**COGNITIVE DEVELOPMENT SOCIETY 2011**

All sessions at the Sheraton Society Hill Hotel, Philadelphia, PA

### THURSDAY, OCTOBER 13

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am - 5:00pm</td>
<td>Two pre-conference events: <em>Creating Development: Integrating Processes over Multiple Timescales</em> and <em>Social Cognitive Development</em> in the Cook room and Ballroom E</td>
</tr>
<tr>
<td>7:00 - 9:00pm</td>
<td>Welcome reception in the Hamilton Room, sponsored by Taylor &amp; Francis</td>
</tr>
<tr>
<td></td>
<td>Registration in the Sheraton Lobby</td>
</tr>
</tbody>
</table>

### FRIDAY, OCTOBER 14

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>Registration and continental breakfast in Ballroom Lobby</td>
</tr>
<tr>
<td>8:30 - 8:45</td>
<td>Society Hill Ballroom</td>
</tr>
<tr>
<td>8:30</td>
<td>Welcome, Nora Newcombe and Judy DeLoache</td>
</tr>
<tr>
<td>8:45</td>
<td>Presentation of CDS Book and Journal Awards: Henry Wellman and Laura Namy</td>
</tr>
<tr>
<td>8:45 - 9:45</td>
<td>Plenary talk – <em>Hippocampal development: Implications for cognitive development and the nature-nurture debate</em></td>
</tr>
<tr>
<td></td>
<td>Lynn Liben, University of Arizona</td>
</tr>
<tr>
<td>10:15 - 12:00</td>
<td>Plenary symposium – <em>The future faces of cognitive development research</em></td>
</tr>
<tr>
<td></td>
<td>Judy DeLoache (organizer), Patricia Ganea, Justin Halberda, Vikram Jaswal, Katherine Kinzler, and Kristin Shutts</td>
</tr>
<tr>
<td>12:00 - 1:30</td>
<td>Lunch on your own or workshop in the Hamilton Room</td>
</tr>
<tr>
<td>1:30 - 3:15</td>
<td><strong>CONCURRENT SYMPOSIA</strong></td>
</tr>
<tr>
<td></td>
<td><em>Using functional neuroimaging to shed light on the developing visual brain</em></td>
</tr>
<tr>
<td></td>
<td>Aaron Buss &amp; John Spencer (organizers), Teresa Wilcox, Karin James</td>
</tr>
<tr>
<td></td>
<td><em>The development of moral cognition</em></td>
</tr>
<tr>
<td></td>
<td>Marjorie Rhodes (organizer), Kiley Hamlin, Nadia Chernyak, Fiery Cushman</td>
</tr>
<tr>
<td></td>
<td><em>Attention and memory interactions across development</em></td>
</tr>
<tr>
<td></td>
<td>Julia Markant &amp; Dimo Amso (organizers), Duncan Astle, Shannon Ross-Sheehy, Natasha Kirkham</td>
</tr>
<tr>
<td>3:45 - 5:15</td>
<td><strong>CONCURRENT SYMPOSIA</strong></td>
</tr>
<tr>
<td></td>
<td><em>Comparing comparisons: Does comparison learning vary across domains?</em></td>
</tr>
<tr>
<td></td>
<td>Stella Christie &amp; Lynn Perry (organizers), Sarah Gerson, Laura Namy</td>
</tr>
<tr>
<td></td>
<td><em>An interdisciplinary approach to the origins of causal inference: Integrating developmental, comparative, and adult studies</em></td>
</tr>
<tr>
<td></td>
<td>Anna Waisman (organizer), Paul Muentener, Laurie Santos, Kosuke Sawa, Laura Schulz</td>
</tr>
<tr>
<td></td>
<td><em>Developing natural and supernatural counterintuitive concepts</em></td>
</tr>
<tr>
<td></td>
<td>Jonathan Lane (organizer), E. Margaret Evans, Julia Plummer, Dimitris Pnevmatikos, Nikos Makris, Paul L. Harris</td>
</tr>
<tr>
<td>5:45 - 7:15</td>
<td><strong>ALTERNATE POSTER SESSION A</strong> in Claypoole/Bromley rooms</td>
</tr>
<tr>
<td>7:15</td>
<td><strong>POSTER SESSION 1</strong></td>
</tr>
</tbody>
</table>

Schedule as of 9/28/11 • page 1
## SATURDAY, OCTOBER 15

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>Registration and continental breakfast in Ballroom Lobby</td>
</tr>
<tr>
<td>8:30 -</td>
<td>Society Hill Ballroom</td>
</tr>
<tr>
<td>8:45</td>
<td>Introduction of plenary speaker: Nora Newcombe</td>
</tr>
<tr>
<td>8:45 -</td>
<td>Society Hill Ballroom</td>
</tr>
</tbody>
</table>
| 9:45   | Plenary talk – *A social neuroscience perspective on adolescent risk-taking*  
 |        | Laurence D. Steinberg, Temple University                             |
|        | Coffee break                                                          |
| 10:15  | Society Hill Ballroom                                                 |
| 12:00  | Plenary symposium – *Memory development and the brain: New methods to address old questions*  
 |        | Nora Newcombe & Simona Ghetti (organizers), Noa Ofen, Tracy Riggins, Margaret Sheridan |
| 12:00 -| Lunch on your own or Lunch workshop in the Hamilton Room              |
| 1:30 - | Five Burning Questions of the Professoriate (Advance registration required) |
| 1:30   | CONCURRENT SYMPOSIA                                                  |
| 3:15   | Ballroom C: *Effects of developmental experience on neurocognitive development: Insights into the origins of human cognition*  
 |        | Maria Bedny (organizer), Jennie Pyers, Martha Farah, Courtney Stevens, Gary Marcus |
| 3:15   | Ballroom D: *The problem of probabilistic inference: How children learn from and search through probabilistic worlds*  
 |        | Elizabeth Bonawitz (organizer), Josh Tenenbaum, Elissa Newport, Fei Xu |
| 3:15   | Ballroom E: *Specific generalities: Learning at different levels*  
 |        | Charles Kalish (organizer), Susan Graham, Anne Riggs, Shelbie Sutherland, Susan Gelman, Sarah-Jane Leslie |
| 3:45   | CONCURRENT SYMPOSIA                                                  |
| 5:15   | Ballroom C: *The causes and explanations of explanation in early childhood*  
 |        | Cristine Legare & Andrei Cimpian (organizers), Amelie Bernard, Alison Gopnik, Susan Gelman |
| 5:15   | Ballroom D: *Pedagogy and selective trust: The trade-offs of learning from others*  
 |        | Lucas Butler & Daphna Buchsbaum (organizers), Hyowon Gweon, Carolyn Palmquist, Melissa Koenig |
| 5:15   | Ballroom E: *New perspectives on developmental change in numerical estimation*  
 |        | Hilary Barth (organizer), Sara Cordes, Dale Cohen |
| 5:45   | Alternate Poster Session B in Claypoole/Bromley                      |
| 7:15   | Claypoole/Bromley and Ballroom AB                                    |
|        | **POSTER SESSION II**                                                 |
Cognitive Development Society 2011

Poster Session I: Friday, October 14 from 5:45 – 7:15 PM

1. Orange dots tell you where green things are? The role of executive functions in understanding symbol-referent relations - Andrea Astle, Corrie Vendetti, Deepthi Kannavar, Charlotte Bradley, Jennifer Gomes
2. Proportional reasoning and children's number-line estimation: The role of feedback - Hilary Barth, Shipra Kanjlia, Emily Slussier, Jennifer Garcia
3. The role of labels in children's object category learning - Catherine A. Best, Christopher W. Robinson, Vladimir M. Sloutsky
5. Inquiry and family conversations at a science museum - Elizabeth J. Carey, V. Claire Mendez, Taylor L. Adney, Virginia I. Hatch, Brianna O. Malyn, Lisa E. Szecht
6. Effects of executive function training on reading comprehension and cognitive flexibility in second to fifth grade struggling readers - Kelly Cartwright, Heather Guiffre, Allison Bock, Elizabeth Coppel
7. Effects of experience on imitation and problem solving in 9-month-olds - Leslie Carver, Rebecca Cunningham
8. The shape of things: Young children's early geometric knowledge - Alicia Chang, Angeliki Athanasopoulou, Jeannie Borchers, Andrew Filipowicz, Katelyn M. Zmich, Roberta M. Golinkoff
9. Children's simultaneous learning of names and categories - Chi-Hsin Chen, Chen Yu, Lisa Gershkoff-Stowe
11. Understanding the properties of interactive cartoon characters - Laura Claxton
12. The role of gesture versus action in improving children's understanding of linear measurement - Eliza Congdon, Mee-Kyoung Kwon, Raedy Ping, Susan Levine
13. Using visuals in middle school mathematics - Jennifer Cooper, Virginia Clinton, Pooja Sidney, Martha Alibali, Mitchell Nathan
14. Development of beliefs about chance and luck - Chelsea A. Cornelius, Jacqueline D. Woolley
15. Dissociation between small and large numerosities in newborns - Raedy Ping, David Sobel
16. Sources of conceptual knowledge in the development of mathematical reasoning - Noelle Crooks, Pooja G. Sidney, Shanta Hattikudur, Martha W. Alibali
17. An impact evaluation of the Sit Stay Read intervention program - Denise Davidson, Hannah Alarian, Sandra Vanegas, Vanessa Raschke, Kelly Haas, MaryEllen Schneider
18. Bilingual children prefer native speakers: Two cases of bilingualism in the U.S. - Jasmine DeJesus, Jocelyn B. Dautel, Hyesung G. Hwang, Katherine D. Kinzler
19. Exploring the developmental origins of probabilistic inference in infancy - Stephanie Denison, Fei Xu
21. Three-year-olds' flexible rule usage in a causal reasoning task - Christopher Erb, David Sobel
22. Tones as invitation to categories: The role of experience with tones and words on infants' category formation - Lucy Erickson, Erik D. Thiessen, David H. Rakison
23. Perceptual access reasoning revealed: Failure to replicate Perner & Horn (2003) - William Fabricius, Tessa Frederick
24. Children's understanding of whole number and fraction magnitudes - Lisa Fazio, Robert Siegler
25. Development of mental rotation in 3- to 5-year-olds - Andrea Frick, Nora S. Newcombe
26. The impact of second language and language use on language abilities and executive function in bilinguals - Kathleen Ghio, Carla Wall, Makeba Parramore Wilbourn
27. The representation of mental number line in children with prenatal brain injury - Tilhe Goksun, Adam J. Woods, Anjan Chatterjee, Sarah Zelonis, Leila Glass, Sabrina Smith
28. Aggregation and context dependency in early word learning - Elizabeth Goldenberg, Catherine Sandhofer
29. Are vocabulary and executive function related to number-concept development in bilingual preschoolers? - Meghan Goldman, James Negen, Barbara Sarnecka
30. The developmental roots of a preference for negative fiction - Lily Guillot, Paul Bloom
31. Effects of linguistic group on selective imitation in infants - Lauren Haumesser Howard, Annette Henderson, Marissa Miller, Amanda L. Woodward
32. Scaling of advanced theory-of-mind tasks - Elizabeth Hayward, Bruce Homer
33. The influence of invisible mental states on children's social preferences - Larisa Heiphetz, Elizabeth S. Spelke, Mahzarin R. Banaji

Schedule as of 9/28/11 • page 3
34. The influence of competitive school settings on children's academic help seeking - Catherine Hicks, David Liu, Gail Heyman
35. Production-comprehension discrepancy in substitute object pretense: The role of inhibitory control and theory of mind - Emily Hopkins, Eric Smith, Angeline Lillard
37. Display of elements influences selection of children's enumeration strategies - Brenda Jansen, Koen Vlaar, Marthe Straatemeier, Han Van Der Maas
38. What if the nice guy is clueless? Children adjust their trust based on evidence regarding reliability - Angie M. Johnston, Candice M. Mills, Ashley R. Landrum
39. The effects of prior visual and haptic experience on haptic-to-visual cross-modal transfer - Hilary Kalagher
40. The effect of task demand on belief reasoning in the pretend world - Melissa M Kibbe, Lu Wang, Alan M Leslie
41. Children's understanding of facts, norms and preferences: Who should they listen to? - Sunae Kim, Kathleen Corriveau, Paul Harris
42. Finding the semantic components of dynamic events: Infants categorize manner of motion - Haruka Konishi, Sujeet Ranganathan, Roberta Golinkoff, Kathy Hirsh-Pasek
44. Bridging the gap: Infants' sensitivity to bridge width and drop-off height - Kari Kretch, Jennifer Quon, Jennifer Kung, Karen Adolph
45. Structure, or lack thereof, in children's word learning: Fast-mapping non-solid substances - Sarah Kucker, Larissa Samuelson
46. Narrative socialization of earliest memories: Adolescents and their mothers - Marina Larkina, Patricia J. Bauer
47. Does increased bilingual exposure enhance executive function in low income children? - Alena Esposito, Lynne Baker-Ward
48. Is it guilty in here, or is it just me? Individual differences in guilt and its effects on cognitive processing - Candace Lassiter, Janet Bosevski, Vanessa Alvarado
49. Children value ideas: Separating the value of ideas from the effort developing them - Vivian Li, Kristina Olson
50. Introducing the child affective facial expressions set (CAFE) - Vanessa LeBue, Cat Thrasher
51. Developmental changes in uncertainty monitoring during early adolescence - Kristen Lyons, Jacob Anderson, Philip D. Zelazo
52. Touching up mental rotation: Effects of tactile experience on 6-month-old infants' mental object rotation - Wenke Moehring, Andrea Frick
53. The effect of goals on learning from empirical data: Systematic testing leads to conceptual change - Amy M. Masnick, David Klahr, Erica R. Knowles
54. Parental transmission of left-to-right spatial structuring in early childhood - Koleen McCrink, Wesley Birdsall, Christina Caldera
55. Social cognition and language in children with high-functioning autism and Asperger's syndrome - Kyla McDonald, Nancie Im-Bolter, Keely Owens-Jaffray, Katharine Bailey
56. The bully in my mind: Investigating children with mean imaginary companions - Melissa A. McInnis, Ansley Tullos Gilpin, Edward D. Barker, Jillian Pierucci
57. Elaboration strategy use and memory for source in 4- and 6-year-old children: A training study - Lee-Ann McKay, Suzanne Hala
58. Can toddlers learn foreign words through overhearing? - Jennifer Menjivar, Nameera Akhtar
60. Effects of labels on categorization: A critical analysis of similarity-based approaches - Nicholaus Noles
61. Mathematical learning and the action-gesture continuum - Miriam Novack, Eliza Congdon, Susan Goldin-Meadow
62. Do 7-month-olds prefer social entities that have more allies and possessions? - David Pietraszewski, Karen Wynn
63. When is "a lot" more than "a few"? - Amanda Pogue, Adel Jalabi, Mathieu Le Corre
64. Counting and estimating: Developmental relations between magnitude estimation and counting skill - Richard Prather, Cody Stitzel, Lisa Byrne, Sandra Street, Ty Boyer, Linda Smith
65. Rumor mongering and remembering: Linking children's natural conversations following rumor to later false reports - Gabrielle Principe, Erica Schindewolf
67. Preschoolers' understanding about people's ability - Fan Yang
68. Learning to 'think' out loud: The role of mental verb input in the explication of epistemic representations - Valerie San Juan, Janet Wilde Astington
69. Understanding the link between sensory perception and knowledge: A comparison of hearing and deaf children - Ellyn Schmidt, Jennie Pyers
70. How do different types of toys influence the complexity of children's play? - Patricia Schultz, Marissa Greif
71. Drawing comparisons across children's performance on numerical and proportion estimation tasks - Emily Slusser, Adele Borden, Martine Seiden, Hilary Barth, Anna Shusterman
72. Paws and affect: Infants' affective responses to cat biological motion - Kasey C. Soska, Angeline Lillard, Rachel Keen, Amanda Grenell, Judy DeLoache
73. Construction grammar and the acquisition of nouns and verbs - André L. Souza, Catharine Echols
74. Four and five-year-old children spontaneously attribute flexibility to polysemous words - Mahesh Srinivasan, Jesse Snedeker
75. Social cognition in a complex social environment and its relationship to language development - Joan Test
76. Developmental differences in sensitivity to probabilistic negative feedback: Indices of heart-rate and behavior - Anna Van Duijvenvoorde, Brenda Jansen, Hilde Huisenga, Maurits Van Der Molen
77. An ridiculously unbelievably preposterous conclusion: Use of adjectives in best-selling books - Ashley Vance, George Hollich, Arun Han
78. Joint attention, self locomotion, and the development of intention understanding - Amanda C. Brandone
79. Preschoolers' own knowledge conditions their judgments of others' epistemic states - Christopher Vredenburgh, Tamar Kushnir
80. Premature linguistic color categories: Analysis of errors in color labeling - Katie Wagner, Elizabeth Chase, Karen Dobkins, David Barner
81. Daytime sleepiness predicts recall when controlling for strategy use - Ashley Washing, Chris Odiorne, Jane F. Gautney
82. Siblings' effect on theory of mind development among Mexican-American children - Amy A Weimer
83. Examining the body-object interaction effect in children - Michele Wellsby, Penny M. Pexman
84. Auditory attention and social cognition: Two-year-olds' understanding of how sound influences others - Rebecca Williamson, Rechel Brooks, Andrew N. Meltzoff
85. Direct social signals scaffold learning from unfamiliar referential cues during infancy - Rachel Wu, Natasha Z. Kirkham, Kristen A. Swan, Teodora Gliga
86. Cognitive level of development and mathematical fluency of first grade children - Zane Wubbena
87. Infants' perception of objects with an ambiguous start of motion - Yevdokiya Yermolayeva, David H. Rakison
88. The development of context use and three way bindings in episodic memory - Hyungwook Yim, Simon Dennis, Vladimir Sloutsky
89. Young children's response to variations in category sampling processes - Andrew Young, Charles W Kalish, Jordan Thevenow-Harrison
90. Early gesture use and joint attention in at-risk twins - Ozlem P. Yuksel-Sokmen, Naomi J. Aldrich, Patricia J. Brooks, Sonia Ragir, Elizabeth M. Lennon, Judith M. Gardner
COGNITIVE DEVELOPMENT SOCIETY 2011

POSTER SESSION II: SATURDAY, OCTOBER 15 FROM 5:45 – 7:15 PM

1. Children's biological explanations: Revisiting the vitalistic-to-mechanistic shift - Florencia K. Anggoro, Kerry L. Simon, Kelsey M. Killeen
2. Tempo of speech discrimination in preschool children: The roles of intersensory redundancy and task difficulty - Lorraine E. Bahrick, Sheila Krogh-Jespersen, Catherine Naclerio, Yessenia Lau
3. The effect of intrasensory stimulation on infants' quantitative discrimination - Joseph Baker, Kerry Jordan
4. Age-related differences in performance and metacognitive accuracy in three reasoning domains - Karin Bakracevic Vukman
5. Pedagogical signals and improved causal reasoning: Related or not? - Igor Bascandziev, Paul L. Harris
6. Young children help others to achieve their social goals - Jonathan S. Beier, Harriet Over, Malinda Carpenter
7. Precision of number, size, and cumulative area discriminations in preschoolers - Justin Bonny, Stella Lourenco
9. Selective use of selective learning: Children use past accuracy differently in different domains - Patricia Brosseau-Liard, Susan Birch
10. Children's pretend play is linked to causal knowledge and counterfactual reasoning - Daphna Buchsbaum, Deena Skolnick Weisberg, Alison Gopnik
11. Play, creativity, and gender schema flexibility - Justine Bucy, Isabelle Cherney
12. Individual differences in verbal and spatial skills in algebra students - Allison Talbot, Julie L. Booth
13. Your picture is in a contest: Do young children consider context when seeking feedback? - Anthony Byers, Judy DeLoache, Keirstin McCambridge, Katherine Kidwell
14. Eighteen-month-old infants are sensitive to what others can see when understanding others' speech - You-jung Choi, Yuyan Luo, Hyun-joo Song
15. Exposure to generic language induces rapid changes in children's naive theories about achievement - Andrei Cimpian
16. The effects of anxiety and emotion on temporal visual attention - Steve Croker, Frances A. Maratos, Lauren Kelly
17. Cross-dimensional mapping of number, length and brightness by preschool children - Lola De Hevia, Monica Vanserslice, Elizabeth Spelke
18. Predictors of local processing in typical and atypical development - Jennifer E. Drake, Ellen Winner
19. Preschoolers' body size judgements: Implications for decision-making - Sarah Dunphy-Lelii, Helen Skouteris, Merrilyn Hooley
20. Entrapment or falling: Infants' exploration of action possibilities - John Franchak, Arhanti Sadanand, Karen Adolph
21. It's okay to judge a block by its color: Toddlers' use of symbolic and intrinsic cues to objects' causal powers - Daniel Friel, Melissa Kline, Amanda Seed, Laura Schulz
22. The joint role of anxiety and working memory in gender differences in math performance - Colleen Ganley, Marina Vasilyeva
23. Lexical access in a modified Stroop task: The role of semantic neighborhood density in preschool children - Lisa Gershkoff-Stowe
24. Children's understanding of acting v. pretense - Thalia Goldstein, Paul Bloom
25. Exploring the effects of schooling on changes in behavioral and neurological indices of children's executive functioning - Jennie K. Grammer, William J. Gehring, Melissa Carrasco, Matt H. Kim, Frederick J. Morrison
26. Parent support for learning words from video - Gabrielle Strouse, Brian Verdone, Kate O'Doherty, Georgene Troseth, Megan Saylor
27. Peer influence on infants' developing preferences - Laura Hennefield, Lori Markson
28. When humans become animals: Development of the animal category in early childhood - Patricia Herrmann, Douglas Medin, Sandra Waxman
29. Social class influences the development of intergroup attitudes in a novel groups paradigm - Suzanne Horwitz, Kristina Olson, Kristin Shutts
30. Infants' inferences about gradedness and hierarchy of others' preferences - Jane Hu
31. Catching up and falling short: Early bilinguals' second language attainment in grammar and speech production - Becky Huang, Chen-Huei Wu, Alex Brenner, Jesse Snedeker
32. Comparing affective and neutral inhibitory control in 5- to 7-year-olds - Amanda Hudson, Sophie Jacques
33. The development of executive functioning and theory of mind during middle childhood - Alycia Hund, Allison Bock, Lindsey Berbeka, Kristin Gallaway, Lindsay Sarno, Callyn Zartman
34. The role of executive function in the acquisition of biological concepts: An individual differences study - Yeshim Iqbal, Deborah Zaitchik, Susan Carey
35. Distractibility during the preschool years - Kathleen Kannass, Nancy M. Wyss, Kathryn O'Toole, Clare Griner

Schedule as of 9/28/11 • page 6
36. Palestinian and American children's understanding of facial expressions - Mary Kayyal, James Russell, Sherri Widen
37. Micro-coding preschoolers' ability to inhibit - Christina Kirkman, Sarah Berger
38. Children know about sticks and stones, but what do they say about words? - Robyn Konrad, Claire Galdun, Vikram J. Kaswal
39. Visual statistical learning of shape sequences in infancy - Lauren Krog, Scott Johnson
41. When spatial cues conflict adults and young children make different choices - Amy Learmonth, Ashley Smith, Melanie Bronstein, Michelle Palmieri
42. Auditory feedback of exploratory arm movements facilitates the development of reaching in infancy - Mei-Hua Lee, Karl M. Newell
43. Four year-old children and Capuchin monkeys pay forward generosity and spite in a donation game - Kristin Leimgruber, Adrian F. Ward, Michael I. Norton, Kristina R. Olson, Kurt Gray, Laurie R. Santos
44. School-age children's memory for emotional scenes - Jacqueline Leventon, Jennifer S. Wilson, Patricia J. Bauer
45. Response monitoring in 4-5 year olds: Investigating the presence of ERN and/or Pe using a Go-Nogo task - Michaela Upshaw, Jessica Sommerville, Liliana Lengua
46. Similarities and differences in approximate numerical comparisons between children and adults as revealed by eye gaze - Klaus Libertus, Melissa Libertus
47. Approximate number discrimination predicts later math ability in preschoolers - Melissa Libertus, Lisa Feigenson, Justin Halberda
48. Adult and infant attention during action perception is context dependent - Jeff Loucks, Jessica Sommerville
49. The role of co-occurrence probability in children's inductive inference - Bryan Matlen, Karrie Godwin, Anna Fisher
50. At a loss for words: Exploring 18-month-olds' willingness to apply the mutual exclusivity bias to gestural labels - Meredith Elizabeth Mechani, Grace Kohut, Makeba Parramore Wilbourn
51. One of these things is not like the other: Examining the isolation effect in young children - Stephanie Miller, Naomi Chatley, Stuart Marcovitch, Melissa McConnell Rogers
52. Infants' abilities to parse and enumerate orthogonal ensembles - Mariko Moher, Lisa Feigenson
53. How does communicative experience impact preschool children's understanding of symbolic gestures? - Lauren Myers, Madeline Berkowitz, Sara Chang, Alexandra Spear
54. Theory of mind development predicts preschoolers' use of belief words in reasoning about emotions - Nicole Nelson, Sherri C. Widen
55. Learning words from overhearing: Relations with social experience - Rosalie Odean, Priya Shimpi, Nameera Akhtar
56. The joint effects of mothers' and teachers' memory-relevant language on the development of children's memory skills - Peter Ornstein, Hillary Langley, Benjamin Brumley, Kathryn Howlett, Jennie Grammer, Jennifer Coffman
58. Are executive functioning skills necessary to succeed on false belief tasks based on violation of expectation? - Diane Poulin-Dubois, Jessica Yott, Melissa Dimitriadis
59. Only a fraction of students have mastered fractions by middle school - Aryn Pyke, Robert Siegler
60. The effects of multiple exemplars on learning category-specific associations in 12-month-old infants - Maartje Rajmakers, Dorothy J. Mandell
61. Do mood states influence food consumption and food selection? - Lakshmi Raman
62. Developing multivariable thinkers - Stephanie Ramsey, Deanna Kuhn
63. Preschoolers' forgiving of past mistakes depends on the informant's social closeness - Bolivar Reyes-Jaquez, Catharine H. Echols
64. Reading to learn: Pre-readers' and early readers' trust in text as a source of knowledge - Elizabeth J. Robinson, Shiri Einav, Amy Williamson
65. The importance of knowing who likes to fep: Evidence for constraints on social category based induction - William Dunlop, Andrew Scott Baron, Yarrow Dunham
66. The nature of the electrophysiological response associated with recollection in preschool children - Leslie Rollins, Tracy Riggins
67. An exploration into the limits of infants’ object chunking - Rebecca D. Rosenberg, Lisa Feigenson
68. The role of disgust in acquiring purity-based morals - Josh Rottman, Deborah Kelemen
69. Social cues help infants glean structure from action - Kara Sage, Dare Baldwin
70. Generalization and sequential understanding of novel and familiar events in children with cognitive and language delays - Tashana Samuel, Laraine McDonough
71. Mothers' conversational goals during an event: Linkages to children's remembering - Priscilla San Souci, Amy M. Hedrick, Hillary Langley, Kathryn Howlett, Erin Wilkerson, Catherine A. Haden And Peter A. Ornstein
72. A cognitive developmental perspective on authenticity: Reasoning about accidental and purposeful authenticity violations - Brooke Schepp, Cristine Legare, Naomi Schwendemann, Molly Callahan
73. Does a man who knows about sports know about cooking as well? Preschoolers' trust in the testimony of males and females - Christine Shenouda, Judith Danovitch
74. Idealization and scientific models - Mark Sheskin, Frank Keil
75. The development of number concepts in oral-deaf preschoolers - Anna Shusterman, Talia Berkowitz
76. 24-month-olds learn unconventional labels from unconventional actors - Annette Henderson, Susan Graham, Vanessa Schell
77. Nouns, but not adjectives or stickers, guide inductive inference in preschoolers - Amy Booth, Susan Graham, Sandra Waxman
78. The role of contextual diversity on cross-situational word learning: A comparison between adults and children learners - Sumarga Suanda, Nassali Mugwanya, Laura L. Namy
79. The learning mechanisms guiding children's number word mappings - Jessica Sullivan, David Barner
80. Infants learn visual sequences with noisy statistics - Kristen Swan, Natasha Kirkham
81. Words organize children's attention in a search task - Catarina Vales, Linda Smith
82. The dynamics of development on the dimensional change card sorting task - Bianca Van Bers, Ingmar Visser, Tessa Van Schijndel, Dorothy Mandell, Maartje Raijmakers
83. Verb learning: An eye-tracking study of event comparison by children and adults - Christina Velasquez, Jane Children, Rebecca Parrish
84. One or two persons speaking: Does it make a difference in structural priming? - Friederike M. Von Lehmden, Katharina J. Rohlfing, Eva Belke
85. Infants' understanding of plants: Is there an edibility assumption? - Annie Wertz, Karen Wynn
86. Imaginative play in homeless children - Rachel White, Stephanie Carlson, Ann Masten
87. Parent-child conversations and object manipulation in a museum exhibit: Impacts on learning outcomes - Erin Wilkerson, Catherine Haden, David Uttal, Philip Hoffman, Nathaniel Meadow
88. Same old story -- contextual cueing facilitates word learning in shared storybook reading - Sophie E Williams, Jessica S. Horst, Jane Oakhill
89. Young children's social categorization: Is the moral dimension most important? - Tess N. Young, Karen Bartsch
90. Assessing children's conceptions of robotics with the "Draw-a-Robot Task" - Corinne Zimmerman, Kevin Devine
COGNITIVE DEVELOPMENT SOCIETY 2011

ALTERNATE POSTER SESSION A: FRIDAY, OCTOBER 14 FROM 3:30 – 5:15 PM

1. Theory of mind and social problem solving in children with and without language-based learning disabilities - Katherine Bailey, Nancie Im-Bolter, Keely Owens-Jaffray, Kyla McDonald
2. Are preschoolers' tool choices influenced by preference cues? - Sarah Bidmead, Marissa Greif
3. The effects of attentional biases for emotion and shape on preschoolers' interference control - Alexandra Bluell, Derek Montgomery
4. Theory of mind and self understanding in middle childhood: Gender and developmental differences - Sandra Bosacki
5. Your eyes say "no" but your heart says"yes": Behavioral and psychophysiological indices in infant quantitative processing - Caitlin Brez, John Colombo
6. Which block is better at making the machine go?: How children balance their trust in an informant vs. the data - Sophie Bridgers, Daphna Buchsbaum, Elizabeth Seiver, Alison Gopnik, Thomas L. Griffiths
7. Integrating behavioral and neural dynamics over development in the dimensional change card sort (DCCS) task - Aaron Buss, John P. Spencer
8. Writing and reading multidigit numbers: gender differences in preschoolers - Lisa Byrge, Cody Stitzel, Sandra Street, Richard W. Prather, Linda B. Smith
9. Working memory capacity in bilingual and monolingual children - Alejandra Calvo, Vered Lotman, Ellen Bialystok
10. Young children's concept of middle in the domain of number - Chingai Cheung, Stella Lourenco
11. I can tell you what I think: Relations between toddlers' mental state language and theory of mind skills - Sabrina S. Chiarella, Diane Poulin-Dubois, Susanne Kristen, Beate Sodian
12. Children's concept of time in space - Katherine S. Choe, Jacob Davis
13. Effects of first-language label training on second-language label learning in preschoolers - Caitlin Cole, Melissa Koenig, Maria Sera
14. Effects of exogenous and endogenous distraction on long-term recall in toddlers - Wallace E. Dixon, Jr., Hannah G. Lawman
15. Do chimpanzees use inductive inferences to categorize objects by non-visible properties? - Francine Dolins, Susan Gelman, Jessica Bramlett, Michael Beran
16. Trust based on group membership or accuracy? Individual differences in children's informant preferences - Fadwa B. Elashi, Candice M. Mills
17. 'This is the door:' Analyzing preschool children's block building - Erica Zippert, Geetha B. Ramani, Shane Schweitzer, Sophia Huang Pan
18. Do children learn how to use tools through gesture? A problem by design - Marissa Greif, Allison Weinstein
20. Follow the liar: Does lying to children cause them to lie in return? - Chelsea Hayes, Gail Heyman, Leslie Carver
21. Temporal synchrony in gesture and speech - David Holcombe, R. Breckinridge Church, Spencer Kelly
22. Non-featural influences on children's similarity judgments - Gavin Jenkins, Larissa Samuelson
23. Infants' response to goal-related information within an unfolding stream of intentional action - Jessica Kosie, Dare Baldwin
24. Young children's ability to remember information about absolute extent - Mee-Kyoung Kwon, Susan Cohen Levine
25. What happens when a monster bakes cookies? Children's judgments of reality - Stephanie LaRose, Hannah Bisguyer, Alyssa Lepore
26. The cognitive developmental underpinnings of ritual - Cristine Legare, Harvey Whitehouse, Nicole Wen, Jenna Seagraves
27. The effects of distractibility on reading comprehension among elementary school-age children - Cindy Lipper
28. Anthropomorphism and morality: Mental state attribution and concern for non-human entities - Gabriel Lopez-Mobilia, Jacqueline Woolley
29. The effect of set size and language on children's early noun learning - Shelley Mackinnon, Lisa Cantrell, Linda B. Smith
30. Fantasy orientation and social competency - Leslie Mathis, Ansley Tullos Gilpin, Melissa McInnis, Jillian Pierucci
31. Learning mechanisms for acquiring knowledge of tonality in music - Rikka Quam, Matthew Rosenthal, Erin E. Hannon
32. Infant attention to multimodal speech cues: Connecting visual attention and communicative development - Alexa Romberg
33. Probing the link between visual short-term memory (STM) and attention in infants - Shannon Ross-Sheehy, John P. Spencer

Schedule as of 9/28/11 • page 9
Cognitive Development Society 2011

34. Gaze and point following reveals intentional understanding: relationships between early joint attention & theory of mind - Camila Soares De Abreu, Claudia Cardoso-Martins, Catharine H. Echols
35. The manifestation of rural vs urban poverty on working memory - Michele Tine, Christine Gange, Rebecca Gotlieb, Julia Schneider, Aurill Toone
37. Specifying the relationship between pretense and inhibitory control in preschoolers - Jennifer Van Reet, Katherine Boguszewski
38. Learning to distrust - Kimberly Vanderbilt, David Liu, Gail Heyman
39. What was that called? Retrieval dynamics in statistical word learning - Haley Vlach, Catherine Sandhofer
40. The role of explanation in children's causal learning - Caren Walker, Joseph Williams, Alison Gopnik, Tania Lombrizo
41. Learning to learn: Examining one-trial learning in infants - Kelsey West, Viridiana Benitez, Linda Smith
42. Sarcasm appreciation in middle childhood: Behavioral and processing measures tell the story - Juanita Whalen, Penny Pexman
43. Omega-6 to omega-3 ratio and higher order cognitive functions in 7 to 9 year olds - Kelly Will, Carol Cheatham
44. Child-directed action (motionese) promotes imitation - Rebecca Williamson, Rebecca J. Brand

Alternate Poster Session B: Saturday, October 15 from 3:30 – 5:15 PM

1. Children's socio-cognitive understanding of jealousy during middle childhood - Naomi Aldrich, Nicole Kwoka, Jessica Herrera, Patricia J. Brooks
2. How ostensive naming facilitates word learning via fast mapping - Emma Axelsson, Jessica S. Horst
3. Biological motion primes 10-month-olds' categorization abilities - Kristyn Wright, Diane Poulin-Dubois
4. Inhibition of responses in young monolingual and bilingual children: Evidence from ERP - Rahul Barac, Ellen Bialystok
5. How early dependence leads to later independence: The case for cognitive development - Elaine Barry
6. Development of language without vision - Marina Bedny, Hilary Richardson, Rebecca Saxe
7. The effects of bilingualism and socioeconomic status on cognitive control - Viridiana L. Benitez, Linda B. Smith
8. Performance dissociation on number line estimation and arithmetic between Chinese kindergartners and second graders - Qingyi Yu, Elida Laski
9. Spoken word recognition in children and adults - Manuela Cameiro, Selene Vicente
10. Spontaneous attention to number: Cross-cultural differences - Lisa Cantrell, Chistine Kercheval, Linda B. Smith
11. Effects of incentive, motivation, and levels-of-processing on 3- to 5-year-olds' recall - Hali Castleman, Catherine Stewart, Martha Arterberry
12. Once upon a time, or a long time ago? Secular and religious children's judgments of real and pretend - Eva Chen, Paul L. Harris, Kathleen H. Corriveau
13. The effects of negative parental affect on infant responses to familiar and unfamiliar toys - Daisy Cruz, Leslie Carver
14. The 'extent' of children's ability to understand the space/time metaphor - Carolyn Dahlgren, Talia Berkowitz, Anna Shusterman, Laura Wagner
15. The relationship between maternal responsiveness and infant joint attention abilities - Amber Dewey, Julie Gros-Louis
16. The development of word and face processing abilities - Eva Dundas, Marlene Behrmann, Lauren Lorenzi
17. Crossing the boundary: Children's understanding of the causal impermeability between fictional and real worlds - Caren Walker, Patricia Ganea, Alison Gopnik
18. Bigger and better?: The influence of sample size on recognition and inductive generalization in preschoolers and adults - Stephanie Fair, Chris Lawson
19. Social influences on children's epistemic and emotional trust - Samantha P. Fan, Jasmine DeJesus, Kathleen Corriveau, Katherine D. Kinzler
20. It belongs in a museum “because it tells a story”: Parent-child conversations about authentic objects - Brandy Frazier, Susan Gelman, Sarah Stilwell
21. Effects of similarity and familiarity on beliefs about reality - Maliki Ghossainy, Jacqueline D. Woolley
22. Preschoolers’ memory for generic and specific category labels - Selin Gulgoz, Susan Gelman
23. The development of cognitive control: Evidence from responses to simple relative to embedded rule structures - Sara Haas, Lauren McShane, David Badre, Dima Amso

Schedule as of 9/28/11 • page 10
25. Semantic and conceptual organization in pre-schoolers and adults - Nora Isacoff, Karin Stromswold
26. The role of maternal reminiscing style and language ability at 36 months on second graders' reports of first memories - Jennifer Johnson, Lynne Baker-Ward, Jennifer Bohanek, Amy Hedrick, Carole Peterson
27. Children's understanding of emotional influences on others' behavior - Meghan Kanya, Judith Danovitch
28. Twelve-month-old infants can use verbal information in anticipating other people's action goals - Eun Young Kim
29. The influence of task conditions on working memory performance during development - Gabriela Koppenol-Gonzalez, Samantha Bouwmeester, Jeroen K. Vermunt
30. Bad singers make bad judges? Children's understanding of relevant and irrelevant characteristics for decision making - Ashley R. Landrum, Candice M. Mills
31. Learning proportion as a function of contexts - Saebul Lee, Vladimir M. Sloutsky
32. The effect of supportive touch on compliance in pre-school aged children - Julia Leonard, Talia Berkowitz, Anna Shusterman
33. Selective attention constrains infants' learning of competing information - Julie Markant, Kathleen M. Thomas
34. Japanese children's response tendencies to comprehensible and incomprehensible yes-no questions - Mako Okanda
35. Using affiliative priming to increase prosocial behavior in a naturalistic setting - Eric Olofson, Hung Duong
36. Social cognition, language and mental attentional capacity - Keely Owens-Jaffray, Nancie Im-Bolter
37. Wish me success, but in the right way: The impact of success expectations varies by type and target - Daeun Park, Elizabeth A. Gunderson, William L. Owens, Larisa J. Hussak, Susan C. Levine, Sian L. Beilock
38. Understanding the referential function of pictures - Olga Peralta, Florencia Mareovich
39. Increasing the space of hiding raises accuracy of seeking - Lynn Perry, Larissa Samuelson, John Spencer
40. Does conventionality matter? Children's consideration of accuracy vs. conventionality when judging reliability - Jillian Pierucci, Jason Scofield, Ansley Tullos Gilpin
41. Birthday parties and age manipulation - Amanda Rhoads, Jacqueline D. Woolley
42. Children's memory for generalizable and non-generalizable information - Anne E. Riggs, Charles Kalish, Martha Alibali
43. Embedded math activities for 5-year-old children in Japanese preschools - Tomomi Sakakibara
44. Does group loyalty influence moral judgments? - Katharine Saunders, Anton Shcherbakov
45. Sometimes 'people just don't feel like it': Children's explanations of inconsistent behavior - Elizabeth Seiver, Alison Gopnik
46. Spin the wheel!: Children allow inequality based on a fair procedure - Alex Shaw, Kristinia Olson