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
Emergence in Cognitive Development
Nora Newcombe, Temple University

2:00 - 3:00 - Carolina Inn - Hill Ballroom
Chair: David Moore, Pitzer College
Psychological Studies of Experimental Canalization and Malleability of Species-Specific Auditory Perception 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 Schuetz & 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 Kartz-Conboy, & Judith Macc, University of North Carolina at Chapel Hill

4. Capacity, Strategic, Metamemory, and Recall: Constructs or Experimenter Constructions for Children of Different Ages. Darlene DeMattei & John Perrone, University of South Florida

5. Global and Local Processing in Autism: The Role of Basic and Higher-order Attention. Jacob A. Baratz, Grace Ioannou, Mahdi Hamadi, Jessica Porporino, & Hanna Kovalessky, McGill University, Canada

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

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

8. Relational Language Facilitates Spatial Mapping for Prechoolers. Jeffrey Loeveinstein, Northwestern University


10. Continuing the Search for Inter-Task Consistency: A Possible New Approach to an Old Question. Jill Van Pelt & Deborah Bost, Wake Forest University

11. "He Can't Because His Hair's Ache": Children's Beliefs about the Role of Conscious Control in Dreams and Imagination. Elizabeth A. Boller & Jacqueline D. Weir, University of Texas

12. Conceptual Influences on Adjective Acquisition. Melissa Kosnik, Carolyn Cushing & Carline Ellchols, University of Texas at Austin


14. Evidence for the Phase Transition from Rule I to Rule II on the Balance Scale Task. Brenda J. Jensen & Han L. J. van der Maas, University of Amsterdam

15. The Development of a Differentially Scanned Sense of the Future. William J. Friedman, Oberlin College

16. Cross-Cultural and Contextual Influences on Children's Illness Causality. Simone P. Nguyen & Karl S. Roan, University of Illinois at Urbana-Chamipaign

17. Children's Concepts of the Charactristic 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 P. Bjorklund, Janet Bering, & Patricia Ragan, Florida Atlantic University

19. Children's Inductive Inferences about Individuals. Chuck Kalish, University of Wisconsin

20. The Role of Language in the Construction of Kind Concepts in Infancy. Fei Xi, Northeastern University

21. Two-Year-Olds' Representation of Familiar Event Sequence Treated With Ageappropriate Props and Placeholder Objects. Lorraine 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 Prechlear's Judgments of Who Caused Prechlear's And Anonchical Interpersonal Events. Roberta Corrigan, University of Wisconsin-Milwaukee


25. Will the 'Real' Winnie the Pooh Please Stand Up? Prechlear's Concept of Identity in Fictional Characters. Grant Hunt, Skidmore College, Kara Khalifa, Saint Michael's College, Katherine Metz, Skidmore College, & Susan Galman, University of Michigan


27. Children's Books as a Source of Mental State Information. Jennifer R. Dyer, Marilyn Stace, & 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. Shylo Adelkup & 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 Infant's Categories. Rebecca J. Eilfit & Lisa M. Okes, University of Iowa