
Index

- 3di 15, 18
- abstraction, developmental theory 229, 233
- adaptive behaviour, and concept formation 145
- ADHD 72, 73, 79
- ageing, and memory impairment 164–5
- agency concept 83, 250
- ambiguity
 - global processing 107, 110
 - homographs 94–6, 98
 - weak central coherence theory 95–6, 98
- amnesia 205–6
- amygdala 172–3
 - executive functions 225
 - face processing 202
 - lesions 174, 175
- amygdala theory of ASD 188–91
- anoetic awareness 154, 160
- A-not-B error 234–7
- anterior cingulate gyrus (AC) 226–7
- arbitrariness, and executive dysfunction 77–8, 83–5
- arousal 114–15
- Asperger, Hans 5–6
- Asperger's syndrome
 - attention 121
 - brain imaging studies 192, 194–5
 - concept formation 147, 148
 - current state of research 243
 - diagnostic criteria 13–14, 16, 17, 18–21
 - directedness of behaviour, understanding 61
 - emotion-perception deficits 56, 58
 - executive functions 72
 - face processing 138–9, 143, 199
 - false-belief tasks 43, 44, 45, 48, 260
 - global processing 105, 106
 - historical conceptions 5
 - imagination, lack of 9
 - memory 154, 155, 156, 157, 158, 159, 160–1, 163, 252, 253–4
 - terminology 11
 - 'theory of mind deficit' account 43, 44, 46, 49
 - weak central coherence theory 90, 92, 96, 97, 98
 - Wechsler tests 90
- assimilation 228
- attention 113–14, 133–4
 - arousal 114–15
 - brain impairments 203–4
 - current state of research 245
 - focusing, filtering and selection 115–17
 - to gaze and faces 122–5
 - orienting, engagement, disengagement and switching 110, 117–22
 - self-awareness 248
 - sustained 115
- attentional difficulties, accounting for 125, 133–4
 - auditory perception 127–30
 - low-level perception 125–7
 - vision 130–2
- attention deficit hyperactivity disorder (ADHD) 72, 73, 79
- attractor states 87, 238–9
- auditory cortex 129
- auditory perception 126, 127–30, 132
 - global versus local processing 106–7
- Autism Behavior Checklist (ABC) 216
- Autism Diagnostic Interview – Revised (ADI-R) 15, 16, 19, 213, 216
- Autism Diagnostic Observation Schedule (ADOS-G) 15, 16, 19, 213

- Autism Spectrum Disorders Checklist
 - 17, 18
- autistic disorder 6
 - diagnostic criteria 7, 12–13, 17, 18–21
 - terminology 11
- autonoetic awareness 154, 160–1
- Bayley Scales of infant development 216
- behavioural stance 32–3
- behaviourism
 - equivalence classes 146
 - other minds 28, 29
- binding problem 182
- blindness, and emotional relatedness 63, 64, 65
- Block Design Test 4, 93
 - enhanced discrimination 100
 - weak central coherence theory 90, 91, 92, 93, 97
- bodily expressions, emotional appraisal
 - of 53, 54–5, 57
- bottom-up processing 99
 - current state of research 246
 - task support hypothesis 261
- brain 167, 207–8
 - amygdala theory of ASD 188–91
 - auditory perception 128–30
 - connectivity and connectionism 182–8
 - current state of research 246–7
 - developmental trajectories 224–7
 - episodic memory 160
 - executive functions 70–1, 73, 86–8, 160
 - extreme male brain 175–82
 - face processing 199–203
 - global dysfunction theories 175–203
 - lesion-based models of autistic behaviour 173–5
 - other minds, impaired understanding
 - of 191–8
 - size and structure 160–73
 - social brain 188–91
 - social intelligence 188–91
 - visual perception 131–2
- brain imaging techniques 167
 - attention 203–4
 - auditory perception 128–9
 - executive functions 205
 - face processing 201
 - other minds, impaired understanding
 - of 191–8
 - structural abnormalities 170, 171, 172
- British Picture Vocabulary Scale (BPVS) 56, 210
- Broca's area 183
- California Verbal Learning Test (CVLT) 163
- cardiac orienting response studies 57
- caregiving, and understanding other people 52, 64
- catastrophe theory 238–41, 257
- category fluency 80
- Cattell Scales of Development 216
- central coherence *see* weak central coherence (WCC) theory
- central executive 85
 - memory 153, 155
- cerebellum 168, 170–2
 - attention 203, 204
- cerebral cortex 168, 173, 224
- Checklist for Autism in Toddlers (CHAT) 23–4
- Childhood Autism Rating Scale (CARS) 15, 216
- classical concept theory 145
- cluster analysis of diagnostic categories 17–18
- cognitive approaches to understanding mind 26, 49–50
 - and emotional approaches 51, 65–9
 - false belief, understanding 26–37
 - a specific process? 37–49
- cognitive flexibility 72, 74–6, 82
- cognitive processing 3–4, 12
- Coloured Progressive Matrices 4
- Colour Stroop task 73, 87–8
- common features theory of impaired generalisation 101–3
 - concept formation 149, 150
- communication ability *see* language ability and development
- Comprehension test 90–1
- computational approaches to understanding mind 26, 49–50
 - and emotional approaches 51, 65–9

- false belief, understanding 26–37
 - a specific process? 37–49
 - computed tomography (CT) 167
 - concept formation 145–52
 - conceptual self 249, 250–1
 - conjunctive search tasks 100–1
 - connectivity and connectionism 182–8
 - and development 230–3
 - and executive functions 86–8
 - visual perception 132
 - conservation task 238
 - contention scheduling 85
 - continuous performance tests (CPT) 115
 - control procedures 37, 59–60, 197–8
 - Corsi memory test 162
 - cortical feature maps 186
 - creativity and imagination, lack of 3, 8–10
 - diagnostic systems and instruments 12, 19
 - executive functions 80–1
 - false-belief tasks 30
 - cued recall 154, 164, 205–6
- deception research 38
 - executive functions 76–7
 - false beliefs, understanding 37
- deceptive box paradigm 63–4
- declarative memory 153–4
- deficits in attention, motor control and perception (DAMP) 7
- delayed echolalia 2
- Delayed Non-Matching to Sample (DNMS) test 225, 237
- Delayed Response (DR) task 225
- dementia infantalis 6
- dementia precocissima 6
- dendrites 170, 171, 173
- deprivation, and emotional relatedness 64–5
- design fluency 80–1
- development 209, 241
 - assumptions in ASD 209–12
 - current state of research 246
 - executive functions 224–7
 - theory of 228–41
 - theory of mind 219–24
 - trajectories in ASD 212–18, 246, 254–5
- developmental delay 209–12
- Developmental, Dimensional and Diagnostic Interview (3di) 15, 18
- developmental language disorder 213–14
- developmental quotients (DQs) 216
- diagnosing systems and instruments 11–16
 - dimensions versus entities 16–21
- Diagnostic and Statistical Manual (DSM-III, DSM-IV, DSM-IV TR)* 11–14
 - dimensions versus entities 17, 19–20, 21
- Diagnostic Interview for Social and Communicative Disorders (DISCO) 15
- diffusion tensor imaging 183
- digit cancellation task 181, 182
- Dimensional Change Card Sorting Tasks (DCCS) 40
 - dimensions versus entities 16–21
- directedness of behaviour, understanding the 52, 60–7
- disambiguation 95–6, 98
- discontinuous change, modelling 233–41
- discriminant validity question, executive dysfunction account 81, 82
- discrimination, enhanced 98, 99–103
- discrimination learning 101–3, 132
 - impaired top-down processing 110
- disengagement of attention 110, 115, 118–22, 123, 124, 125
- distancing, developmental theory 229, 233
- divided attention, global processing 105
- dorsal stream 131
- DSM-III, DSM-IV, DSM-IV TR 11–14
 - dimensions versus entities 17, 19–20, 21
- dyslexia 72, 79
- early detection of ASD 21–5
- Early Social Communication Scales (ESCS) 217, 218
- echolalia 2, 213
- ecological self-awareness 249, 250
- ecological validity of attentional studies 122

- Embedded Figures Test (EFT) 91–2, 97
 enhanced discrimination 100
 extreme male brain theory 178, 180
 emergentist accounts 240
 emotional relatedness approaches to
 understanding ASD 26, 51–3, 67–9
 appraisal of emotion in others 53–60
 directedness of behaviour,
 understanding the 60–7
 face processing 136–7
 empathising 57
 extreme male brain theory 176–82
 gender differences 176
 endogenous attentional phenomena 114,
 119, 121
 gaze following 123
 engagement of attention 117–22, 125
 enhanced discrimination 98, 99–103
 entities versus dimensions 16–21
 epigenetic landscape 87–8, 239
 episodic memory 154, 160–1, 162, 206–7
 brain lesions 175
 epistemic mental states 30
 equivalence classes 146
 event-related potentials (ERP) 167, 204
 executive functions 10, 70–81, 88–9
 brain impairments 204–5
 current state of research 245
 developmental change 224–7
 diagnostic systems and instruments 12
 implications for understanding ASD
 81–8
 language development 36
 memory 156, 160
 self-awareness 248
 exemplar theories of concept formation
 146
 exogenous attentional phenomena 114,
 119
 gaze following 123
 explicit memory 153–4
 external validity 19–20
 extradimensional/intradimensional shift
 (ED/ID) task 74–6
 extrastriate cortex 183
 extreme male brain 175–82
 eye-contact, avoidance of 135
 eye direction
 attention to 118, 122–5, 143
 language development 36
 ‘theory of mind deficit’ account of
 ASD 46, 67
 eye direction detector (EDD) 35
 eye-tracking studies, face processing
 142–3
 face processing 135–45
 amygdala theory of ASD 189, 190
 attention 122–5
 cerebral and neural correlates
 199–203
 connectivity and connectionism
 182–3, 184
 current state of research 245
 emotional appraisal of expressions
 53–6
 perception 129, 130
 recognition 62
 false-belief understanding 26–37, 38–42,
 43–6, 48
 and arbitrariness 83
 developmental change 219, 220, 221,
 222–4, 254–5
 emotional relatedness and
 directedness of behaviour 64
 inhibition 76
 intermittent replication of research
 findings 252
 and planning ability 80
 systemising and empathising 181–2
 task support hypothesis 259, 260
 false-photograph task 33–4, 38
 executive dysfunction 83
 false recognition effects
 concept formation 149, 150
 memory 158
 feature search tasks 100–1, 108
 FFA 199–202
 filtering of information 115, 117
 flat intonation 213
 flow field studies 130
 focusing of attention 115–17
 folk psychology 28
 free recall 154, 157, 160, 163–4, 206,
 252
 frontal cortex
 attention 203–4
 episodic memory 160

- executive functions 70–1, 73, 86, 160, 204, 224, 226–7
- memory 206–7
- functional magnetic resonance imaging (fMRI) 167
 - connectivity and connectionism 183
 - executive functions 205
 - face processing 201
 - other minds, impaired understanding of 195–6
 - spatial attention 203–4
- fusiform face area (FFA) 199–202

- Gage, Phineas 70–1
- gamma activity in face perception 202–3
- gaze direction
 - attention to 118, 122–5, 143
 - language development 36
 - ‘theory of mind deficit’ account of ASD 46, 67
- gender differences, empathising and systemising 176, 177–82
- generalisation of learning
 - attention 114
 - concept formation 146
 - developmental change 222–3
 - enhanced discrimination 101–3
- generativity 80–1
- gestalt processing 109
- global brain dysfunction, theories of
 - connectivity and connectionism 182–8
 - extreme male brain 175–82
 - face processing 199–203
 - other minds, impaired understanding of 191–9
 - social intelligence 188–91
- global interference 104, 105
- global precedence 105
- global processing 98, 103–10
 - current state of research 245
 - of faces 145
- Go/No-Go task 73
- Guttman scale 220–1

- ‘hacking out’ 48, 194, 197, 233, 254, 260
- head circumference 168–70
- Hering illusion 94

- hierarchical (Navon-type) stimuli 103–7, 109, 110
 - attention 116
- hippocampus
 - executive functions 225
 - lesions 174, 175
 - memory 206
- historical conceptions of autism 1–10
- homographs 94–6, 98
- homunculus question 82, 85–8, 238, 248
- hypothetico-deductive method of theory construction 28–9, 67, 68

- ICD-10: 14
 - dimensions versus entities 17, 19, 20
- ‘ice-cream’ van story 43–4
- if–then reasoning 40, 42
 - extreme male brain theory 178–80, 181
- illusions
 - enhanced discrimination 99
 - face processing 139
 - memory 158, 252, 253
 - weak central coherence theory 93–4, 97
- imagination and creativity, lack of 3, 8–10
- diagnostic systems and instruments 12, 19
 - executive functions 80–1
 - false-belief tasks 30
- immediate echolalia 2
- implicit memory 153
- implicit tests of memory 154
- incidence of ASD 8
- indirect tests of memory 154
- information-processing metaphor of memory 152–3
- Information test 91
- inhibition
 - executive functions 73–4, 76, 79
 - hierarchical stimuli 110
- initiation of joint attention (IJA)
 - developmental trajectories 217, 226
 - early detection of ASD 22
- intellectual disability 8, 11–12
- intellectual function 4
 - and spectrum conceptualisation of autism 8, 19

- intentionality detector (ID) 35, 67
- intentionality of epistemic mental states 30
- intentional stance 32–3
- intermittent replication of research findings 251–8
- internalisation of action 229
- International Classification of Diseases (ICD-10) 14
 - dimensions versus entities 17, 19, 20
- interpersonal self-awareness 249
- intradimensional/extradimensional shift (ID/ED) task 74–6
- inverted face recognition 136–8, 139
- IQ 210–11
 - developmental trajectories 215, 216
- item-specific encoding strategies 159
- joint attention
 - developmental trajectories 217, 226, 227
 - impaired 36
 - initiation of 22, 216, 226
- J-shaped developmental trajectory 186
- Kanner, Leo
 - historical conceptions of autism 2, 3, 5, 6
 - social impairment 26
- Klein, Melanie 2
- Klüver–Bucy syndrome 173–5, 188
- language ability and development 2–3, 10
 - auditory perception 128–9
 - concept formation 146, 147, 150–2
 - developmental trajectories 212–17
 - diagnostic systems and instruments 12, 13
 - emotion perception 58, 60
 - task support hypothesis 259
 - ‘theory of mind deficit’ account of ASD 35–6
- language processing 183
- learning, generalisation of
 - attention 114
 - concept formation 146
 - developmental change 222–3
 - enhanced discrimination 101–3
- lesion-based models of autistic behaviour 173–5, 183–4
- letter fluency 80
- limbic system 168
- line orientation tasks 178
- listener’s direction of gaze (LDG) strategy 36
- local interference 104, 105
- local processing 103–10, 245
- logico-affective state 48
- long-term memory 153
- low-level perception 125–7
- macrocephaly 168–70
- magnetic resonance imaging (MRI) 167, 171, 172
 - see also* functional magnetic resonance imaging
- magnocellular system 131
- matching within research studies 4, 210–11, 256–7
- Maxi and the chocolate scenario 27, 30, 41
- mechanical stance 32–3
- medial prefrontal cortex 194–5
- memory 3, 152–65
 - and ageing 164–5
 - brain impairments 205–7
 - brain lesions 175
 - concept formation 146–7
 - directedness of behaviour, understanding 61
 - for faces 56
 - intermittent replication of research findings 251–2, 253
 - and self-awareness 61
 - task support hypothesis 258
 - weak central coherence theory 97–8
- memory span 155
- mentalising
 - brain imaging studies 194–8
 - connectivity and connectionism 183, 200
- mental rotation tasks 178, 179
- metarepresentations 30–1, 47, 66
- microgenetic studies 257
- mirror recognition task 249, 250, 251

- modular systems 34–5, 66–7
- Mooney figures 140, 141
 - rotated 183
- motion-perception deficits 130–2
- motor planning problems 80
- M-representations 30–1, 47, 66
- Müller–Lyer illusion 93, 94

- ‘naughty Snakey’ manipulations 223–4
- Navon-type (hierarchical) stimuli 103–7, 109, 110
 - attention 116
- n*-back working memory tasks 155
- negative priming tasks 75–6, 82
- neural network models 182–7
 - and development 230–3
 - and executive functions 86–8
 - visual perception 132
- neural selection 86–7
- noetic awareness 154
- non-linear dynamic systems theory (NLDST) 86–7, 233–41, 254, 257
- non-verbal learning disability 6
- normocentrism 255
- number cancellation task 181, 182

- obsessive-compulsive disorder (OCD) 73
- occipital lobe
 - attention 203, 204
 - other minds, impaired understanding of 195
 - visual perception 131
- oculomotor delayed response procedure 155–6
- orbitofrontal cortex
 - brain imaging studies 192
 - executive functions 225
 - social intelligence 188
- organisational impairment 10
- orienting of attention 117–22
- orthogenetic principle of development 229
- other minds, understanding 38
 - brain imaging studies 191–8
 - catastrophe theory 237–8
 - cognitive approaches 26–50
 - current state of research 244–5
 - other people, understanding 51–3, 67–8
 - appraisal of emotion in others 53–60
 - current state of research 244–5
 - directedness of behaviour 60–7
 - overselective attention 115–17
- parallel distributed processing (PDP) 185
- parietal lobe 195, 203, 204
- parvocellular system 131
- Peabody Picture Vocabulary Test (PPVT) 4, 210, 213
- Penrose triangle 99
- perception 113, 133–4
 - auditory 127–30
 - concept formation 150–2
 - current state of research 245–6
 - low-level 125–7
 - vision 130–2
- perceptual learning 101–3, 109–10
- periamygdaloid cortex 194
- perseveration 75
 - epigenetic landscape 88
 - Wisconsin Card Sorting Test 71, 72, 73, 74
- pervasive developmental disorders (PDD) 11, 12
 - attention 120
 - external validity 20
 - not otherwise specified (PDD-NOS) 11, 12
- phonological loop 155
- physical appearance of autistic children 3
- Physical Prediction Questionnaire (PPQ) 179, 180
- Piaget, Jean 228, 229, 230, 233, 237, 240
 - A-not-B error 234–5
 - conservation task 238
- piecemeal processing hypothesis 92
- pitch perception 127–8
- planning ability 78–80, 81
- play, impaired 3, 8–10
 - developmental trajectories 217–18
 - diagnostic systems and instruments 13
- Poggendorf illusion 94

- positron emission tomography (PET)
167
auditory perception 129
other minds, impaired understanding
of 192, 194, 195–6
- Posner Task and Posner-type tasks
118–22, 123
- pragmatic language impairment (PLI) 7,
36
- prefrontal cortex 168
executive functions 86, 87, 88, 205,
224–6
maturation 235
memory 206
other minds, impaired understanding
of 195
- prevalence of ASD 5, 7–8, 243–4
- primary representations 31–2
- private self 249, 250
- procedural memory 153, 153, 160
- pronouns
directedness of behaviour,
understanding the 60
reversal 2–3, 213
- propositional attitudes 28, 30
- prosopagnosia 199
- protodeclarative behaviours
early detection of ASD 22, 25
representations 34
- protoimperative behaviours 22
- prototype theories of concept formation
145–6, 147–9, 152
- psychometrics 210–12, 256–7
- psychosis, childhood 6
- Purkinje cells 168, 172
- Raven's Progressive Matrices 59, 210
- reading difficulties 72
- Reading the Mind in the Eyes Test 46,
67
amygdala theory of ASD 189
brain imaging studies 194
control procedures 198
empathising and systemising 178, 180
origins 35
- recall memory 154, 156–9, 161, 163–4,
205–6
- Receptive and Expressive Emergent
Language Scale (REEL) 217
- recognition memory 154, 158, 162–4,
206, 251–2
- regional cerebral blood flow (RCBF)
224
- relational encoding strategies 159–60
- repetitive and stereotyped behaviour 3,
9, 10
attention 114
diagnostic systems and instruments
13, 14, 19
executive functions 70, 80, 81
non-linear dynamic systems theory
237
task support hypothesis 259
- replication of research findings,
intermittent 251–8
- representations 47–8
false beliefs, understanding 30–2,
33–4, 45
- residual normality 231, 233
- Reynell Scales of Language
Development 217
- Romanian orphan studies 64–5
- rote memory 3, 154–5, 156
- rouge task 249, 250, 251
- sabotage task 37
- Sally–Anne task 27–8, 30, 37–9, 40, 41–2,
45
brain imaging studies 198
developmental change 222–4, 254–5
emotional relatedness and
directedness of behaviour 64
inhibition 76
metarepresentations 30–1
simulation theory position 29
systemising and empathising
180–1
task support hypothesis 259
theory of mind mechanism 32, 43
theory-theory position 29
- sameness, 'insistence on' 3, 146
- schizoid personality disorder 6–7
- schizophrenia, childhood 6
- selectivity of attention 115–17
global processing 105
- self-awareness 247–51
executive functions 81
and memory 61, 161–2

- self-monitoring, and executive functions 81
- self-organisation 238–40
- semantic memory 154, 156–8, 159, 160
 - catastrophe theory 239
- semantic–pragmatic language disorder 7, 36
- semantics
 - catastrophe theory 238–40
 - concept formation 146
- sensation 126–7
- see also* perception
- serial recall 154
- shared attention mechanism (SAM) 35
- short-term memory 153, 155–6
 - brain impairments 205
 - executive function 85, 86
- simulation theory account of an
 - understanding of mind 29–30, 52
- single-photon emission computed tomography (SPECT) 167, 192
- social brain 188–91
- social impairment 8, 26
 - attention 114
 - auditory perception 128, 129, 130
 - current state of research 244–5
 - developmental trajectories 214, 215, 217–18
 - diagnostic systems and instruments 12–14
 - false beliefs, understanding 34–5
 - and fusiform face area activity 201
 - play, problems with 9
- social intelligence 18–91
- Social Stories Questionnaire (SSQ) 178, 180
- Socio-Emotional Functioning Interview (SEF) 213
- source memory 163
- speaker's direction of gaze (SDG)
 - strategy 36
- spectrum conceptualisation of autism 5–10, 243–4
- speech development and understanding
 - auditory perception 128–9
 - developmental trajectories 213, 215
- Stanford–Binet test, revised 216
- stereotyped behaviour *see* repetitive and stereotyped behaviour
- Stockings of Cambridge task 78, 79–80
- Strange Stories Test 44–5, 193
 - brain imaging studies 192
 - control procedures 197
- striate cortex 195
- Stroop task 73, 87–8
- subtraction method, brain imaging
 - studies 192, 196–7
- subtractive reasoning 41
- superior temporal gyrus 189
- superior temporal sulcus
 - connectivity and connectionism 183
 - other minds, impaired understanding of 194, 195
 - social intelligence 189
 - speech processing 129
- supervisory attentional system (SAS) 85
- sustained attention 115, 124
- switching of attention 118–22, 124
- syllabic cueing, and memory 157–8
- symbolic behaviours, impaired 8–10
 - diagnostic systems and instruments 12, 13
 - executive functions 80
- symptomatology, and spectrum
 - conceptualisation of autism 8, 243–4
- syntactic aspects of memory 156–7
- systemising 176–81
- Systemising Quotient (SQ) 180
- target throwing task 182
- task support hypothesis 164, 258–61
- temporal binding 182
- temporal lobe 168
 - auditory perception 128–9
 - executive functions 225
 - lesion-based models of autistic behaviour 173–5
 - other minds, impaired understanding of 195
- temporally extended self 249
- terminology 11–12
- Thatcher illusion 139–40
- theory of mind 28, 42, 67–8
 - brain imaging studies 192, 194–5
 - developmental change 219–24
 - different meanings 47
 - extreme male brain 176

- mechanism (ToMM) 31–2, 35, 38, 66
- past events, conversations about 165
- self-awareness 250
- simulationist account 42
- subtractive reasoning 41
- ‘theory of mind deficit’ account of ASD 26, 47–50
- criticisms 51, 65–6
- emotional relatedness and
 - directedness of behaviour 65–6, 67
- false-belief understanding 27, 33, 34, 36–7, 42–6, 48
- language development 36
- theory-theory account of an
 - understanding of mind 29–30, 52
- therapeutic alliance 251
- time processing 162–3, 165
- Titchener Circles illusion 93–4, 109
- top-down processing
 - attentional difficulties 125, 126
 - concept formation 151–2
 - current state of research 246, 247
 - enhanced discrimination 99
 - other minds, impaired understanding of 195
 - task support hypothesis 261
 - weak central coherence theory 98–9, 110–11, 195
- Tourette’s syndrome 79, 82
- Tower of Hanoi task, and executive functions 78–9
- Tower of London task 78, 79
- tower task
 - and executive functions 78–80, 83
 - working memory 155
- Train task
 - brain imaging studies 198
 - executive dysfunction 83–5
 - false beliefs 39–40
 - systemising and empathising processes 181
- triadic deployment of attention 53
- U-shaped developmental trajectory 186
- ventral stream 131
- verbal ability *see* language ability and development
- verbs, past tense of regular and irregular 186, 231–2
- Vineland Adaptive Behaviour Scales (VABS) 213
- visual cliff 52–3
- visual illusions
 - enhanced discrimination 99
 - face processing 139
 - weak central coherence theory 93–4, 97
- visual perception 130–2
 - humans versus bees 255–6
- vocabulary acquisition 36
- Vocabulary test 91
- Von Neumann architecture 184, 186
- Von Neumann bottleneck 184
- Vygotsky, L. S. 228–9, 233
- water level tasks 178
- weak central coherence (WCC) theory 90–9, 111–12
 - concept formation 146, 147, 148
 - connectivity and connectionism 182
 - current state of research 245
 - enhanced discrimination 99–103
 - executive functions 226
 - face processing 136
 - global processing, impaired 103–10
 - intermittent replication of research findings 252
 - perceptual functioning 132
 - top-down processing, impaired 110–11, 195
- Wechsler scales 4, 90–1, 210
- Werner, H. 228, 229
- Wernicke’s area 183
- Windows task 76
- Wing, Lorna 5–6, 26
- Wisconsin Card Sorting Test (WCST) 71–3, 74
- word-stem completion tests 154
- working memory 153, 155–6
 - brain impairments 205
 - executive function 85, 86
- writing difficulties 72