

SCHEDULE
Cognitive Development Society
Chapel Hill, NC, October 8-9, 1999

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FRIDAY, OCTOBER 8

9:00 a.m. - Carolina Inn - Hill Ballroom
Welcome and Opening Remarks
J. Steven Reznick and Peter A. Ornstein, University of North Carolina at Chapel Hill

9:15 - 10:15 - Carolina Inn - Hill Ballroom. Chair: Angeline Lillard, University of Virginia
Development of Intuitions about Mental Experiences
John Flavell, Stanford University

11:00 - 12:00 - Carolina Inn - Hill Ballroom. Chair: Douglas Frye, University of Pennsylvania
Emergentism in Cognitive Development
Nora Newcombe, Temple University

2:00 - 3:00 - Carolina Inn - Hill Ballroom. Chair: David Moore, Pitzer College
Psychological Studies of Experience: Canalization and Malleability of Species-Specific Auditory Preception in Ducklings
Gilbert Gottlieb, Center for Developmental Science, University of North Carolina at Chapel Hill

3:45 - 4:45 - Carolina Inn - Hill Ballroom. Chair: Amy Needham, Duke University
What Can Genetic Disorders Tell Us About Normal Cognitive Development?
Annette Karmiloff-Smith, Neurocognitive Development Unit, Institute of Child Health, London

5:30 - 7:00 - UNC Student Union - Great Hall - Reception and Poster Presentations

1. Understanding Location Memory Processes: Distinguishing Midline and Task-Dependent Frames of Reference. John P. Spencer & Alycia M. Hund, University of Iowa

2. Delay-dependent Biases in Young Children's Location Memory. Anne Schutte & John P. Spencer, University of Iowa

3. The Impact of School Day and Weekend Out-of-School Activities on Academic Achievement. Julie Floryan Moore, Beth Kurtz-Costa, & Judith Meece, University of North Carolina at Chapel Hill

4. Capacity, Strategies, Memory, and Recall: Constructs or Experimenter Constructions for Children of Different Ages. Darlene DeMarie & John Ferron, University of South Florida.

5. Global and Local Processing in Autism: The Role of Basic and Higher-order Attention. Jacob A. Burack, Grace Iarocci, Mafalda Porporino, & Hanna Kovshoff, McGill University, Canada

6. Children's Conservatism During Verb Learning. Jane Childers, Emory University & Max Planck Institute, Leipzig

7. Long-Term Benefits of the Abecedarian Study: Effects on Cognitive Development. Frances A. Campbell & Elizabeth P. Pungello, Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill

8. Relational Language Facilitates Spatial Mapping for Preschoolers. Jeffrey Loewenstein, Northwestern University

9. A Cross-Linguistic Study of Children's Learning of Object and Substance Words. Kaveri Subrahmanyam & Hsin-Hua Chen, California State University, Los Angeles
10. Continuing the Search for Inter-Task Consistency: A Possible New Approach to an Old Question. Jill Van Pelt & Deborah Best, Wake Forest University
11. "He Can't Because His Head's Asleep": Children's Beliefs about the Role of Conscious Control in Dreams and Imagination. Elizabeth A. Boerger & Jacqueline D. Woolley, University of Texas
12. Conceptual Influences on Adjective Acquisition. Melissa Koenig, Carolyn Cushing & Catharine Eshols, University of Texas at Austin
13. Children's Conceptions of Pictures. Glyn V. Thomas, Rebecca Nye, Mirtin Rowley, & Elizabeth J. Robinson, The University of Birmingham, UK
14. Evidence for the Phase Transition from Rule I to Rule II on the Balance Scale Task. Brenda R. J. Jansen & Han L. J. van der Maas, University of Amsterdam
15. The Development of a Differentiated Sense of the Future. William J. Friedman, Oberlin College
16. Cross-Cultural and Contextual Influences on Children's Illness Causality. Simone P. Nguyen and Karl S. Rosengren, University of Illinois at Urbana-Champaign
17. Children's Conceptions of the Characteristic Attributes of Members of Social Categories. Mark Bennett & Fabio Sani, University of Dundee, Scotland
18. A Two-Year Longitudinal Study of Deferred Imitation of Object Manipulation in an Enculturated Juvenile Chimpanzee (Pan Troglodytes) and Orangutan (Pongo Pygmaeus). David F. Bjorklund, Jessa Berling, & Patricia Ragan, Florida Atlantic University
19. Children's Inductive Inferences about Individuals. Chuck Keiloh, University of Wisconsin
20. The Role of Language in the Construction of Kind Concepts in Infancy. Fei Xu, Northeastern University
21. Two-Year-Olds' Representation of Familiar Event Sequences Tested With Appropriate Props and Placeholder Objects. Laraine McDonough, Brooklyn College and The City University of New York Graduate School
22. Children's Ability to Evaluate the Certainty of Inferential Knowledge. Bradford H. Pillow, Northern Illinois University
23. The Influence of Affective Meaning on Preschoolers' Judgments of Who Caused Prosocial And Antisocial Interpersonal Events. Roberta Corrigan, University of Wisconsin-Milwaukee
24. Components of Children's Map Use Skills: Examining Developmental Variability. Elisabeth Hollister Sandberg, Suffolk University & Kurt W. Fischer, Harvard University
25. Will the "Real" Winnie the Pooh Please Stand Up? Preschoolers' Conception of Identity in Fictional Characters. Grant Guthrie, Skidmore College, Kara Keajala, Saint Michael's College, Katherine Michos, Skidmore College, & Susan Gelman, University of Michigan
26. Emerging Autobiographies: The Relationship Between Preschooler's Development of Mental Representation and Personal Narrative Skills. Erica E. Kleinmochel & Douglas A. Behrend, University of Arkansas
27. Children's Books as a Source of Mental State Information. Jennifer R. Dyer, Marilyn Shatz, & Henry Wellman, University of Michigan
28. Avenues into Symbolic Understanding: The Role of Intentionality. Tanya Sharon, University of Illinois
29. Infant Attention in the Still-Face Procedure. Shayle Abdelkop & Janet Frick, University of Georgia
30. Relations Between Children's Theory of Mind and a Selective Attention Strategy. Melissa K. Welch-Ross, Georgia State University & Patricia H. Miller, University of Florida
31. The Role of Perceptual Similarity in the Exclusivity of Infants' Categories. Rebecca J. Ribar & Lisa M. Oakes, University of Iowa