, V., Hoehl, S., & Pauen, S., (2014). Neural correlates of human-animal distinction: An ERP-study on early categorical differentiation with 4- and 7-month-old infants and adults. *Neuropsychologia*, 60 (60-76).

Hoehl, S., Zettersten, M., Schleihauf, H., Grätz, S., & Pauen, S. (2014). The role of social interaction and pedagogical cues for eliciting and reducing overimitation in preschoolers. *Journal of Experimental Child Psychology*, 122, 122-133.

Peykarjou, S., Pauen, S., & Hoehl, S. (2014). How do 9-month-old infants categorize human and ape faces? A rapid repetition ERP study. *Psychophysiology*, doi:10.1111/psyp.12238

Pauen, S. & Hoehl, S. (2014). Preparedness to learn about the world. Evidence from infancy research. In T. Breyer (Hrsg.). *Epistemological Foundations of Evolutionary Psychology*. Springer Verlag.

Reuner, G., Weinschenk, A., **Pauen, S.**, & Pietz, J. (2014). Cognitive development in 7- to 24-month-old extremely/ very-to-moderately/late preterm and full-term born infants: The mediating role of focused attention. *Child Neuropsychology*, 1-17. doi.org/10.1080/09297049.2014.899571

Pauen, S. (2014). Was ist ein Baby? Wie unsere Sicht auf die ersten Lebensjahre unsere Sicht auf diese Lebensphase verändert. Für H.-W. Wahl & A. Kruse (Hrsg.), *Leben in Veränderung. Beiträge einer interdisziplinären Lebenslaufforschung* (S.78-91). Kohlhammer Verlag.
(Title translation: How our view on early development has changed)

Höhl, S. & **Pauen, S.** (2014). Neue Erkenntnisse der Gehirnforschung und ihre Bedeutung für frühes Lernen. Für Braches-Chyrek, R., Hopf, M., Röhner, Ch. & Sünker, H. (Hrsg.). *Handbuch Frühe Kindheit* (121-132). Opladen: Budrich Verlag.
(Title translation: New Evidence from Brain Research and its Implications for Early Learning)

--- 2013 ---

Heilig, L. & **Pauen, S.** (2013). Wie wirkt sich die Beobachterrolle auf die Beurteilungen frühkindlicher Entwicklung in verschiedenen Bereichen aus? Ein Vergleich der MONDEY Entwicklungsdokumentationen von Eltern und pädagogischen Fachkräften. *Frühe Bildung*, 2 (3), 144-151.
(Title translation: How do parents and daycare teachers differ in their view on early childhood development?)

Höhl, S. & **Pauen, S.** (2013). Evolutionäre Ansätze zur Erklärung des kindlichen Lernens. In T. Breyer, Etzelmüller, G., Fuchs, T., & Schwarzkopf, G. (Hrsg.), *Interdisziplinäre Anthropologie – Schriften des Marsiliuskollegs*, 10, 139-170.
(Title translation: Evolutionary Accounts on Childhood Learning)

Bechtel, S., Jeschonek, S. & Pauen, S. (2013). How 24-month-olds form and transfer knowledge about tools: The role of perceptual, functional, causal, and feedback information. *Journal of Experimental Child Psychology*, 115(1), 163-179. doi:10.1016/j.jecp.2012.12.004

Höhl, S., Wahl, S., & **Pauen, S.** (2013). Disentangling the effects of eye gaze and head orientation on young infants' attention and object processing. *Infancy*, DOI: 10.1111/infa.12035.

Pauen, S. & Roos, J. (2013). Wieviel Krippe braucht das Kind? *Psychologische Rundschau*, 64 (4), 247-250. (Title translation: How much daycare needs a child?)

Voigt, B., Brandl, A., Pietz, J., **Pauen, S.**, Kliegel, M., & Reuner, G. (2013). Negative reactivity in toddlers born prematurely: Indirect and moderated pathways considering self-regulation, neonatal distress and parenting stress. *Infant Behavior and Development*. 36(1), 124-138.

Vonderlin, E. & **Pauen, S.** (2013). Von Null bis Drei: Entwicklungsrisiken und Entwicklungsabweichungen. In Petermann, F. (Ed.), *Lehrbuch der Klinischen Kinderpsychologie* (7. Auflage), 77-110. Göttingen: Hogrefe. (Title translation: Zero to Three: Developmental Risks and Deviations)

--- 2012 ---

Wahl, S., Michel, Ch., **Pauen, S.**, & Höhl, S. (2012). What guides infants' object processing. The role of social and non-social motion cues. *British Journal of Developmental Psychology*, 31, 212-230; DOI:10.1111/bjdp.12001.

Elsner, B., Jeschonek, S. & **Pauen, S.** (2012). Event-related potentials for 7-month-olds processing of animals and furniture items. *Developmental Cognitive Neuroscience*, 3, 53-60. doi: dx.doi.org/10.1016/j.dcn.2012.09.002

Jeschonek, S., Babocsai, L. & **Pauen, S.** (2012). Cross-Modal Mapping of Visual and Acoustic Displays in Infants: The Effect of Dynamic and Static Components. *European Journal of Developmental Psychology*, doi/abs/10.1080/17405629.2012.681590.

Pauen, S., Heilig, L., Danner, D., Haffner, J., Tettenborn, A., Roos, J. (2012). Milestones of Normal Development in Early Years (MONDEY): Konzeption und Überprüfung eines Programms zur Beobachtung und Dokumentation der frühkindlichen Entwicklung von 0 – 3 Jahren. *Frühe Bildung*, 1(2), 1-7.
(Title translation: Milestones of Normal Development in Early Years (MONDEY): Development and Test of a New Programme to Observe and Document Early Development from 0-3 years)

Ropeter, A. & **Pauen, S.** (2012). Relating 7-month-olds visuo-spatial working memory to other basic mental skills assessed with two different versions of the habituation-dishabituation paradigm. *Infancy*, doi: 10.1111/j1532-7078.2012.001333.x

Voigt, B., Pietz, J., **Pauen, S.**, Kliegel, M., & Reuner, G. (2012). Cognitive development in very vs. moderately to late preterm and full-term children: Can effortful control account for group differences in toddlerhood? *Early Human Development*, 88 (5), 259-326.

Vonderlin, E., Ropeter, A., & **Pauen, S.** (2012). Erfassung des frühkindlichen Temperaments mit dem Infant Behaviour Questionnaire Revised. *Zeitschrift für Kinder- und Jugendpsychiatrie und Psychotherapie*, 40 (5), 307-314.

(Title translation: Measuring Early Temperament with the Infant Behaviour Questionnaire Revised).

Pauen, S. (2012). *Early childhood experience and later development* (Edited volume). Cambridge University Press: Cambridge UK.

Elsner, B. & **Pauen, S.** (2012). Vorgeburtliche Entwicklung und frühe Kindheit. In W. Schneider & U. Lindenberger (Hrsg.), *Entwicklungspsychologie (7. Auflage)*. Weinheim: Beltz-Verlag.

(Title translation: Prenatal Development and Early Childhood)

Marinovic, V. & **Pauen, S.** (2012). Wie Kinder sich in Andere einfühlen können. Entwicklung einer Theory of Mind. *Theorie und Praxis der Sozialpädagogik*, 34-37.

(Title translation: How Children learn to be empathetic. Development of Theory of Mind)

Pahnke, J. & **Pauen, S.** (2012). Entwicklung mathematischer und naturwissenschaftlicher Kompetenzen in der frühen Kindheit. In: Haus der kleinen Forscher (Hrsg.) *Wissenschaftliche Untersuchungen zu Arbeit der Stiftung "Haus der Kleinen Forscher"*, Band 4.

(Acquisition of Mathematical and Scientific Competences in Early Childhood)

Pauen, S. (2012). Wie lernen Kleinkinder? Entwicklungspsychologische Erkenntnisse und ihre Bedeutung für Politik und Gesellschaft. *Aus Politik und Zeitgeschichte*, 62 (22), 8-14.

(Title translation: How do toddlers learn? Scientific Insights from Developmental Psychology and their Implication for Politics and Society)

Pauen, S. (2012). Antrittsrede bei der Heidelberger Akademie der Wissenschaften. In Heidelberger Akademie der Wissenschaften (Hrsg.). *Jahrbuch der Heidelberger Akademie der Wissenschaften (159-170)*.

Pauen, S. (2012). Können neurophysiologische Methoden uns helfen, das Denken von Babys zu verstehen. In Heidelberger Akademie der Wissenschaften (Hrsg.). *Jahrbuch der Heidelberger Akademie der Wissenschaften (67-69)*.

(Title translation: Can neurophysiological methods help us to understand the thinking of babies?)

Pauen, S., Frey, B. & Heilig, L. (2012). Entwicklungspsychologie in den ersten drei Lebensjahren. In M. Cierpka (Hrsg.), *Frühe Kindheit 0-3 Jahre (Kap.2)*, 21-37). Heidelberg: Springer.

(Title translation: Developmental Psychology of Early Childhood)

Pauen, S. & Wahl, H.-W. (2012). Was heißt hier jung, was heißt alt. Fragen zur Zukunft der Kindheit und Jugend und zur Zukunft des Alterns. *Ruperto Carola (4)*.

(Title translation: What does it mean to be young or old? Questions regarding the future of childhood, and old age)

--- 2011---

Höhl, S. & **Pauen, S.** (2011). Do surprised faces affect infants' object processing like fearful faces do? *Neuroreport*, 22, 906-910.

Pauen, S. & Höhl, S. (2011). Ereigniskorrelierte Potentiale: Ein neuer Zugang zur Erforschung der Objektverarbeitung bei Säuglingen. *Zeitschrift für Neuropsychologie*, 22 (2), 109-120.

(Title translation: Event-related potentials: A new approach to study object processing in infants)

Schrauf, C., Call, J. & **Pauen, S.** (2011). The effect of plausible versus implausible balance-scale feedback on the expectancies of 3- to 4-year-old children. *Journal of Cognition and Development*, 12, 518-536. DOI: 10.1080/15248372.2011.571647.

Pauen, S. (2011). *Vom Säugling zum Kleinkind. Entwicklungstagebuch zur Begleitung in den frühen Jahren*. Spektrum/Springer Verlag. (Title translation: From infancy to toddlerhood - A developmental diary to support development in early years)

Tettenborn, A., Ganser, L., Haffner, J., **Pauen, S.** & Roos, J. (2011). Entwicklungsbeobachtung von Kindern im Alter von 1-3 Jahren: Inwiefern stimmen die Beobachtungen von Eltern und pädagogischen Fachkräften überein? In: *Forschung in der Frühpädagogik IV. Schwerpunkt: Beobachten, Verstehen, Interpretieren, Diagnostizieren*. Klaus Fröhlich-Gildhoff, Iris Nentwig-Gesemann & Hans Rudolf Leu (Hrsg.) Verlag Forschung Entwicklung Lehre. (Title translation: Observing developmental progress in children from 1-3 - Do parents and teachers come to similar conclusions?)

Pauen, S. & Ganser, L. (2011). *Entwicklungsbeobachtung und –dokumentation für Kinder von 0-3 Jahren mit MONDEY (Milestones of Normal Development in Early Years)*.

<http://www.kindergartenpaedagogik.de/2082.html>

(Title translation: Developmental Observation and Documentation for Children Aged 0-3 with MONDDEY)

--- 2010 ---

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