



Cognitive Development Society

## Friday October 13, 2017

- |                   |   |
|-------------------|---|
| 8:30am – 9:00am   | <b>Opening Remarks</b>  |
| 9:00am – 10:15am  | <b>Plenary Speaker</b><br><b>Relations Between Conceptual Development and Executive Function: In Dialog with Jean Piaget</b><br><i>Susan Carey, Harvard University</i>  |
| 10:15am – 10:30am | <b>Coffee Break</b>   |
| 10:30am – 12:00pm | <b>Plenary Symposium 1</b><br><i>The Development of the Imagination</i><br><br><b>The Batman Effect</b><br><i>Stephanie Carlson, University of Minnesota - Twin Cities</i><br><br><b>Inconceivable! How Children Mistake Failures of Imagination for Insights into Necessity</b><br><i>Andrew Shtulman, Occidental College</i><br><br><b>Paracosms: The Imaginary Worlds of Middle Childhood</b><br><i>Marjorie Taylor, University of Oregon</i><br><br><b>The plodding imagination of young children</b><br><i>Paul Harris, Harvard University</i> |
| 12:00pm – 1:15pm  | <b>Lunch on Own or Lunch Workshops</b>  |
| 1:15pm – 2:30pm   | <b>Poster Session 1 &amp; Exhibits</b>  |



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2:30pm – 4:00pm

#### Symposium 1

##### **Parallel Sessions**

Social-Causal Reasoning: Insights from Comparative, Developmental, and Computational Perspectives

**Chairs:** Sophie Bridgers, *Stanford University* & Angie M Johnston, *Yale University*

**Discussant:** Christine Legare, *University of Texas at Austin*

**How can I help? 24- to 48-month-olds provide help specific to the cause of others' failed actions**

Sophie Bridgers, *Stanford University*

**I can do it myself: Domesticated dogs prioritize independent problem-solving over looking back**

Angie M. Johnston, *Yale University*

**How do causal knowledge and sensitivity to intentions influence copying behavior in children, capuchin monkeys and dogs?**

Emma Tecwyn, *Cardiff University*

**Integrating perspectives on social-causal reasoning**

Cristine H. Legare, *University of Texas at Austin*

#### Symposium 2

Variation in parent-child conversation and the development of core cognitive competencies

**Chairs:** Jennifer M Clegg, *Boston University* & Kathryn Leech, *Harvard University*

**Talking about the mind across three different language contexts and two cultures**

Mele Taumoepeau, *University of Otago*

**Telling Stories At Home: How Pretend and Narrative Support Children's Early Cognitive Development**

Amanda Brown, *University of Chicago*

**Pedagogical questions during parent-child interactions correlate with children's causal learning and exploration**

Yue Yu, *Rutgers University*

**Improving Young Children's Spontaneous Focus on Number Through Guided Parent-Child Interactions in a Children's Museum**

Emily Braham, *University of Pittsburgh*



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### Symposium 3

The development of spatial reorientation: An old puzzle, a new formulation

**Chair:** Nora S Newcombe, *Temple University*

**Children use asymmetry but not illusory depth as cues for reorientation**

Anna Shusterman, Andrew Ribner & John Pacheco, *Wesleyan University*

**Modularity of geometric processing? Children's reorientation behavior as a case study**

Sami R. Yousif, *Yale University*

**The neural representation of directions and borders in developing rats**

Tom Wills & Francesca Cacucci, *University College London*

**A New Paradigm Showing the First Direct Evidence of Cue Integration in Reorientation**

Alexandra D. Twyman, Mark Holden & Nora S. Newcombe, *University of Nebraska & Temple University*

### Symposium 4

New Contributions to the Development of Intergroup Attitudes in Childhood

**Chairs:** Andrew Meltzoff, *University of Washington* & Allison Skinner, *University of Washington*

**Exposure to Nonverbal Bias Can Create Prejudice Among Preschool Children**

Allison L. Skinner, *Northwestern University*

**Building Bias: Children use statistical social information to reason about social preferences**

Isobel Heck, *Cornell University*

**Parents' Discomfort Drives Children's Decreasing Endorsement of Racial (but not Gender) Stereotypes**

Katharine E. Scott, *University of Wisconsin-Madison*

**Social exclusion in intergroup peer contexts: Disentangling wealth and race**

Amanda R. Burkholder, *University of Maryland*



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Oral Papers I

**O1.1**

Social and Moral Cognition

**Collaboration benefits active learning in older children, but not younger children**

Andrew Young

**O1.2**

**Children's Views on the Acceptability of Revenge**

Craig Smith; Daniel Hartlep

**O1.3**

**What was he thinking?!: Examining group differences in Theory of Mind and socio-moral reasoning between aggressive, prosocial, non-social, and prosocial-aggressive children**

Erin Baker; Samantha Bordoff; Jessica Murray; Erica Shudt; Rebecca Swartz; Tara Caemmerer; Arooba Yousef

**O1.4**

**The relation between single-parent status, subjective socioeconomic status, and children's executive function and theory of mind: Possible advantage to disadvantage?**

Jessica Murray; Erin Baker; Samantha Bordoff; Tara Caemmerer; Erica Shudt; Rebecca Swartz; Arooba Yousaf

**O1.5**

**More optimistic than adults? Children make optimistic future predictions for both themselves and others**

Laura Hennefield; Lori Markson

4:00pm – 4:15pm

**Coffee Break**

4:15pm – 5:45pm

Symposium 5

**Parallel Sessions**

*Mind in motion: The development of cognitive processes in real time*

**Chairs:** Bennet I Bertenthal, *Indiana University* & Jeffrey J Lockman, *Tulane University*

**The neural dynamics of the**

Bennett I. Bertenthal, *Indiana University*

**Neural patterns underlying the development of planning in tool use**

Ori Ossmy, *New York University*

**Object fitting by preschool children: The dynamics of spatial coordination**

Jeffrey J. Lockman, *Tulane University*



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**The development of the neural systems that support production and perception of handwritten forms**

Karin H. James, *Indiana University*

Symposium 6

Number, Proportion, & Probability: Distinct Influences on Children's Probability Judgements.

**Chair:** Shaun O'Grady, *UC Berkeley*

**Discussant:** Elizabeth Brannon, *University of Pennsylvania*

**Proportional and Probabilistic Reasoning in Primates and Children**

Emily Szkudlarek, *University of Pennsylvania*

**Proportional Matching and Probability Judgment: Related yet Different**

Ty Boyer, *Georgia Southern University*

**Both Numerical and Visuospatial Features Influence Binary Probability Judgments**

Shaun O'Grady, *UC Berkeley*

Symposium 7

How an Understanding of Kinship and Friendship Influences Children's Social Judgments

**Chair:** Julia Marshall, *Yale University*

**Four-year-old children favor kin when the stakes are higher**

Annie C. Spokes, *Harvard University*

**Toddlers' expectations for social partners to respond to each other's distress**

Amanda Mae Woodward, *University of Maryland*

**The developing appreciation of the moral significance of close relationships**

Julia Marshall, *Yale University*

**The social value of secrets: children use disclosure of personal information to make inferences about patterns of friendship**

Zoe Liberman, *University of California, Santa Barbara*



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Symposium 8

Exploring cross-cultural variation in the development of children's attitudes toward risk

**Chair & Discussant:** Katherine McAuliffe, *Boston College*

**Cross-cultural variation in children's risk and time preferences**

Dorsa Amir, *Yale University*

**Risk of personal loss drives children's effort to protect common goods: a cross-cultural behavioral study**

Aleah Bowie, *Duke University*

**Risk taking among Hadza hunter-gatherer children**

Alyssa N. Crittenden, *University of Nevada, Las Vegas*

Oral Papers II

**O2.1**

Language Development

**A Playful Context Enhances Bilingual and Monolingual Preschoolers' Motivation and Private Speech**

Jeremy Sawyer

**O2.2**

**Moving from unknown to known: Developmental differences and changes in neural oscillatory processing as a word is learned**

Julie Schneider; Alyson Abel; Mandy Maguire

**O2.3**

**Are Infants' Information Seeking Gestures Specialized for Early Word Learning?**

Kelsey Lucca; Makeba Wilbourn

**O2.4**

**The role of information structure in children's comprehension of complex sentences - testing two hypotheses**

Laura de Ruiter; Elena Lieven; Silke Brandt; Anna Theakston

**O2.5**

**More than maternal sensitivity: A longitudinal investigation of parent-child interaction, early language, and executive function**

Lillian Masek; Staci Weiss; Kathy Hirsh-Pasek; Roberta Golinkoff

5:45pm – 7:00pm

**Poster Session 2 & Exhibits**



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## Saturday October 14, 2017

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|-------------------|--|
| 8:30am – 9:00am   | <b>Announcements and Awards</b>  |
| 9:00am – 10:15am  | <b>Plenary Speaker</b><br><b>The role of personal and social identities in academic achievement: The Case of African American Adolescents”</b><br>Jacquelynne Eccles, <i>University of California, Irvine</i>  |
| 10:15am – 10:30am | <b>Coffee Break</b>  |
| 10:30am – 12:00pm | <b>Plenary Symposium 2</b><br><i>The Relational Mind</i><br><br><b>Social Relational Learning</b><br>Stella Christie, <i>Swarthmore College</i><br><br><b>The development of relational processing in infancy</b><br>Sue Hespos, <i>Northwestern University</i><br><br><b>Analogical comparison and language in the development of relational cognition</b><br>Dedre Gentner, <i>Northwestern University</i><br><br><b>Do you notice a pattern? Patterning, relational reasoning and mathematics knowledge</b><br>Bethany Rittle-Johnson, <i>Vanderbilt University</i> |
| 12:00pm – 1:15pm  | <b>Lunch on Own or Lunch Workshops</b>   |
| 1:15pm – 2:30pm   | <b>Poster Session 3 &amp; Exhibits</b>   |



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2:30pm – 4:00pm

Symposium 9

**Parallel Sessions**

Imitation as a Mechanism of Cultural Transmission: Exploring the Role of Biology, Context, and Culture

**Chair:** Samuel Ronfard, *Boston University*

**The genetic bases of over-imitation in early childhood**

Samuel Ronfard, *Boston University*

**The influence of communication and prior knowledge on overimitation**

Hanna Schleihauf, *Max Planck Institute for Human Cognitive and Brain Sciences*

**Examining the role of conformity in children's flexible imitation: Children's imitation of instrumental and conventional tasks in the U.S. and Vanuatu**

Jennifer M. Clegg, *Boston University*

**The role of personality on children's imitation and innovation propensity: Conscientiousness, Agreeableness and Openness matter**

Bruce Rawlings, *Durham University*

Symposium 10

Usable Knowledge for Improving Mathematics Learning: Bridging Research in Cognition and Development with Educational Practice in Diverse Contexts

**Chairs:** Nancy C Jordan, *University of Delaware* & Christina Barbieri, *University of Delaware*

**Translating cognitive developmental theory to improve children's understanding of counting**

Nicole M. McNeil, *University of Notre Dame*

**Using Cognitive Science to Inform the Design of Math Apps**

Geetha Ramani, *University of Maryland*

**Spatial training improves mathematics performance in first and sixth grade**

Kelly S. Mix, *University of Maryland*

**Using principles from Cognition and Learning to Develop Fraction Knowledge in Struggling Middle Schoolers**

Christina Barbieri, *University of Delaware*





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## Symposium 11

Cue Use in Early Language Acquisition: Integrating Naturalistic and Lab-Based Methods

**Chair:** Christina Schonberg, *UCLA*

**Developmental Changes in the Effects of Referential Context on Label Learning**

Dylan Antovich, *UC Davis*

**Linking 'Useful' Input Properties With Early Noun Production**

Elika Bergelson, *Duke University*

**Monolingual and Bilingual Toddlers' Use of Pragmatic and Object Cues in Word Learning**

Christina Schonberg, *UCLA*

**Infants Gesture When Words Are Slow to Come**

Daniel Yurovsky, *University of Chicago*

## Symposium 12

Proto-political actors: The origins of legal and political thinking

**Chairs:** Katherine Kinzler, *Cornell University* & Andrei Cimpian, *New York University*

**The development of children's thinking about a social contract**

Katherine Kinzler, *Cornell University*

**Children's and adults' perceptions of incarceration**

Larisa Heiphetz, *Columbia University*

**The essentialist origins of concepts of national identity**

Andrei Cimpian, *New York University*

**Parental political ideologies relate to variation in the processes that drive costly punishment in early childhood**

Marjorie Rhodes, *New York University*

## Oral Papers III

### O3.1

Concepts, Categories, and Causal Learning

**Preschooler's Causal Hypothesis Testing Reveals Developmental Shifts in the use of Temporal and Pedagogical Information**

Elizabeth Lapidow; Elizabeth Bonawtitz

### O3.2

**Selective attention and learning from interactive and noninteractive video: An eye movement study**

Heather Kirkorian; Koeun Choi; Seung Heon Yoo; Roxanne Etta



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- O3.3**                      **Using automated controlled rearing to explore the origins of object concepts**  
Justin Wood
- O3.4**                      **Categorization of negative facial expressions in late infancy**  
Ashley Ruba; Andrew Meltzoff; Betty Repacholi
- O3.5**                      **Developmental Precursors to Essentialism: Infants' Internal Property Bias**  
Erik Cheries; Hernando Taborda-Osorio
- 4:00pm – 4:15pm           **Coffee Break**
- 4:15pm – 5:45pm  
Symposium 13           **Parallel Sessions**
- Words in the World: Novel Approaches to Improving Preschoolers' Vocabulary Development  
**Chair & Discussant:** Elizabeth Albro, *Institute of Education Services/US Department of Education*
- Educational Media Supports for Low-Income Preschoolers' Vocabulary Development**  
Susan B. Neuman, *New York University*
- Story Talk: A Cognitive Research-Based Vocabulary Intervention for Preschoolers**  
Barbara A. Wasik, *Temple University*
- The Joy of Vocabulary Learning: A Preschool Reading and Play Intervention**  
Kathy Hirsh-Pasek, *Temple University*
- Leveraging the Words in Preschoolers' Worlds**  
Elizabeth R. Albro, *Institute of Education Services/US Department of Education*
- Symposium 14           **New insights into emotion understanding in infancy and early childhood**  
**Chair:** Yang Wu, *MIT*
- Pre-verbal Infants Perceive Emotional Facial Expressions Categorically**  
Disa Sauter, *University of Amsterdam*



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**Infants and preschoolers discriminate and search for probable eliciting causes of diverse positive emotions**

Yang Wu, *MIT*

**Preschoolers engage in emotional perspective-taking during real-time language processing**

Melanie Khu, *University of Calgary*

**A pleasant surprise: Children use probability to infer people's surprise and happiness**

Tiffany Doan, *University of Waterloo*

Symposium 15

Memory consolidation and learning across early childhood

**Chair:** Angela Xiaoxue He, *Boston University*

**Consolidation is key for bootstrapping segmentation**

Michelle Sandoval, *Wenatchee Valley College*

**Children's forgetting of words mapped via mutual exclusivity**

Catherine A. DeBrock, *University of Wisconsin, Madison*

**Two-year-olds consolidate verb meanings during a nap**

Angela Xiaoxue He, *Boston University*

**Declarative memory consolidation over naps in early childhood**

Rebecca M. C. Spencer, *University of Massachusetts, Amherst*

Symposium 16

Environmental influences on children's intergroup cognition

**Chair:** Lori Markson, *Washington University*

**The influence of a diverse environment on children's social generalization**

Stella Christie, *Swarthmore College*

**The effects of diversity and segregation on children's inferences about others' racial attitudes**

Arianne E. Eason, *University of Washington*

**Effects of diversity on children's learning and trust**

Hyesung Grace Hwang, *Washington University in St Louis*

**Environmental and individual predictors of children's willingness to engage in cross-race friendships**

Amber Williams, *University of Texas at Austin*



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Oral Papers IV

**O4.1**

Number, Space and Memory

**Interactions of Space and Arithmetic: Operational Momentum in Preschool Children**

Koleen McCrink; Hannah Dunn; Nicole Bernstein; Viola Macchi Cassia;  
Hermann Bulf; Maria Dolores de Hevia

**O4.2**

**Is it Who You Know, or Where you Live? Examining the First Memories of European American and Chinese American Adults Born in the United States**

Lauren Eales; Angela Lukowski

**O4.3**

**The effect of perceived threat to freedom of choice on children's preference for scarcity**

Kathryn Harper; Lili Ma

**O4.4**

**Expectations about color categories inform preschooler's recall**

Carla Macias; Elizabeth Bonawitz; Kimele Persaud; Pernille Hemmer

**O4.5**

**Thinking inside the box: Children view number, diversity, and connections of parts as internal complexity cues**

Richard Ahl; Frank Keil

5:45pm – 7:00pm

**Poster Session 4 & Exhibits**