### Friday October 13, 2017

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

Symposium 1

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*
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
Oral Papers I  
Social and Moral Cognition

O1.1  
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  
Parallel Sessions
Symposium 5  
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

Cognitive Development Society Detailed Program – October 13 & 14, 2017
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
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
Language Development

O2.1 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
Saturday October 14, 2017

8:30am – 9:00am  Announcement and Awards

9:00am – 10:15am  Plenary Speaker
The role of personal and social identities in academic achievement: The Case of African American Adolescents”
Jacquelynne Eccles, University of California, Irvine

10:15am – 10:30am  Coffee Break

10:30am – 12:00pm  Plenary Symposium 2
The Relational Mind

Social Relational Learning
Stella Christie, Swarthmore College

The development of relational processing in infancy
Sue Hespos, Northwestern University

Analogical comparison and language in the development of relational cognition
Dedre Gentner, Northwestern University

Do you notice a pattern? Patterning, relational reasoning and mathematics knowledge
Bethany Rittle-Johnson, Vanderbilt University

12:00pm – 1:15pm  Lunch on Own or Lunch Workshops

1:15pm – 2:30pm  Poster Session 3 & Exhibits
Parallel Sessions

Symposium 9

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
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

Concepts, Categories, and Causal Learning

O3.1 Preschooler's Causal Hypothesis Testing Reveals Developmental Shifts in the use of Temporal and Pedagogical Information
Elizabeth Lapidow; Elizabeth Bonawtiz

O3.2 Selective attention and learning from interactive and noninteractive video: An eye movement study
Heather Kirkorian; Koeun Choi; Seung Heon Yoo; Roxanne Etta
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  Parallel Sessions  
Symposium 13  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
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
Oral Papers IV  Number, Space and Memory

O4.1  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