Conceptual Development I

Color category acquisition in Himba and English children - a longitudinal study
Debi Roberson, Jules Davidoff, Ian Davies, & Laura Shapiro
(pss01jd@gold.ac.uk)
Children's evaluative categorization
Simone P. Nguyen
(snguyen@s.psych.uiuc.edu; Until end of August, 2003)
(nguyens@uncw.edu; after August, 2003)
Relative importance of intended function vs. current use and first use
in artifact categorization by preschoolers.
Mikolaj Hernik & Maciej Haman
(mhernik@engram.psych.uw.edu.pl)
Developing a notion of tool function: Evidence from a video task
Marissa L. Greif, Frank Keil, & Franky Gutierrez
(marissa.greif@yale.edu)
Assessing the Development of Race Stereotypical Responding in Early Childhood
Stacey D. Espinet & Dr. Philip D. Zelaso
(stacey@psych.utoronto.ca)
Pragmatic Thinking: Children's Consideration of the Role of Goals in Category Decisions
Brian Viola
(bjviola@wisc.edu)
Why don't they just drop the ball?
Vallotton, C.D., & Harper, L.V.
(edvallotton@ucdavis.edu)
How direct experience with nature influences early biological knowledge
Andrzej Tarlowski
(antar@engram.psych.uw.edu.pl)
The Improbable-Impossible Distinction:
Children's Understanding of Ontological Possibility
Andrew Shtulman
(aes@wjh.harvard.edu)
Approaches to changing basic knowledge misconceptions:
When the solution becomes the problem
Courtney B. Stein & Kevin Dunbar
(courtney.mcm anus@Dartmouth.edu)
Teleological explanation and conceptual change:
Reasoning about nature among Romanian Roma (Gypsies)
Krista Casler & Deborah Kelemen
(caslerk@bu.edu)

Language Development I
The Shape Bias in Object Labeling for 14-, 16-, and 20-Month-Olds
Julie M. Hupp & Robert A. Haaf
(juliehupp@hotmail.com)
The absence of a shape bias in children's word learning
Andrei Cimpian & Ellen M. Markman
(acimpian@psych.stanford.edu)
Neural correlates of lexical development at 24 months of age
Leslie J. Carver, Nisreen Mandilawi, & Elizabeth Bates
(jcarver@ucsd.edu)
The Relationship between Maternal Labeling and 20-Month-Olds' Vocabulary and Categorical Abilities
Jennifer E Reams, Anne L Fulkerson, Aren Murod, & Peg-Hull Smith
(jspot27@aol.com)
A social-pragmatic account of label rejections
Vikram K. Jaswal
(jaswal@virginia.edu)
Vocabulary Development And Word Learning Strategies: A Solid Connection
Larissa Samuelson, Jessica Horst, Anne Schutte, & Brandi Peterson
(larissa-samuelson@uiowa.edu)
Attention-Following, Rapid Learning of Novel Object Names, and Word Comprehension in Two and Three Year Olds with Autism
Andrea S. McDuffie & Paul J. Yoder, PhD
(andrea.mcduffie@vanderbilt.edu)
Children's Accelerated Vocabulary Development in Response to Conversational Language Intervention
Keith E. Nelson, Marnie E. Arkenberg, Kelly Mendez, Jake Feldman
Yue Xuan, & Patrick Craven
(keith_nelson_art@psu.edu)
The relationship between teachers' reading styles and low-income preschool children's use of temporal language
Roseanne L. Flores
(rflores@hunter.cuny.edu)
Proposed poster title: A Case Study of the Construction of Evaluative Meaning in Adult-Child Conversations
Roberta Corrigan
(corrigan@csd.uwm.edu)
Perceiving Vowels in a Crowded Vowel Space
Laura Sabourin & Janet F. Werker
(lasbourin@psych.ubc.ca)
Does visual speech information help us recognize our native language?
Whitney M. Weikum, Athena Vouloumanos, Emiela Kaufman, Jordi Navarra Ordone, & Janet F. Werker
(wmw@interchange.ubc.ca)

Social-Cognitive Development I

To cross or not to cross? Gathering relevant information by 9-13 month olds on the visual cliff
Tricia Striano, Amrisha Vaish, & Joann Benigno
(striano@eva.mpg.de)
Infants' Understanding That 'Seeing' Equals 'Knowing: The Role of Surprise
Sarah Dunphy-Lelii & Henry M.
(sarahdz@umich.edu)
Eyes on the Prize: Twelve-month-old infants track the goals of individual agents
Jennifer L. Sootsman, James D. Morgante, Camille Wilson Brune, & Amanda L. Woodward
(jsoots@uchicago.edu)
Infants' understanding of references to absent objects
Patricia Ganea
(pass5a@virginia.edu)

Infants recognize properties of mentioned absent things
Megan M. Saylor
(msaylor@vanderbilt.edu)

Foreseeability, Theory of Mind and Children's Moral Reasoning
Elizabeth A. Boerger
(boerger@mail.utexas.edu)

**Theory of Mind I**

Whose Mind is it Anyway?: Social and Intrapersonal Theories of Mind
Tina Durand & Joan Lucariello
(lucariel@bc.edu)

Children's developing knowledge about the distractible nature of the mind
Anne O'Donnell Eisbach
(Anne.Eisbach@quinnipiac.edu)

Young Children's Understanding of False Beliefs Using Modified Tasks
William V. Fabricius & Amy A. Weimer
(william.fabricius@asu.edu)

“John Thinks that Mary Feels” False Belief Across Cognitive and Affective Domains
Jessica Parker, Christine MacDonald, & Scott A. Miller
(jessrse3@yahoo.com)

Young Children's Use of Belief Information in Persuasion and False Belief Tasks
Karen Bartsch
(bartsch@uwyo.edu)

**Spatial Cognition I**

Children's Strategy Use in a Search Task Involving Nested Landmarks
Jennifer Lee-Howard
(jennifer-e-lee@uiowa.edu)

The Role of Object Information in Location Memory
Kara M. Koson & Jodie M. Plumert
(kara-koson@uiowa.edu)

Developmental transition between spatial and nonspatial memory in children
Mary Michael, Rosa M Cerutti, & Daniel Cerutti
(MaryMichael11@nc.rr.com)

Effects of training on sex differences in spatial skills
Stacy B. Ehrlich & Susan C. Levine
(sehrlich@uchicago.edu)

Infants' Spatial Reasoning About Tools
Sarah E. Berger
(berger2@adelphi.edu)

Figure-Ground Segregation in Human Infants: Sitters versus Non-Sitters
Shannon Ross-Sheehy, Lisa M. Oakes, & Shaun P. Vecera
(shannon-ross@uiowa.edu)

How Toddlers Represent Space
Stella Felix Lourenco, Janelle Huttenlocher, & Marina Vasilyeva
(lourenc@uchicago.edu)
Memory and Narrative I

Family Narratives of Shared Emotional Experiences and Relations to Child Behavior
Bohanek, J., Fivush, R., & Duke, M. (jbohane@emory.edu)
Social and Emotional Content of Children's Diaries
Megan Crawford, Kelly A. Marin, Robyn Fivush, Martina Reynolds, & Chris Brewin (mecrawf@learnlink.emory.edu)
Young Children's Understanding and Memory for Emotional and Non-emotional Information in Text
Denise Davidson, Dina Tell, & Melissa Jensen (ddavids@luc.edu)
Emotion knowledge and autobiographical memory in Euro-American and Chinese 3-year-olds
Qi Wang, Rachel Hutt, Melissa McDermott, & Ruohong Wei (qw23@cornell.edu)
Cross cultural differences in autobiographical memories and self-concept
Nurit Gur-Yaish, Ofer Fein, Ph.D, & Qi Wang, Ph.D (ng55@cornell.edu)
Memories for Early Childhood Experiences: Comparing Adults to Preschoolers
Nancy E. Furlong, Leslie R. Taylor, & Michael C. Switzer (ffurlong@alfred.edu)
Teachers, trauma, and trigonometry: College students' autobiographical math memories
Mari Strand Cary & Patricia J. Bauer (stra0368@umn.edu)
Women's & Men's Use of Internal State Terms in Narratives of the Past, Present, and Future
Dana L. Van Abbema, Laura M. Simpson, & Renee M. Abell (dlvanabbema@smcm.edu)
Preschoolers' Recollection of When and How Learning Occurred and Who Taught Them
Melissa Jackson (lissaj@uwyo.edu)
“I know it happened I'm just not sure where”:
Source monitoring training with highly similar events
Sean C. Cameron & Kim P. Roberts (came1713@mach1.wlu.ca)
The effect of Induced Decision-Making on Young Children's Mnemonic Strategy in Episodic Memory
Misuk Kim (chmisook@cau.ac.kr)
Utilization Deficiencies in Memory Performance
Katherine Kipp, Jane F. Gaultney, & Darlene DeMarie (kipp@arches.uga.edu)
Five years after a medical emergency: Children's verbal recall of preverbal experiences
Carole Peterson & Brenda Parsons (carole@mun.ca)
Children remember childhood; But what are they remembering?
Emily S. Cleveland, Elaine Reese, Paivi Pitkanen, Carolyn Roman, & Heather Wotton (eclleveland@clarku.edu)
Verbal accessibility of early non-verbal memories: What really predicts?
Carol L. Cheatham & Patricia J. Bauer (chea0023@umn.edu)
The Developmental Influence of Temperament-Related Behaviors on Memory Performance
Rachel R. Friedlieb & Melissa M. Burch (frie0231@umn.edu)
Traumatic Experiences Early in Life: Examining Potential Influences on Explicit Memory and Temperament-Related Behaviors
Reasoning and Problem Solving I

When You Have More Objects Than Hands: How Infants Grasp Three Adjacent Objects
Amy Needham
(Amy.needham@duke.edu)

Taking Contingency Seriously in Sensory-based Models of Learning in Infants
Christopher G. Prince, Nathan A. Helder, Eric J. Mislivec, Beverley J. Ang, Maureen S. Lim, & George J. Hollich
(chris@cprince.com)

Relationship between individual differences in information processing speed and brain organization in preschool children
S. Kiselev & E. Skacunova
(Sergey.Kiselev@usu.ru)

Developmental stability in speed of information processing
Robert V. Kail & Carol A. Miller
(rkail@sla.purdue.edu)

Working Memory and Inhibition Constraints on Children's Analogical Reasoning
Lindsey Engle Richland, Robert G Morrison, & Keith J. Holyoak
(Lengle@psych.ucla.edu)

Children's Planning in Two Social Contexts
Mary Gauvain & Susan M. Perez
(mary.gauvain@ucr.edu)

Cause and Effect in the Mind of the Preschool Child
Caroline M. Yoachim & Andrew N. Meltzoff
(cyoachim@u.washington.edu)

Does Big Bird Hug or Push Cookie Monster? An Examination of Rule-Based Reasoning and Language Processing in Preschool Children
Jennifer A. Parker & Christopher Moore, Ph.D
(japarker@dal.ca)

Developmental Differences in Estimates of Sexual Risk and Benefits Among Adolescents: A Fuzzy-Trace Theory Analysis
Reyna, Valerie F., Metz, Kirsten C., Roberts, Jennifer L., Adam, Mary B., LeCroy, Craig, & Poirier, Kristin L.
(vreyna@dakotacom.net)

A Developmental Study of the Understanding of Anticipatory Regret and Disappointment
Jennifer M. Ferrell, Robert E. Guttentag, Stacey L. Dunn, & Jeffrey M. Gredlein
(immonfal@uncg.edu)

Math and Science I

Learning Science with Storybooks: Do Anthropomorphic Explanations Affect Learning?
Elizabeth Seiver, Marissa Greif, & Frank Keil
(elizabeth.seiver@yale.edu)

Developmental Trends in Young Children's Scientific Reasoning Biases
Mary J. Schuneman & Paul A. Klaczynski
Executive Functions I

Negative Priming in 3- to 5-Year-Old Children
Catherine N. M. Ortner & Philip David Zelazo
(catherine@psych.utoronto.edu)
The Role of Negative Priming in the DCCS
Alexandra E. Sutherland, Donaya Hongwanishkul, Jackie Chiang,
Ulrich Muller, & Philip D. Zelazo
(alex.sutherland@utoronto.ca)
Further Support for Negative Priming in the Dimensional Change Card Sort
Anthony Steven Dick, Ulrich Müller, & Willis F. Overton
(anthony.dick@temple.edu)
Three- to Four-Year-Old Children's Rule Switching in Context of Affective Stimuli
Li Qu, Philip David Zelazo, & Lesley Cresswell
(li@psych.utoronto.ca)
Spatial reversal in young children with autism: The relationship between non-verbal ability and performance on an executive function task
Benjamin E. Yerys, Lila Kopelioff, Susan L. Hepburn, & Sally J. Rogers
(byerys@frontier.psy.du)
Executive Function among Children with Different Types of Developmental Disorders: The Role of Cognitive Matching Procedures
Russo, N., Zelazo, P. D., Dawkins, T., Martel, G., Landry, O., Iarocci, G., & Burack, J. A.
zelazo@psych.utoronto.ca

Reading and Text Comprehension

Understanding the Written Word: Does Experience with Personal Symbol System Help?
Smita Srivastava & Marianne Wiser
(ssrivastava@clarku.edu)
How Words Represent: Nonreaders' Knowledge of the Fixed Meaning of Written Words
E.J. Robinson & J. Collins
e.j.robinson@keele.ac.uk
Exploring the latent factors behind cross-linguistic transfer: cognitive abilities
Gigi Luk & Ellen Bialystok
Factors Predicting Reading Ability in Chinese-English Bilingual Children
Bruce D. Homer & Qing Xue
(bruce.homer@nyu.edu)

Language Markers of Reading Disability in Two-year-old Children
Hamilton, E. E., Lesko, K., & Shatz, M.
(eehamilt@umich.edu)

Learning the A B C's:
Do some kinds of picture books help or hinder young children's learning?
Cynthia Chiong
(cchiong@virginia.edu)

Children's comprehension of storybooks:
Reality/fantasy differentiation and identification of obstacles
Jacqueline D. Woolley
(woolley@psy.utexas.edu)
Spatial Cognition II

Virtual Environments as Laboratories for Studying Cognitive Development:
Results from an Immersive, Interactive Bicycling Simulator
Jodie M. Plumert, Joseph K. Kearney, & James F. Cremer
(jodie-plumert@uiowa.edu)
Overcoming Natural Map Misalignment
Jordan R. Vosmik & Clark C. Presson
(jrvosmik@asu.edu)
Distinctions between preschoolers' selective attention
and memory for location strategies in the context of a spatial learning task
Fran C. Blumberg & Meira Torenberg
(Blumberg@Fordham.Edu)
Flexibility in Spatial Categorization near a Developmental Transition
Vanessa R. Simmering, Anne R. Schutte, & John P. Spencer
(vanessa-simmering@uiowa.edu)
Developmental Changes in the Stability and Flexibility
With Which Children Form Spatial Categories
Alycia M. Hund
(alycia-hund@uiowa.edu)
Influences on Children's Large-Scale Spatial Cognitive Strategies
David Uttal & Clare Davies
(duttal@northwestern.edu)
Quantitative Tests of the Dynamic Field Theory and the Spatial Precision Hypothesis
Anne R. Schutte & John P. Spencer
(anne-schutte@uiowa.edu)

Math and Science II

Understanding Student Epistemologies of Science:
Sixth Graders Studying the Environment in School, the Local Community and a Museum
Sandra Toro Martell
(storo@u.washington.edu)
Conversations about Sinking and Floating in Mexican-descent Families
Deborah Siegel & Maureen Callanan
(dsiegel@ucsc.edu)
Characterizing people's conceptions of reasoning in science and everyday contexts:
Is scientific reasoning special?
Carrie Pritchard
(clpritch@students.wisc.edu)
“Solving Problems with Addition: A Tale of Two Mapping Processes”
James A. Dixon
Social-Cognitive Development II

Parenting practices, parenting stress, and children's social cognitive development
Nicole Guajardo, Greg Snyder, Rachel Cutler, & Katie Elkington
(guajnico@isu.edu)
Theory of Mind is Your Friend: Positive Relations Between Mental Representational Ability and Social-Cognitive Competence in Preschoolers.
Erica Kleinknecht & Patricia J. Bauer
(eko@pacificu.edu)
Social Outcomes of Children's Theory of Mind Development
David Liu, David C. Kerr, Henry M. Wellman, & Sheryl L. Olson
(davidliu@umich.edu)
Children's and adults' explanations of intentional and unintentional acts
Melinda S. Mull & E. Margaret Evans
(mmull@albion.edu)
Preschoolers' Explanations of Intentional and Unintentional Behavior
Cheryl A. Browne
(spa@yahoo.com)

Theory of Mind II

Parents and Children Talk about Irony
Jennifer R. Dyer & Maureen Callanan
(jdyer@ucsc.edu)
Investigating Differences in Self versus Other Focused Mental State References in Cantonese and English Speaking Parents'
Elizabeth Seamans, Connie Cheung, & Mark Sabbagh
(2els@qlink.queensu.ca)
When does Knowledge become Reliable? Exploring the Developmental Psychology of Reliability
Reese M. Heitner
(reeseheitner@hotmail.com)
Adult's Imaginings: Continuity Explored
Gabriel Trionfi & Marianne Wiser Ph.D.
(gtrionfi@clarku.edu)
Counterfactual Conditionals and False Belief: A Developmental Dissociation
Manuel Sprung & Josef Perner
(Manuel.Sprung@sbg.ac.at)
False Positives in False Belief Tasks: A Reevaluation
Dr. Bill Fabricius & Rebecca Bolnick
(william.fabricius@asu.edu)
Executive Functions II

Keeping it in (or out of) mind:
Elicited imitation with distractors and A-not-B at 15 and 20 months
Sandra A. Wiebe, Angela F. Lukowski, & Patricia J. Bauer
(wieb0020@umn.edu)

Attentional control and symbolic awareness: Evidence from the moving word task
Ian Apperly & Susie Leach
(i.a.apperly@bham.ac.uk)

The development of two kinds of inhibition in monolingual and bilingual children:
Simon VS Stroop
Michelle M. Martin & Ellen Bialystok
(sempai@yorku.ca)

Inhibition and Working Memory Contributions to Children's Tower of London Performance
Christine A. MacDonald, W. Keith Berg, Joseph P. McNamara, & Dana L. Byrd
(ectine@ufl.edu)

Computerized versus Non-computerized Presentation of the Tower of London:
Mode Matters in Both Children and adults
Parker, J. R., Smith, L. J., McNamara, J. P. H., Leever, B. A., Saiz, J. M.,
Reynolds, L. M., Hood, D. N., & Berg, W. K.
(wkberg@ufl.edu)

Memory and Narrative II

Executive function as a predictor of rejection of false childhood memories
Kristen Weede Alexander & Simona Ghetti
(kalexand@skymail.csus.edu)

Influence of attractiveness stereotypes on children's responses to leading questions
Jacqueline Muir-Broadus, Rebecca Stelter, Aeron Aanstoos, & Stephanie Orin
(muirbroj@southernwestern.edu)

False Reports in Preschool Children: A Result of Repeated Interviews or Leading Instructions?
Lindsay Malloy, Jodi A. Quas, Annika Melinder, Michelle D'Mello, & Gail S. Goodman
(lmalloy@uci.edu)

The effects of presentation order on recognition and recall memory in 9-month-olds
Leslie J. Carver & Katherine T. Mosher
(jcarver@ucsd.edu)

Charting the Stability of Mnemonic Performance Across the First Two Years:
A Longitudinal Analysis
Angela F. Lukowski, Sandra A. Wiebe, & Patricia J. Bauer
(luko0008@umn.edu)

Short-Term Forgetting in 16- and 20-Month-Old Children
Evren Kavas, Rebecca M. Starr, Melissa M. Burch, & Patricia J. Bauer
(kava0047@umn.edu)

Short- and Long Term Memory in 20-Month-Old Children: Relations with Initial Learning
Rebecca M. Starr, O. Evren Kavas, Melissa M. Burch, & Patricia J. Bauer
(star0069@umn.edu)

Working Memory, Short Term Memory, & Domain General Problem Solving by Infants
Katherine H. Grobman & Rick O. Gilmore
(katherine-grobman@psu.edu)

Behavioral Recall And Electrophysiological Recognition Memory
In 3-Year-Old Children At Risk for Memory Impairment

T. DeBoer, M. Georgieff, P.J. Bauer, & C.A. Nelson
(debo0047@umn.edu)
Changes in Memory Binding and Episodic Memory during Early Childhood
Julia Suizenski & Nora S. Newcombe
(jsluzens@temple.edu)
Exploring Physiological Stress Responses and Children's Memory for an Arousing Event
Jodi Quas, PhD & Nathalie Carrick
(jquas@uci.edu)
Flexible attention and modality preference in young children:
Does familiarity of auditory stimuli affect auditory processing?
Amanda C. Napolitano & Vladimir M. Sloutsky
(napolitano.7@osu.edu)
Do you hear what I hear? Auditory and visual input competing for four-year-olds' attention
Christopher W. Robinson & Vladimir M. Sloutsky
(robinson.777@osu.edu)
Racial Awareness and Interracial Contact as Factors in the Development of
Recognition Memory for Own- and Other-Race Faces
Jennifer H. Pfeifer & Jennifer L. Eberhardt
(jpfeifer@ucla.edu)
Implicit memory: What Develops?
Elaine S. Barry, Ph.D.
(esb12@psu.edu)
Maternal Reminiscing Style: Linkages to Children's Remembering Over Time
Barbara Havlik O'Brien, David J. Rudek, Catherine A. Haden, & Peter A. Ornstein
(bhavlik@wpo.it.luc.edu)
Mother-child Conversation During Events: Linkages to Remembering Over Time
Amy M. Hedrick, Joy M. Ippolito, Marisa R. Greco, Ryan W. Copple, Catherine A. Haden,
& Peter A. Ornstein
(ahedri1@luc.edu)
Elaborative Talk About the Past Enhances Children's Narrative Skills
Elaine Reese, Sarah Stewart, & Rhiannon Newcombe
(ereese@clarku.edu)
Learning from the past to aid coping in the future: Examining the relations among mother-child conversations,
attachment security, and children's coping with asthma
Jessica McDermott Sales & Robyn Fivush
(jmcderm@emory.edu)

Reasoning and Problem Solving II

Young Children's Questions about Santa Claus: A Preliminary Analysis
Jennie M. Baxter & Mark Sabbagh
(baxter@psyc.queensu.ca)
Explanation in Parent-Child Conversation Using the CHILDES Database
Brandy Frazier & Susan Gelman
(frazierb@umich.edu)
Developmental changes in metacognition and their connections with some cognitive variables
Karin Bakracevic Vukman
(karin.bakracevic@uni-mb.si)
Children's Developing Knowledge about the Reasoning Process
Jennifer Amsterlaw
(jamsterl@umich.edu)
Expertise in Children and Adults: The Role of Knowledge Utilization
Harriet S. Waters & Theodore E.A. Waters
Understanding Visual Representations

Acquiring a dual representation of pictures: When do preschoolers' differentiate between content and formal properties?
Stella F. Lourenco, Dana Liebmann, & Philip David Zelazo
(lourenco@uchicago.edu)
Children's Production and Evaluation of External Representations
Lara M. Triona & David Klahr
(triona@cmu.edu)
Children's Drawings: A Mirror to Their Minds
Isabelle D. Cherney, Tara M. Dickey, Judy D. Flichtbeil, & Claire Seiwert
(cherneyi@creighton.edu)
I Can Picture It: Two-year-olds Learn to Use Photographs as a Source of Information
Georgene Troseth, Jackie Creamer, & Jami Peterson
(georgene.troseth@vanderbilt.edu)
Parent-Child Discussions of Photography
Lisa E. Szechter & Lynn S. Liben
(szechter@psu.edu)
Television Viewing Contributes to the Development of Representational Insight?
Judith A. Hudson & Joanne Agayoff Deocampo
(jahudson@comcast.net)

Language Development II

The utility of an extensive preferential looking assessment of language comprehension at 12 months of age
Margaret Friend, Jennifer Alongi, & Desmond Stecher
(minerva6@ix.netcom.com)
"I say tomato, you say tomaato:" Infants' learning of similar words.
Julia Wales & George Hollich
(ghollich@yahoo.com)
Two-year-old children's perception of plurals: One mip, two mips
S. Hélène Deacon, Janet Werker, & Jennifer Bustard
(hdeacon@psych.ubc.ca)
Word knowledge as process: Evidence for partial knowledge in toddlers' vocabularies
Wendelyn Shore, Peg Hull Smith, & Christopher W. Robinson
(shorewjl@plu.edu)
Young Children's Word Learning: The Effects of Linguistic Diversity
Arlene S. Walker-Andrews, Sheila Krogh-Jespersen, & Caroline N. Coffield
(coffiel@nd.edu)

A Micro-genetic Study on Children's Word Learning
Marnie E. Arkenberg, Keith E. Nelson, Yue Xuan, & Patrick Craven
(keith_nelson_art@psu.edu)

Acquisition of Tag Questions in Children with SLI:
An Intervention Study using Conversational Recasting
Yue Xuan, Keith E. Nelson, Marnie E. Arkenberg, & Patrick Craven
(yzx100@psu.edu)

Word learning is smart: evidence that priming affects preschooler's extensions of novel words
Eliana Colunga
(colunga@psych.colorado.edu)

Parents provide cues about their ignorance when playing with and labeling unfamiliar objects
Annette M.E. Henderson & Mark A. Sabbagh
(lameh@qlink.queensu.ca)

Deferred imitation, visual recognition memory
and emerging communicative skills in early infancy
Mikael Heimann, Karin Strid, Lars Smith, Stein Erik Ulvund, & Andrew N Meltzoff
(Mikael.Heimann@rub.p.no)

"Who's Drinking?" Production and Comprehension of Iconic Gestures in Preschoolers
Jana M. Iverson, Hanna Thal, & Robert Wozniak
(IversonJM@missouri.edu)

Conceptual Development II

Looks Aren't Everything: 10-Month-Olds Can Also Categorize By Function
Jessica S. Horst, Lisa M. Oakes, & Kelly M. Madole
(jessica-horst@uiowa.edu)

The role of comparison on infants' categorization in an object-examining task
Kristine Kovack & Lisa Oakes
(kristine-kovack@uiowa.edu)

Superordinate, basic, and subordinate categorization in young children:
Age, domain, and attribute
Marc H. Bornstein & Martha E. Arterberry
(Marc_H_Bornstein@nih.gov)

Toddlers’ Comprehension of Symbolic Relations Pertaining to Action Categories:
Impact of Familiarization With Multiple Instances
Barbara Younger, Kathy Johnson, & Stephanie Furrer
(younger@psych.purdue.edu)

Perceptual versus nonobvious features in category membership decisions:
A statistical learning account
David Rakison & Erin Hahn
(hahn@andrew.cmu.edu)

Children's Understanding of Morality as a Domain of Knowledge
Judith Danovitch, Daniel Hyde, & Frank Keil
(Judith.Danovitch@yale.edu)

Children's use of deontic and psychological properties in social categorization
Chris A. Lawson & Charles W. Kalish
(calawson@wisc.edu)

Category membership and the pattern of movement
in the attribution of psychological and biological properties
Maciej Haman
(meh@engram.psych.uw.edu.pl)
Children's Understanding of Individual Identity and Brain Transplant:
What Makes Us Who We Are
Katherine Choe, Frank Keil, & Paul Bloom
(katherine.choe@yale.edu)
Foundational Traces in Life Judgments:
Reexamining the Development of the Living Things Concept
Robert F. Goldberg & John E. Opfer
(rgold+@pitt.edu)

Interest and Play

When Predisposition Meets Opportunity:
The Emergence of Children's Early Childhood Interests Expressed through Play in the Home
Neitzel, C., Johnson, K., & Alexander, J.
(carin.neitzel@Vanderbilt.Edu)
From Interest to Expertise: Predictors of Sustained Intense Interests in Young Children
Johnson, K. E., Alexander, J. M., & Leibham, M. E.
(joalexan@indiana.edu)
Children's Early Play Interests and
Subsequent Academic Self-regulatory Behaviors in Kindergarten
Neitzel, C., Alexander, J., & Johnson, K.
(carin.neitzel@Vanderbilt.Edu)
Third Biennial Meeting, 2003,
Schedule of Events for Friday,
October 24
Third Biennial Meeting
Cognitive Development Society
Park City, Utah
October 24-25, 2003 Schedule of Events
Friday Oct 24, 2003

8:00-9:00
Registration/Light Breakfast (Summit Ballroom hallway)

9:00-9:15
Plenary Welcome (Summit Ballroom A & B)

9:15-10:15
Plenary Talk #1 (Summit Ballroom A & B)
Judy DeLoache, University of Virginia
“The dawn of symbolization”
(Chair: David Klahr)

10:15-10:45
Break (coffee in Summit Ballroom hallway)

10:45-11:45
Plenary Talk #2 (Summit Ballroom A & B)
Richard J. Davidson, University of Wisconsin-Madison
“Affective style: Neural substrates and biobehavioral correlates”
(Chair: Nora Newcombe)

12:00-1:30
Lunch
APA Science Directorate/Cognitive Development Society “Burning Questions of
the Professoriate” Workshop (Ivers Room, 2nd floor; Advanced registration required)

1:30-3:15

Symposium #1(Summit Ballroom A)
New Directions in Stress and Memory (Organizers: Jodi Quas & Robyn Fivush)
Paper 1: Children’s memory for mild stressors: Combined influence of child and contextual factors
Jodi Quas
Paper 2: Predicting children’s recall of stressful events
Carole Peterson & Michelle Rees
Paper 3: Individual differences in stress and memory for a natural disaster
Robyn Fivush, Jessica McDermott Sales, Lorraine Bahrick, & Janat Parker

Paper 4: The relations between abuse exposure, psychopathology, and adolescents’ autobiographical memory
Andrea Follmer Greenhoot, Rebecca Johnson, & Laura A. McCloskey

Discussant: Katherine Nelson

Symposium #2(Summit Ballroom B)
Infant Social Cognition: Emerging Understanding of Attentional Relations (Organizers: Rechele Brooks & Amanda Woodward)
Paper 1: Eying social cognition: Developmental changes in infants' understanding of eye gaze
Rechele Brooks & Andrew N. Meltzoff

Paper 2: Gaze-following and gaze comprehension in the first year of life
Amanda L. Woodward & Camille Wilson

Paper 3: Understanding vision vs. understanding perception/attention: Rethinking what it means to follow another's orientation
Matthias Bolz, Patricia Zettler, & Susan C. Johnson

Paper 4: The object of my attention: Infants’ implicit understanding of seeing=knowing
Diane Poulin-Dubois, Kara M. Olineck, & Tamara L Demke

Discussant: Chris Moore

3:30-5:15
Symposium #3 (Summit Ballroom A)
The Impact of Fantasy on Cognitive Development (Organizer: David M. Sobel)

Paper 1: Effects of context on children’s judgments of the reality status of novel entities
Jennifer Van Reet & Jacqueline Woolley

Paper 2: The influence of a fantasy context on preschoolers’ analogical problem solving
Rebekah A. Richert

Paper 3: Pretense and executive functioning in preschoolers
Stephanie M. Carlson

Paper 4: Are fantasy effects fantastic? The role of causal violations in children’s understanding of pretense
David M. Sobel

Discussant: Marjorie Taylor

Symposium #4 (Summit Ballroom B)
The Embodied Representation as a Mechanism of Learning: Evidence from Neurological, Cognitive, and Social Research (Organizer: R. Breckinridge Church)

Paper 1: The role of multi-modal instruction in deep learning: Does the instructor’s gesture embody the concept for the learner?
R. Breckinridge Church, S. Ayman-Nolley, D. Glover, M. Vasich, & Martha Alibali

Paper 2: Making the learner gesture: Can facilitating embodiment through gesture enhance learning?
S. Wagner

Paper 3: What happens when teachers mirror children’s variable knowledge in their speech and gesture?
Children learn
M. Singer & S. Goldin-Meadow
Paper 4: Multimodal experience changes the brain during word learning
S. Kelly

5:30-7:00 (Abstracts and location information on following pages)
Poster Session #1
Posters 1-59 Courtyard Tent
Posters 60-90 Summit Ballroom C
(Snacks and Cash Bar – Summit Ballroom hallway)
Third Biennial Meeting, 2003,
Schedule of Events for Saturday,

October 25

Third Biennial Meeting
Cognitive Development Society
Park City, Utah
October 24-25, 2003
Schedule of Events
Saturday Oct 25, 2003

8:00-9:00

Light Breakfast (Summit Ballroom hallway)

9:00-12:00

“Big Symposium” A (Summit Ballroom A)
Memory Development in the New Millennium (Organizer: David F. Bjorklund)
Paper 1: Getting declarative memory off the ground: Behavioral and electrophysiological insights into neuro-cognitive developments in the first two years of life
Patricia J. Bauer
Paper 2: Learning to remember: Social-communicative exchanges and the development of children’s memory skills
Peter A. Ornstein & Catherine A. Haden
Paper 3: Memory and cognitive development
Charles J. Brainerd
Paper 4: Children’s testimony: Memory and so much more
Debra Poole
Discussant: Robert S. Siegler

“Big Symposium” B (Summit Ballroom B)
New Perspectives on Language Acquisition (Organizer: Susan Goldin-Meadow)
Paper 1: Infant speech perception sets the stage for language acquisition
Janet Werker
Paper 2: Socio-cognitive foundations for language acquisition and how they are acquired
Dare Baldwin
Paper 3: Language acquisition and creolization: How children shape languages
Elissa Newport
Paper 4: What we can learn about language acquisition from gesture?
Susan Goldin-Meadow
Discussant: Nora Newcombe

12:00-1:30

Lunch
1:30-3:15

Symposium #5 (Summit Ballroom A)
How Do Children Reason about Nature? (Organizers: E. Margaret Evans & Giyoo Hatano)
Paper 1: Essentialism, culture, and the primacy of folk biology
Lawrence A. Hirschfeld
Paper 2: The role vital power plays in young children's understanding of the biological world
Kayoko Inagaki & Giyoo Hatano
Paper 3: Are children "intuitive theists"? Teleological reasoning about purpose in nature
Deborah Kelemen
Paper 4: Causal flexibility in children's and adults' reasoning about living kinds
E. Margaret Evans & Devereaux A. Poling
Discussant: Susan Gelman

Symposium #6 (Summit Ballroom B)
Source Monitoring and Memory in Preschoolers (Organizer: Amy Hammond)
Paper 1: The effect of emotional focus on children's source monitoring
Stacie L. Kovacs, Jennifer Rosentrater, & Nora S. Newcombe
Paper 2: Did I do that or did you do that? Remembering "who" vs. remembering "what" in the context of joint activity
Jessica A. Sommerville & Amy J. Hammond
Paper 3: Another source to monitor: Interviewer gesture affects children's recall
Sara C. Broaders
Paper 4: Winning, losing, and compromising: How outcomes influence memories for what was said and who said it
Marc W. Hernandez & Nancy L. Stein
Discussant: Amy Hammond

3:30-5:15

Symposium #7 (Summit Ballroom A)
In Search of Domain-General Mechanisms Underlying Children’s Competencies (Organizers: Bradley J. Morris & Vladimir Sloutsky)
Paper 1: Children learning properties: Are domain-specific mechanisms necessary?
Catherine Sandhofer & Kelly S. Mix
Paper 2: Are linguistic labels "born" special or do they achieve this status? A domain-general mechanism that makes them special
Vladimir M. Sloutsky & Chris Robinson
Paper 3: There’s more than one way to skin a syllogism: A strategy model of logical reasoning
Bradley J. Morris & Chris Schunn
Paper 4: Comparison and the development of cognition and language
Dedre Gentner, Laura Namy, & Jeff Loewenstein
Discussant: David Klahr

Symposium #8 (Summit Ballroom B)
Points-of-View and Opacity: Dual Identity, Mutual Exclusivity, and False Belief (Organizers: Elizabeth J. Robinson & Manuel Sprung)
Paper 1: Embedding perspectives: Explaining later development in theory of mind and metalinguistic awareness
Manuel Sprung, Josef Perner, & Martin Doherty
Paper 2: Metalinguistic development in 4- and 5-year olds: A new basis for reasoning about mental states?
Ian Apperly & Elizabeth J. Robinson
Paper 3: Co-ordinating points-of-view
Jill G. deVilliers

Paper 4: Children's sensitivity to opacity: Similarities and differences across a variety of contexts
Deepthi Kamawar
Discussant: Elizabeth J. Robinson

5:30-7:00

(Abstracts and location information on following pages)
Poster Session #2
Posters 1-59 Courtyard Tent
Posters 60-90 Summit Ballroom C
(Snacks and Cash Bar – Summit Ballroom hallway)