

October 12 – 14 Portland, Oregon

DoubleTree by Hilton Hotel Portland



Cognitive Development Society

@cogdevsoc
#CDS2017

www.cogdevsoc.org

Program at a Glance



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About CDS



The Cognitive Development Society (CDS) was incorporated in September 1999 in order to provide a unified voice for the wide range of scholars, practitioners, and others who are interested in change and continuity in the intellectual processes that support mental life.

Some CDS members are concerned with basic research or theory; others focus on policy issues and practical applications. Our range of interests includes cognitive development during all stages of life, and we seek to understand ontogenetic processes in both humans and nonhumans. Finally, our interests encompass typical as well as atypical development, and we attempt to characterize both biological and cultural influences on cognitive change and continuity.

The Cognitive Development Society has selected the Journal of Cognition and Development as its official journal. The relation is symbiotic in that the journal enhances the field of cognitive development by providing a prestigious forum for innovative research and theory. We look forward to a long and productive interaction with this new journal, and we urge our members to consider it as a showcase for their finest work.

Letter from the President



Welcome to the 2017 Meetings of the Cognitive Development Society.

I'm happy to welcome you to Portland and to thank you for attending.

The Society has come a long way from our first meeting in 1999 in Virginia Beach. We had 250 attendees then; this year, we will have over 800. We have added a fifth parallel presentation session, thereby allowing more attendees to participate in symposia or talks. Nevertheless, competition for slots remained very tight, with a rejection rate for oral presentations and symposia of over 70%. Fortunately, our very active poster sessions have allowed most members to present their work at the conference.

We have put together an exciting invited program. Our two plenary speakers, Susan Carey and Jacquelynne Eccles, are among the most influential researchers in their fields, and their presentations will highlight the current "state of the art" in cognitive development. Our invited symposia on the "Relational Mind" and "The Development of the Imagination" integrate different theoretical approaches and methods across issues that are of central interest in our field.

The pre-conference workshops have also grown substantially. We will hold seven workshops on Thursday. The workshops have become a popular way for people with common interests to learn about new research and new methods. Almost all of the workshops will be fully attended, thus indicating that many attendees find the extra day particularly worthwhile. A particularly notable workshop, "Communicating Big Ideas in Science", will focus on how cognitive development researchers can effectively communicate their work to the public. We thank the Jacobs Foundation for their generous support of this workshop.

I also want to extend a special welcome to the graduate students in attendance. We've put together special programming that is aimed specifically at students and includes lunches with leaders in the field. I think you will find that CDS is a wonderful venue for learning not only about cutting edge research but also about crucial aspects of professional development. With the help of the National Science Foundation, we have funded 27 travel grants for students from traditionally underrepresented groups.

It is impossible to thank all of the people who have helped to plan and organize the conference. I particularly want to thank the Program Chair, Melissa Koenig, and other members of the Program Committee. I also want to think the many board members and officers who have contributed greatly to the society. Finally, I also want to thank Marischal De Armond and Michelle Smith of Podium Conferences, who now serve as our secretariat and conference organizers.

One sad note: One of our founders, Steve Resnick, passed away last year. We remember Steve's devotion to our organization, and his enthusiastic participation at all of our previous conferences. He is deeply missed.

We have a tight schedule, but I hope you will find time to enjoy our host city, Portland. You will find that it is a diverse city with many cultural offerings, along with fantastic restaurants.

My term as President will end when the conference is complete. I have very much appreciated the honor of serving, and welcome Paul Harris as the new President.

Again, thank you for attending

David Uttal

President, Cognitive Development Society

CDS Leadership



Elected members govern the Cognitive Development Society. These members comprise the Board of Directors and Officers. The Society's Bylaws govern how the Board manages the Society.

Board Members are elected for either a six year term (Regular Members) or a two year term (Student Members). Society Officers have a range of terms, depending on the role.

OFFICERS

President: **David Uttal**, Northwestern University

President Elect: Paul Harris. Harvard Graduate School of Education.

Secretary: Melissa Koenig, University of Minnesota

Treasurer: **David Sobel**, *Brown University*

Past President: **Amanda Woodward**, *University of Chicago*

Editor of the Journal of Cognition and Development: Susan Graham, University of Calgary

BOARD MEMBERS

2011 - 17 Marianella Casasola, Cornell University Chuck Kalish, University of Wisconsin

2013 - 19 Vikram Jaswal, University of Virginia Amy Needham, Vanderbilt University

2015 - 21 Deb Kelemen, Boston University **Tamar Kushnir**, Cornell University

STUDENT BOARD MEMBERS

2015 - 17 Angie Johnston, Yale University **Steven Roberts**, University of Michigan

2017 PROGRAM COMMITTEE

Program Chair:

Melissa Koenig, University of Minnesota

Committee Members:

Deb Kelemen, Boston University Amy Needham, Vanderbilt University **Steven Roberts**, University of Michigan

CDS ADMINISTRATION

Association Secretariat & Conference Management

Podium Conference Specialists

- Marischal De Armond
- Alaina Laflamme
- Michelle Smith

CDS Leadership



MEMBERSHIP INFORMATION

CDS membership is open to students, post-docs, and principal investigators from around the world, specializing or interested in the change and continuity in the intellectual process that supports mental life. The CDS membership period is available in both one and two year terms and each is valid from January 1 – December 31.

BENEFITS

CDS membership includes the following benefits:

- Reduced registration fee for the CDS Bi-Ennial Conference
- The opportunity to present an abstract at the Bi-Ennial Conference
- Eligibility to run for a Board position and vote in Board/Society elections
- Email updates from the Society
- Access to the Journal of Cognition and Development

To become a CDS Member please visit us at the registration desk today.

Download The CDS

Mobile App



Navigate the 2017 event like a pro with the CDS mobile app, powered by Core-apps.

With the mobile app, you can:

- Stay organized with up-to-the-minute Exhibitor, Speaker, and Event information
- Receive important real-time communications from Show Organizers
- Build a personalized schedule and bookmark exhibitors
- Take notes and download event handouts and presentations
- Rate the sessions you attend and comment on them, too
- Find attendees and connect with your colleagues through Friends
- · Stay in-the-know and join in on social media
- Share your event photos and experiences with the Activity Feed
- Find Portland Local Places
- · And much, much more!

Downloading the App is Easy! SCAN:

For all other device types (including BlackBerry, Windows, and all other web browser-enabled devices): While on your smartphone, point your mobile browser to http://app.core-apps.com/cds2017 to be directed to the proper download version for your device.

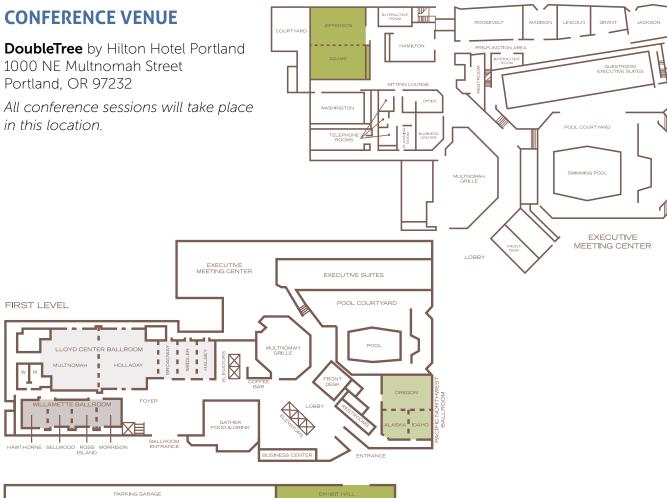




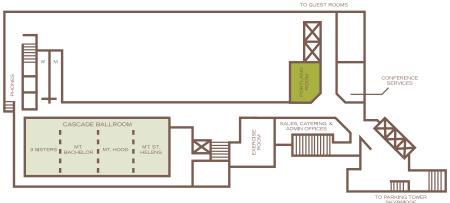
General Conference Information



1000 NE Multnomah Street Portland, OR 97232







General Conference Information



REGISTRATION

The conference registration fees include access to all sessions including plenary speaker and symposium, contributed sessions, poster sessions and the welcome reception. Registration also includes daily refreshment breaks.

NAME BADGES

Your name badge is your admission ticket to the conference sessions, coffee breaks, poster sessions and reception. Please wear it at all times. At the end of the Conference we ask that you recycle your name badge in one of the name badge recycling stations that will be set out, or leave it at the Registration Desk.

REGISTRATION AND INFORMATION DESK HOURS

The CDS Registration and Information Desk, located in the Lloyd Ballroom Foyer will be open during the following dates and times:

Thursday, October 12 7:30am to 8:00pm Friday, October 13 7:45am to 7:00pm Saturday, October 14 8:00am to 6:00pm

If you need assistance during the conference, please visit the Registration Desk.

POSTER INFORMATION

Set-Up / Removal

There are four Poster Sessions during the conference and posters have been allocated to one of the sessions based on poster themes. Poster presenters must set-up and remove their posters during the following times.

Poster Session 1 – Friday, October 13

Poster Hours: 1:15pm - 2:30pm Poster Set-up: 8:00am - 1:15pm

Removal of all posters immediately following the poster session at 2:30pm on October 13

Poster Session 2 - Friday, October 13

Poster Hours: 5:45pm - 7:00pm Poster Set-up: 4:00pm - 5:45pm Removal of all posters by: 7:00pm on October 13

Poster Session 3 – Saturday, October 14

Poster Hours: 1:15pm - 2:30pm Poster Set-up: 8:00am - 1:15pm Removal of all posters immediately following the

poster session at 2:30pm on October 14

Poster Session 4 - Saturday, October 14

5:45pm - 7:00pm **Poster Hours:** Poster Set-up: 4:00pm - 5:45pm

Removal of all posters by: 7:00pm on October 14

Information on Poster Authors, Poster Numbers and Poster Titles begins on page 34. Digital copies can be downloaded from the CDS Website. Posters can also be browsed using the CDS App by downloading the app from the Apple Store/Google Play Store. Please search for Cognitive Development Society in the App Store/ Google Play Store to download the app.

STAFF

CDS staff from Podium Conference Specialists can be identified by orange ribbons on their name badges. Feel free to ask any one of our staff for assistance. For immediate assistance please visit us at the Registration Desk.

General Conference Information



NEARBY AMENITIES:

Multnomah Grille – Opens at 6:00am daily in the DoubleTree by Hilton Hotel Portland

Gather Food & Drink – Open from 11:00am – 12:00am daily and is the DoubleTree's newest spot to sip, socialize and sample the best of local Northwest tastes.

Walgreens – 1620 NE Grand Avenue (10 minute walk)

Safeway Grocery – 1000 NE Broadway Street (10 minute walk)

Lloyd Center Shopping Mall – (5 minute walk) – Multiple restaurants, fast food locations and basic services available

The DoubleTree by Hilton Hotel Portland is a newly renovated hotel in the center of the upand-coming Lloyd District. With multiple food and beverage options and conveniently connected to the Portland MAX light rail, there is no shortage of dining, entertainment and social activities.



We specialize in planning, organizing and delivering exceptional international scientific, academic and research conferences.

Podium offers effective and efficient conference management solutions through a range of conference tools, conference planning, and conference marketing services.



Conference Management, Planning and Delivery

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A DIVISION OF De Armond Management



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Special Meetings, Workshops & Social Events



Thursday, October 12

5:30 - 7:00pm CDS Welcome Reception

Cascade Ballroom

Join us for appetizers and a cash bar! Meet up with old friends and make new acquaintances while preparing for the exciting few days of science and collaboration

7:00 - 10:00pm CDS Student Pub Night

Rontoms at 600 East Burnside Street

Join us to meet up with old friends and make some new ones! Rontoms has a wide range of options for food and drinks, including \$3 beers!

Government issued ID will be required in order to access the pub and the legal drinking age in Oregon is 21 years of age.

If you've picked up your name badge, make sure to wear it so everyone knows who you are!

Friday, October 13

12:00 – 1:15pm Burning Questions for the Professoriate Luncheon

Pre-registration is required Hawthorne/Sellwood Room

The lunch workshop provides an opportunity to network with new and established scientists and ask them your burning questions about the field, the job market, research practices, obtaining funding, and related topics.

12:00 – 1:15pm Coding, Sharing, and Reusing Video Data with Databrary and Datavyu

Pre-registration is required Ross Island/Morrison Room

Across age, context, and culture, children produce an extraordinary array of behaviors – speech, gestures, visual exploration, facial expressions, motor actions, and social interactions. Video captures much of the richness and complexity of children's behavior. Databrary capitalizes on the potential of video to accelerate the pace of discovery in developmental science. Attendees will learn how to use Databrary to manage their ongoing studies and to monitor progress in data collection and coding. They will learn about how using Datavyu, a free video-coding tool, can efficiently and powerfully reveal patterns of behavior other measures overlook or obscure.

Special Meetings, Workshops & Social Events



Saturday, October 14

8:00 - 8:30am What You Need to Know about NIH Funding: Training and Research Grants

Ross Island/Morrison Room

Looking for research or training grant funding? NICHD Program Directors, Kathy Mann Koepke and Lisa Freund, will present research priorities and tips to help you find your best research fit and be successful in getting training or research support, plus important NIH news you need to know about conducting research with human subjects.

12:00 – 1:15pm The Life-Cycle of a Developmental Study in an Open Science World

Pre-registration is required Ross Island/Morrison Room

How do we ensure the robustness, reproducibility, and replicability of scientific findings? The open science movement promotes using transparency at all stages of the research process to strengthen our confidence in our findings. This lunch will provide an introduction to how tools and ideas from open science can help with every stage of the research process, from pre-registration and project management through reproducible data analysis and open-access dissemination of findings. We'll examine the impact of each of these steps on a hypothetical developmental study, and end with a Q&A and open discussion.

12:00 - 1:15pm Promoting Diversity in Cognitive Developmental Science

Pre-registration is required Hawthorne/Sellwood Room

This lunch workshop will feature small-group discussions on a range of topics focused on the challenges and opportunities regarding diversity in cognitive developmental research. Topics will cover diversity in all the ways it interacts with developmental science – in the communities we work with, the members of our scientific teams, the places where we conduct our research, the ways we interpret our findings, etc.

Awards



With the generous support of our partners, NIH and Jacobs Foundation, CDS is pleased to announce the following awards.

STEVE REZNICK EARLY CAREER AWARD WINNER

Marjorie Rhodes, New York University Sponsored by: Jacobs Foundation and CDS



Our Promise to Youth

COGNITIVE DEVELOPMENT SOCIETY BOOK AWARD WINNERS

The Gardener and the Carpenter: What the New Science of Child Development Tells us About the Relations Between Parents and Children

Alison Gopnick

Farrar, Strauss, Giroux, 2016

Language at the Speed of Sight

Mark Seidenberg

Basic Books, 2017

COGNITIVE DEVELOPMENT SOCIETY JOURNAL AWARD WINNERS

2015: **LeBarton, E. S.**, **Goldin-Meadow, S.**, & **Raudenbush, S.** (2015). *Experimentally induced increases in early gesture lead to increases in spoken vocabulary.* Journal of Cognition and Development, 16(2), 199-220.

2016: **Nussenbaum, K.**, & **Amso, D.** (2016). An attentional Goldilocks effect: An optimal amount of social interactivity promotes word learning from video. Journal of Cognition and Development, 17(1), 30-40.



CDS held an open call for workshops and the following workshops were chosen to provide additional value to CDS delegates attending the biennial conference.

All the workshops will be held on Thursday, October 12th at the DoubleTree by Hilton Portland.

Onsite registration for the workshops can be done at the Registration Desk.

ALL DAY WORKSHOPS

9:00am - 5:00pm Ross Island Room

Question Asking in Childhood: Development, Continuity, and Constraints

Speakers: Katerina Begus, Maureen Callanan, Kathleen Corriveau, Mary Gauvain, Simona Ghetti, Paul Harris, Deb Kelemen, Jamie Jirout, David Klahr, Kelsey Lucca, Candice Mills, Azzura Ruggeri, Samuel Ronfard, Makeba Wilbourn, Imac Zambrana

While a large body of research has investigated children's acquisition of information through first-hand observation and experimentation, much less work has examined children's ability to elicit information from other people through question-asking. Children's ability to guery others is remarkable because it attests to their coordination of a range of complex cognitive capacities and because it allows them to initiate and redirect pedagogical exchanges. It is therefore a catalyst for their ability to learn from others. However, despite its importance for cognitive developmental theorizing and its implications for educational practice, relative to other aspects of children's exploratory behavior, research on children's questions has been sparse. The ability to ask questions is present in infancy but undergoes rapid development during the preschool and elementary school years. Domain general cognitive abilities support children's ability to ask informative questions while domain specific knowledge constrains the kind of information children seek. Despite clear age-related changes in their ability to use questions, individual children also differ substantially in their use of questions as an information-seeking strategy due to differences in their socio-cultural environments. This inter-disciplinary pre-conference brings together an international group of developmental scientists, cognitive psychologists, and educational psychologists at different career stages who have adopted diverse methods and theoretical frameworks in understanding question asking in childhood. The preconference aims to foster interdisciplinary connections and stimulate interest in and new research on curiosity and question asking.



8:30am - 5:00pm Digital Media & Cognitive Development

Morrison Room

Names and Contact information of the workshop organizers:

Dr. Rebekah Richert, University of California, Riverside, rebekah.richert@ucr.edu

Dr. Heather Kirkorian, University of Wisconsin-Madison, kirkorian@wisc.edu

Dr. Koeun Choi, University of California, Riverside, koeunc@ucr.edu

Invited Speakers:

Drs. David Uttal, Fran Blumberg, Georgene Troseth, Celeste Kidd, Rachel Flynn, Koeun Choi

Digital media represent a growing influence in children's lives that – to an increasing degree – crosscuts socioeconomic strata. This workshop on Digital Media and Cognitive Development comes at a critical time as researchers grapple with the theoretical and practical implications of digital media for cognitive development. This preconference will convene top scholars in cognitive development broadly and those who study the impact of digital media specifically. Additionally, this workshop will provide infrastructure for mentoring early career scholars who are interested in digital media and cognitive development. The current research landscape will be weighed in two panels of speakers: Direct and Indirect Learning from Digital Media (Panel 1) and Influence of Digital Media on Cognitive Development (Panel 2). The presenters will include leading researchers examining spatial learning and digital media (Dr. David Uttal), perceptions of learning while engaging in serious game play (Dr. Fran Blumberg), differences in device-supported interaction and parent social interaction in children's learning from interactive devices (Dr. Georgene Troseth), and how interactive features of games can support or inhibit curiosity (Dr. Celeste Kidd). Additionally, presenters will include emerging scholars in the areas of gaming and executive functioning (Dr. Rachel Flynn) and memory and transfer of learning from touchscreens (Dr. Koeun Choi). Workshop attendees will have the opportunity to share their own research in a number of ways, such as during poster and data blitz sessions. Additionally, the schedule includes opportunities for networking and mentoring, such as during an escalator session that is designed to mix junior scholars, emerging scholars, and top researchers in small discussion groups.



8:00am - 5:00pm Developing Theories for Naive Sociology

Sellwood Room Chairs:

Ashley Thomas & Elizabeth A Enright

Speakers:

Alison Gopnik, Renée Baillargeon, Alan Fiske, Lotte Thomsen, Andrew Scott Baron, Kiley Hamlin, Susan Gelman, Lawrence Hirschfeld

In this pre-conference, we ask how best to further our understanding of `naive sociology'. (Baillargeon et al., 2015; Hirschfeld, 1999; Kaufmann & Clément, 2014; Thomsen & Carey, 2013). Distinct from "naïve psychology" which allows us to infer an individual's beliefs, preferences, goals etc., "naïve sociology" allows us to infer the relationships between people—for example you might see two people and infer they are friends, or see two people and infer that one person is `the boss' of another person. Prompted from a growing body of empirical work on the subject (e.g. Powell & Spelke, 2013, Burns & Sommerville, 2014; Hamlin, Mahajan, Liberman, & Wynn, 2013; Mascaro & Csibra, 2014; Pun, Birch, & Baron, 2016; Thomsen, Frankenhuis, Ingold-Smith, & Carey, 2011). The goal of this pre-conference is to bring together scholars in the field to (1) present how they frame 'naive sociology', (2) define what they see as the most pressing questions moving forward. We hope to foster discussion and debate, and to encourage new empirical work and theory-building in the area.



MORNING WORKSHOPS

Broadway Room Cultures

9:00am - 12:00pm The Coexistence of Contradictory Explanations Across Development and

Speakers:

Andrew Shtulman, Cristine Legare, Karl Rosengren, Deborah Zaitchik, Joshua Rottman, Tamsin German

Conceptual development has traditionally been viewed as a process of replacement: scientific explanations of natural phenomena replace intuitive ones, natural explanations replace supernatural ones. A wealth of new research suggests that this view is incorrect – that conceptual development is a process of collecting explanations rather than replacing one explanation with another, even when the explanations at hand are logically incompatible. For any phenomenon (e.g., illness, death, adaptation, consciousness), humans have several ways of explaining that phenomenon, including scientific explanations, religious explanations, and folk explanations. These explanations are available not just to different individuals within a society, but to the same individual; they coexist within a single mind. In this workshop, we will explore the phenomenon of explanatory coexistence across domains (biology, physics, religion), populations (children, scientists, Alzheimer's patients), and cultures (China, Vanuatu, Mexico). The presenters are six developmental psychologists breaking new ground in the study of explanatory coexistence: Tamsin German (University of California Santa Barbara), Cristine Legare (University of Texas Austin), Karl Rosengren (University of Wisconsin Madison), Joshua Rottman (Franklin & Marshall College), Andrew Shtulman (Occidental College), and Deborah Zaitchik (Harvard University). We will review the evidence for explanatory coexistence, discuss the implications of explanatory coexistence for theories of knowledge representation and knowledge acquisition, and brainstorm future directions for studying the causes and consequences of explanatory coexistence



Hamilton Room

9:00am - 12:00pm Collaborative Replication in Developmental Psychology

Speakers:

Elika Bergelson, Michael C Frank, Rebecca Lundwall, Rhodri Cusack, Charles Ebersole, Kiley Hamlin, Justin Wood

In the last five years issues of replicability and reproducibility have come to the forefront in the social sciences. In psychology especially, a growing body of evidence suggests that limited sample sizes, flexible analytic strategies, and a lack of pre-specified study expectations have all contributed to a lower-than-ideal rate of replication. Although these issues are likely widely present in developmental research, and indeed even likely exacerbated by the difficulties of working with young participants, they have been discussed much less. This preconference will present the ManyBabies project, a collaborative replication project in developmental psychology. The first ManyBabies study, a large-scale replication of infants' preference for Infant-Directed Speech (IDS), is currently ongoing. We will discuss how this project not only provides evidence on the magnitude and robustness of a particular effect, but also helps us to quantify both methodological and cultural variability in this effect. In addition, we will discuss our efforts to build a best-practices template for infancy research more generally. The goals of the workshop are both to situate the ManyBabies project amongst other ongoing collaborative projects and to provide specific guidance (in the form of dos-and-don'ts) for researchers (from students to Pls) who are interested in getting involved with large-scale collaborations. Attendees will leave with better understanding of several efforts currently underway for expanding collaboration and replicability efforts across areas of developmental science, and actionable steps for taking advantage of resources and knowledge often siloed in individual labs.



AFTERNOON WORKSHOPS

Hamilton Room

12:30 - 5:30pm The Ontogenetic Origin of Abstract Combinatorial Thought

Speakers:

Susan E Carey, Dedre Gentner, Roman Feiman, Sue Hespos

Presupposing a representational/computation theory of mind leaves open what principled distinctions there are among kinds of representational systems exist. The adult human conceptual repertoire is a unique phenomenon earth. Human adults build hierarchical representations on the fly, distinguishing 'Molecules are made of tiny atoms' (True) from 'Atoms are made of tiny molecules' (False). It is unknown whether non-linguistic creatures are capable of representing structured propositions in terms of hierarchical structures formulated over abstract variables, assigning truth values to those propositions, or are capable of abstract relational thought. The present workshop concerns the ontogenetic origins of these capacities. Ever since Descartes (at least) some philosophers have argued that sensorimotor and perceptual representations are fundamentally different from linguistic ones, and are the only representational systems that are available to human infants. These discussions point to human language, and the conceptual representations that human language makes possible, as possibly fundamentally different from the other representational capacities of animals and prelinguistic infants. On this proposal, human language is the key to understanding the human conceptual repertoire and the human capacity for language-like, combinatorial thought with complex logical form, such that the latter type of representation emerges in ontogenesis only upon the mastery of language. The workshop will be organized around two case studies of theoretical proposals concerning the putative joint in nature between pre-linguistic representations and linguistic ones with overlapping content (Case 1: abstract relations; Case 2: propositions and logical connectives.) The workshop will explore how we can bring data to bear on whether, prior to mastering the relevant aspects of natural language, infants have representations with properties on the language-like side of the putative joint in nature.



1:00 - 5:00pm Communicating Big Ideas in Science

Broadway Room

Confirmed Presenters:

Alison Gopnik, Department of Psychology, University of California Berkeley **Kathy Hirsh-Pasek**, Department of Psychology, Temple University **Andrew Shtulman**, Department of Psychology, Occidental College

Cognitive developmental psychologists are experts on topics that the general public cares about and wants to know more about: learning, memory, language, attention, imagination, play, cooperation, parenting, education. This workshop is intended to help the members of our community communicate more effectively with the general public. All forms of communication will be considered, from books to blogs, opeds to tweets. Workshop attendees will circulate through three salons, discussing venues and formats for communicating our research to a nonacademic audience, strategies for working with journalists and other media contacts to promote our work, and best practices for communicating our ideas through social media. The workshop will include presentations by three cognitive developmental psychologists who have experience communicating academic research beyond the confines of academia: **Alison Gopnik**, Professor of Psychology at the University of California Berkeley and author of The Philosophical Baby: What Children's Minds Tell Us About Truth, Love, and the Meaning of Life and The Gardener and the Carpenter: What the New Science of Child Development Tells Us About the Relationship Between Parents and Children; Kathy Hirsh-Pasek, Professor of Psychology at Temple University and author of Becoming Brilliant: What Science Tells Us About Raising Successful Children and Einstein Never Used Flashcards: How Our Children Really Learn and Why They Need to Play More and Memorize Less; and Andrew Shtulman, Associate Professor of Psychology at Occidental College and author of Scienceblind: Why Our Intuitive Theories About the World Are So Often Wrong.



Friday, October 13

8:30 - 9:00am OPENING REMARKS

9:00 - 10:15am PLENARY SPEAKER

Lloyd Ballroom Relations Between Conceptual Development and Executive Function: In

Dialog with Jean Piaget

Susan Carey, Harvard University

10:15 - 10:30am Coffee Break

10:30am - 12:00pm PLENARY SYMPOSIUM 1

Lloyd Ballroom The Development of the Imagination

The Batman Effect

Stephanie Carlson, University of Minnesota - Twin Cities

Inconceivable! How Children Mistake Failures of Imagination for Insights

into Necessity

Andrew Shtulman, Occidental College

Paracosms: The Imaginary Worlds of Middle Childhood

Marjorie Taylor, University of Oregon

The plodding imagination of young children

Paul Harris, Harvard University

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

1:15 - 2:30pm POSTER SESSION 1 & EXHIBITS

Exhibit Hall

2:30 - 4:00pm

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

2:30 – 2:55pm How can I help? 24- to 48-month-olds provide help specific to the cause

of others' failed actions

Sophie Bridgers¹, Sara Altman¹, Hyowon Gweon¹

¹Stanford University

Friday, Oct 13



2:55 – 3:20pm I can do it myself: Domesticated dogs prioritize independent problem-

solving over looking back

Angie Johnston¹, Linda Chang², Laurie Santos¹

¹Yale University, ²Harvard University

3:20 – 3:45pm How do causal knowledge and sensitivity to intentions influence copying

behavior in children, capuchin monkeys and dogs?

Emma Tecwyn¹, Amanda Seed², Daphna Buchsbaum³

¹Cardiff University, ²University of St. Andrews, ³University of Toronto

3:45 – 4:00pm Integrating Perspectives on Social-Causal Reasoning

Cristine Legare¹

¹The University of Texas at Austin

2:30 – 4:00pm

SYMPOSIUM 2

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

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

2:30 - 2:50pm Talking about the mind across three different language contexts and two

cultures

Mele Taumoepeau¹, Sanam Sadeghi¹, Ashlie Nobilo¹

¹University of Otago

2:50 - 3:10pm Telling Stories At Home: How Pretend and Narrative Support Children's

Early Cognitive Development

Amanda Brown¹, Rebecca Frausel¹, Lindsey Richland¹, Susan Levine¹,

Susan Goldin-Meadow¹

¹The University of Chicago

3:10 – 3:30pm Pedagogical questions during parent-child interactions correlate with

children's causal learning and exploration

Yue Yu¹, Elizabeth Bonawitz¹, Patrick Shafto¹

¹Rutgers University-Newark

Friday, Oct 13



3:30 – 3:50pm Improving Young Children's Spontaneous Focus on Number Through

Guided Parent-Child Interactions in a Children's Museum

Emily Braham¹, Melissa Libertus¹, Koleen McCrink²

¹University of Pittsburgh, ²Barnard College

3:50 - 4:00pm Discussion

2:30 – 4:00pm SYMPOSIUM 3

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

formulation

Chair: Nora S Newcombe, Temple University

2:30 – 2:50pm The neural representation of directions and borders in developing rats

Thomas Wills¹, Francesca Cacucci¹

¹University College London

2:50 - 3:10pm Children's use of asymmetry and illusory depth as cues for reorientation

Anna Shusterman¹, Andrew Ribner², John Pacheco¹, Julian Waddell¹

¹Wesleyan University, ²New York University

3:10 - 3:30pm Modularity of geometric processing? Children's reorientation behavior as

a case study

Sami Yousif¹, Stella Lourenco²

¹Yale University, ²Emory University

3:30 – 3:50pm A New Paradigm Showing the First Direct Evidence of Cue Integration in

Reorientation

Alexandra Twyman¹, Mark Holden¹, Nora Newcombe²

¹University of Nebraska-Lincoln, ²Temple University

3:50 - 4:00pm Discussion

Friday, Oct 13



2:30 – 4:00pm *At St Helens Room*

SYMPOSIUM 4

New Contributions to the Development of Intergroup Attitudes in Childhood

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

2:30 – 2:52pm Exposure to Nonverbal Bias Can Create Prejudice Among Preschool Children

Allison Skinner¹, Kristina Olson², Andrew Meltzoff²
¹Northwestern University, ²University of Washington

2:52 – 3:14pm Building Bias: Children use statistical social information to reason about

social preferences

Isobel Heck¹, Tamar Kushnir¹, Katherine Kinzler¹

¹Cornell University

3:14 - 3:36pm Parents' Discomfort Drives Children's Decreasing Endorsement of Racial

(but not Gender) Stereotypes

Katharine Scott¹, Elizabeth Brey², Rista Plate¹, Kristin Shutts¹, Patricia

Devine¹

¹University of Wisconsin-Madison, ²University of Hawaii at Manoa

3:36 – 4:00pm Social exclusion in intergroup peer contexts: Disentangling wealth and

race

Amanda Burkholder¹, Victoria Gordon¹, Melanie Killen¹

¹University of Maryland

2:30 – 4:00pm 3 Sisters/Mt Bachelor

ORAL PAPERS I

Social and Moral Cognition

Chair: Melissa Koenig, University of Minnesota

2:30 – 2:48pm Collaboration benefits active learning in older children, but not younger

children

Andrew Young¹

¹Occidental College

2:48 - 3:06pm Children's Views on the Acceptability of Revenge

Craig Smith¹, Daniel Hartlep¹

¹University of Michigan

Friday, Oct 13



3:06 – 3:24pm 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 Baker¹, Samantha Bordoff¹, Jessica Murray¹, Erica Shudt¹, Rebecca Swartz¹, Tara Caemmerer¹, Arooba Yousef¹

¹University at Albany, State University of New York

3:24 – 3:42pm The relation between single-parent status, subjective socioeconomic

status, and children's executive function and theory of mind: Possible

advantage to disadvantage?

Jessica Murray¹, Erin Baker¹, Samantha Bordoff¹, Tara Caemmerer¹, Erica

Shudt¹, Rebecca Swartz¹, Arooba Yousaf¹

¹University at Albany, State University of New York

3:42 – 4:00pm More optimistic than adults? Children make optimistic future predictions for both themselves and others

Laura Hennefield¹, Lori Markson¹
¹Washington University in St Louis

TRANSITION TIME

4:15 – 5:45pm

SYMPOSIUM 5

Mind in motion: The development of cognitive processes in real time Chairs: Bennet I Bertenthal, Indiana University & Jeffrey J Lockman, Tulane University

4:15 – 4:35pm The neural dynamics of the "mysterious midline barrier" in infants' goaldirected reaching

Bennett Bertenthal¹, Megan Read¹, Rebecca Hailperin-Lausch¹, Elizabeth daSilva¹

¹Indiana University

4:35 – 4:55 pm Neural patterns underlying the development of planning in tool use

Ori Ossmy¹, Brianna Kaplan¹, Karen Adolph¹

¹New York University

4:55 – 5:15pm Object fitting by preschool children: The dynamics of spatial coordination

Jeffrey Lockman¹, Wendy Jung¹, Bjoern Kahrs¹

¹Tulane University

Friday, Oct 13



4:15 – 5:35pm The development of the neural systems that support production and

perception of handwritten forms

Karin James¹, Sophia Vinci-Booher¹

¹Indiana University

5:35 - 5:45pm Discussion

4:15 – 5:45pm SYMPOSIUM 6

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

Probability Judgements

Chair: Shaun O'Grady, UC Berkeley

Discussant: Elizabeth Brannon, University of Pennsylvania

4:15 – 4:35pm Proportional and Probabilistic Reasoning in Primates and Children

Emily Szkudlarek¹, Elizabeth Brannon¹

¹University of Pennsylvania

4:35 – 4:55pm Proportional Matching and Probability Judgement: Related yet Different

Ty Boyer¹, Lindsey Bradley¹, Natalie Branch¹

¹Georgia Southern University

4:55 - 5:15pm Both Numerical and Visuo-spatial Features Influence Binary Probability

Judgments Across Development

Shaun O'Grady¹, Fei Xu¹

¹UC Berkeley

5:15 - 5:45pm Discussion

4:15 – 5:45pm Holladav Room **SYMPOSIUM 7**

How an Understanding of Kinship and Friendship Influences Children's

Social Judgments

Chair: Julia Marshall, Yale University

4:15 – 4:35pm Four-year-old children favor kin when the stakes are higher

Annie Spokes¹, Elizabeth Spelke¹

¹Harvard University

4:35 – 4:55pm Toddlers' expectations for social partners to respond to each other's

distress

Amanda Mae Woodward¹, Jonathan Beier¹

¹University of Maryland

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Cognitive
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4:55 – 5:15pm The Developing Appreciation of the Moral Significance of Close

Relationships

Julia Marshall¹, Karen Wynn¹, Paul Bloom¹

¹Yale University

5:15 – 5:35pm The social value of secrets: children use disclosure of personal

information to make inferences about patterns of friendship

Zoe Liberman¹, Alex Shaw²

¹University of California Santa Barbara, ²University of Chicago

5:35 - 5:45pm Discussion

4:15 – 5:45pm Mt St Helens Room **SYMPOSIUM 8**

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

attitudes toward risk

Chair & Discussant: Katherine McAuliffe, Boston College

4:15 – 4:35pm Cross-cultural variation in children's risk and time preferences

Dorsa Amir¹, Matthew Jordan¹, Katherine McAuliffe², Claudia Valeggia¹,

Lawrence Sugiyama³, Richard Bribiescas¹, Yarrow Dunham¹

¹Yale University, ²Boston College, ³University of Oregon

4:35 – 4:55pm Risk of personal loss drives children's effort to protect common goods: a

cross-cultural behavioral study

Aleah Bowie¹, Jingzhi Tan¹, Wen Zhou¹, Tara Stoinski², Brian Hare¹

¹Duke University, ²The Diane Fossey Gorilla Fund

4:55 – 5:15pm Risk taking among Hadza hunter-gatherer children

Alyssa Crittenden¹, Victoria Tobolsky², Coren Apicella³

¹University of Nevada, Las Vegas, ²Harvard University, ³University of

Pennyslvania

5:15 - 5:45pm Discussion

Friday, Oct 13



4:15 – 5:45pm 3 Sisters/Mt Bachelor Room **ORAL PAPERS II**

Language Development

Chair: Marianella Casasola, Cornell University

4:15 – 4:33pm A Playful Context Enhances Bilingual and Monolingual Preschoolers'

Motivation and Private Speech

Jeremy Sawyer¹

¹The Graduate Center, CUNY

4:33 – 4:51pm Moving from unknown to known: Developmental differences and

changes in neural oscillatory processing as a word is learned

Julie Schneider¹, Alyson Abel², Mandy Maguire¹

¹University of Texas at Dallas, ²San Diego State University

4:51 – 5:09pm Are Infants' Information Seeking Gestures Specialized for Early Word

Learning?

Kelsey Lucca¹, Makeba Wilbourn¹

¹Duke University

5:09 – 5:27pm The role of information structure in children's comprehension of

complex sentences - testing two hypotheses

Laura de Ruiter¹, Elena Lieven¹, Silke Brandt², Anna Theakston¹

¹University of Manchester, ²Lancaster University

5:27 - 5:45pm More than maternal sensitivity: A longitudinal investigation of parent-

child interaction, early language, and executive function

Lillian Masek¹, Staci Weiss¹, Kathy Hirsh-Pasek¹, Roberta Golinkoff²

¹Temple University, ²University of Delaware

5:45 - 7:00pm POSTER SESSION 2 & EXHIBITS

Exhibit Hall

Saturday, Oct 14



Saturday, October 14

8:30 - 9:00am ANNOUNCEMENTS AND AWARDS

9:00 – 10:15am PLENARY SPEAKER

Lloyd Ballroom The role of personal and social identities in academic achievement:

The Case of African American Adolescents

Jacquelynne Eccles, University of California, Irvine

10:15 - 10:30am Coffee Break

10:30 - 12:00pm PLENARY SYMPOSIUM 2

Lloyd Ballroom The Relational Mind

Analogical comparison and language in the development of relational

cognition

Dedre Gentner, Northwestern University

The development of relational processing in infancy

Sue Hespos, Northwestern University

Social Relational Learning

Stella Christie, Swarthmore College

Do you notice a pattern? Patterning, relational reasoning and

mathematics knowledge

Bethany Rittle-Johnson, Vanderbilt University

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

1:15 - 2:30pm POSTER SESSION 3 & EXHIBITS

Exhibit Hall

2:30 – 4:00pm

SYMPOSIUM 9

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

Chair: Samuel Ronfard, Boston University

2:30 – 2:52pm Genetic contributions to over-imitation in early childhood

Samuel Ronfard¹, Susan Fenstermacher², Deborah Kelemen¹, Kimberly Saudino¹

D 1 11 ' '1 211 ' '1

¹Boston University, ²University of Vermont

2:52 – 3:14pm The influence of communication and prior knowledge on overimitation

Hanna Schleihauf¹, Sabina Pauen², Stefanie Hoehl¹

¹Max Plack Institute for Cognitive and Brain Science, ²Heidelberg University

Saturday, Oct 14



3:14 – 3:36pm 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 Clegg¹, Nicole Wen², Cristine Legare²

¹Texas State University, ²The University of Texas at Austin

3:36 – 4:00pm The role of personality on children's copying and innovation propensity:

Conscientiousness, Agreeableness and Openness matter

Bruce Rawlings¹, Emma Flynn¹, Rachel Kendal¹

¹Durham University

2:30 – 4:00pm Holladay Room

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

2:35 – 2:50pm Translating cognitive developmental theory to improve children's

understanding of counting

Nicole McNeil¹, Connor O'Rear¹, Lori Petersen, Alexandria Viegut¹,

Alexandra Bohnsack¹, Alexander Boehm¹

¹University of Notre Dame

2:50 – 3:05pm Using Cognitive Science to Inform the Design of Math Apps

Geetha Ramani¹, Erica Zippert², Emily Daubert¹, Nicole Scalise¹

¹University of Maryland, College Park, ²Vanderbilt University

3:05 – 3:20pm Effects of Spatial Training on Elementary Mathematics

Kelly Mix¹, Susan Levine², Yi-Ling Cheng³

¹University of Maryland, ²University of Chicago, ³Michigan State University

3:20 – 3:35pm Using principles from Cognition and Learning to Develop Fraction

Knowledge in Struggling Middle Schoolers

Christina Barbieri¹, Nancy Jordan¹, Nancy Dyson¹, Jessica Rodrigues²

¹University of Delaware, ²University of Southern California

3:35 - 4:00pm Discussion

Saturday, Oct 14



2:30 – 4:00pm

SYMPOSIUM 11

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

Chair: Christina Schonberg, UCLA

2:30 – 2:52pm Developmental changes in the effects of referential context on label

learning

Dylan Antovich¹, Katharine Graf Estes¹

¹University of California, Davis

2:52 - 3:14pm Linking "Useful" Input Properties With Early Noun Production

Elika Bergelson

3:14 – 3:36pm Monolingual and Bilingual Toddlers' Use of Pragmatic and Object Cues

in Word Learning

Christina Schonberg¹, Catherine Sandhofer¹, Scott Johnson¹

¹UCLA

3:36 – 4:00pm Children gesture when words are slow to come

Daniel Yurovsky¹, Nicole Burke¹, Amanda Woodward¹, Susan Goldin-

Meadow¹

¹University of Chicago

2:30 – 4:00pm Mt St Helens Room

SYMPOSIUM 12

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

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

University

2:30 – 2:50pm The development of children's thinking about a social contract

Katherine Kinzler¹, Jessica Bregant², Alex Shaw²

¹Cornell University, ²University of Chicago

2:50 – 3:10pm Children's and adults' perceptions of incarceration

James Dunlea¹, Larisa Heiphetz¹

¹Columbia University

3:10 – 3:30pm The essentialist origins of concepts of national identity

Andrei Cimpian¹, Larisa Hussak²

¹New York University, ²University of Illinois

Saturday, Oct 14



3:30 – 3:50pm Parental political ideologies relate to variation in the processes that

drive costly punishment in early childhood

Marjorie Rhodes¹

¹New York University

3:50 - 4:00pm Discussion

2:30 – 4:00pm OR

ORAL PAPERS III

Concepts, Categories, and Causal Learning

Chair: David Sobel, Brown University

2:30 – 2:48pm Preschooler's Causal Hypothesis Testing Reveals Developmental Shifts

in the use of Temporal and Pedagogical Information

Elizabeth Lapidow¹, Elizabeth Bonawtiz²

¹Rutgers University-Newark, ²Rutgers University

2:48 – 3:06pm Selective attention and learning from interactive and noninteractive

video: An eye movement study

Heather Kirkorian¹, Koeun Choi², Seung Heon Yoo¹, Roxanne Etta¹

¹University of Wisconsin-Madison, ²University of California-Riverside

3:06 – 3:24pm Using automated controlled rearing to explore the origins of object

concepts

Justin Wood¹

¹University of Southern California

3:24 – 3:42pm Categorization of negative facial expressions in late infancy

Ashley Ruba¹, Andrew Meltzoff¹, Betty Repacholi¹

¹University of Washington

3:42 – 4:00pm Developmental Precursors to Essentialism: Infants' Internal Property

Bias

Erik Cheries¹, Hernando Taborda-Osorio¹

¹UMass Amherst

TRANSITION TIME

Saturday, Oct 14



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

4:20 – 4:40pm Educational Media Supports for Low-Income Preschoolers? Vocabulary Development

Susan Neuman¹, Kevin Wong¹, Rachel Flynn², Tanya Kaefer³

¹New York University, ²Northwestern University, ³Lakehead University

4:40 – 5:00pm Story Talk: A Cognitive Research-based Vocabulary Intervention for Preschoolers

Barbara Wasik¹, Annemarie Hindman¹

¹Temple University - Of The Commonwealth System of Higher Education

5:00 - 5:20pm The joy of vocabulary learning: A Preschool reading and play intervention

> Kathy Hirsh-Pasek¹, Emily Hopkins¹, Molly Scott¹, Jacob Schatz¹, Tamara Toub¹, David Dickinson², Molly Collins², Jessica Lawson², Roberta Michnick Golinkoff³, Rebecca Dore³, Marcia Shirilla³

¹Temple University, ²Vanderbilt University, ³University of Delaware

5:20 - 5:45pm Discussion

4:15 - 5:45pm

SYMPOSIUM 14

New insights into emotion understanding in infancy and early childhood Chair: Yang We, MIT

4:15 – 4:35pm Pre-verbal Infants Perceive Emotional Facial Expressions Categorically

Disa Sauter¹, YongQi Cong¹, Caroline Junge², Evin Aktar³, Maartje Raijmakers¹, Anna Franklin⁴

¹University of Amsterdam, ²Utrecht University, ³University of Leiden, ⁴University of Sussex

4:35 – 4:55pm Infants and preschoolers discriminate and search for probable eliciting causes of diverse positive emotions

Yang Wu¹, Paul Muentener², Laura Schulz¹

¹MIT, ²Tufts University

Saturday, Oct 14



Preschoolers engage in emotional perspective taking during language processing
Melanie Khu ¹ , Craig Chambers ² , Susan Graham ¹
¹ University of Calgary, ² University of Toronto
A pleasant surprise: Children use probability to infer people's surprise and happiness
Tiffany Doan ¹ , Ori Friedman ¹ , Stephanie Denison ¹
¹ University of Waterloo
Discussion
SYMPOSIUM 15

Adams/Jefferson Room	Memory consolidation and learning across early childhood Chair: Angela Xiaoxue He, Boston University
4:15 – 4:35pm	Consolidation is key for bootstrapping segmentation
	Michelle Sandoval, Rebecca Gomez ¹

	¹ University of Arizona
4:35 – 4:55pm	Children's forgetting of words mapped via mutual exclusivity
	Catherine DeBrock ¹ , Haley Vlach ¹
	¹ University of Wisconsin-Madison
4:55 – 5:15pm	Two-year-olds consolidate verb meanings during a nap

Angela Xiaoxue He¹, Sandra Waxman², Sudha Arunachalam

¹Boston University, ²Northwestern University

5:15 – 5:35pm Declarative memory consolidation over naps in early childhood

Rebecca Spencer¹

¹University of Massachusetts, Amherst

5:35 - 5:45pm Discussion

Saturday, Oct 14



4:15 - 5:45pm

SYMPOSIUM 16

Environmental influences on children's intergroup cognition **Chair: Lori Markson**, Washington University

4:15 – 4:35pm The influence of a diverse environment on children's social generalization

Stella Christie¹, Rongzhi Liu¹

¹Swarthmore College

4:35 – 4:55pm The effects of diversity and segregation on children's inferences about others' racial attitudes

Arianne Eason¹, Cheryl Kaiser¹, Jessica Sommerville¹

¹University of Washington

4:55 – 5:15pm Effects of Diversity on Children's Learning and Trust

Hyesung Grace Hwang¹, Lori Markson¹

¹Washington University in St. Louis

5:15 – 5:35pm Predictors of Children's Willingness to Engage in Cross-Race Friendships

Amber Williams¹, Rebecca Bigler²

¹California Polytechnic State University, ²University of Texas at Austin

5:35 - 5:45pm Discussion

4:15 - 5:45pm

ORAL PAPERS IV

Number, Space and Memory

Chair: Chuck Kalish, University of Wisconsin-Madison

4:15 – 4:33pm Interactions of Space and Arithmetic: Operational Momentum in Preschool Children

> Koleen McCrink¹, Hannah Dunn¹, Nicole Bernstein¹, Viola Macchi Cassia², Hermann Bulf², Maria Dolores de Hevia³

¹Barnard College, Columbia University, ²Universita de Milano Bicocca, ³Universite Paris Descartes

4:33 – 4:51pm 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 Eales¹, Angela Lukowski¹

¹University of California, Irvine

Saturday, Oct 14



4:51 - 5:09pm The effect of perceived threat to freedom of choice on children's

preference for scarcity

Kathryn Harper¹, Lili Ma¹

¹Ryerson University

5:09 – 5:27pm Expectations about color categories inform preschooler's recall

Carla Macias¹, Elizabeth Bonawitz¹, Kimele Persaud², Pernille Hemmer²

¹Rutgers University- Newark, ²Rutgers University-New Brunswick

5:27 – 5:45pm Thinking inside the box: Children view number, diversity, and

connections of parts as internal complexity cues

Richard Ahl¹, Frank Keil¹

¹Yale University

5:45 - 7:00pm POSTER SESSION 4 & EXHIBITS

Exhibit Hall

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About the Poster Sessions:

The Cognitive Development Society is pleased to present a wide range of current research through the poster sessions. The posters have been divided over four sessions, with each session on display for a dedicated period of time.

POSTER SESSION 1

Friday, October 13, 2017, 1:15pm - 2:30pm

POSTER SESSION 2

Friday, October 13, 2017, 5:45pm - 7:00pm

POSTER SESSION 3

Saturday, October 14, 2017, 1:15pm - 2:30pm

POSTER SESSION 4

Saturday October 14, 2017, 5:45pm - 7:00pm

The poster board numbers work in the following way:

Session – Theme – Board Number (ex. 1-A-1)

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- A Cognition in Applied Contexts
- B Cognitive Foundations: Memory, EF, Attention, Action
- C Concepts, Categorization, Causal Learning
- D Cultural Learning
- **E** Language Development
- F Moral Development
- G Number, Spatial Cognition, Relational Reasoning
- Social Cognition

POSTER SESSION 1

FRIDAY, OCTOBER 13, 2017, 1:15PM - 2:30PM

A – Cognition in Applied Contexts

1-A-1 Children's Narrative Reflections Reveal Engineering Learning during Tinkering Activities in a Children's Museum

Diana Acosta¹, Maria Marcus², Lauren Pagano¹, Meriem Sadoun¹, Autumn Crowe¹, Catherine Haden¹, David Uttal² ¹Loyola University Chicago, ²Northwestern University

1-A-2 Timed Tests and Math Anxiety as Factors Affecting Elementary School Math Performance

Jonathan Emmons¹, Caitlin Brez¹ ¹Indiana State University

Thinking About Data: The Effect of Warm-up Tasks on Covariation Strategy Use

Victoria Jay, Christopher Osterhaus¹, Martha Alibali² ¹University of Munich (LMU), ²University of Wisconsin-Madison

1-A-4 Assessing Conceptual Understanding of Algebra

Abbey Loehr¹, Bethany Rittle-Johnson¹, Jon Star², Jane Kang², Kelley Durkin¹

¹Vanderbilt University, ²Harvard University

Fostering Grit: Perceived School Goal-Structure Predicts Growth in Grit and Grades

Daeun Park¹, Alisa Yu², Rebecca Nyquist³, Eli Tsukayama⁴, Angela Duckworth³

¹Chungbuk National University, ²Stanford University, ³University of Pennsylvania, ⁴University of Hawaii-West Oahu

Parent Mediation of Children's Strategy Learning from Daniel Tiger's Neighborhood App and Videos

Gabrielle Strouse¹, Eric Rassmussen², Malinda Colwell², Kristen Brady³, Steven Holiday², Rebecca Densley², Holly Wright², Mary Norman², Georgene Troseth³

¹University of South Dakota, ²Texas Tech University, ³Vanderbilt University

Preschool Engineers: Choosing Materials That Can Support Walking on a Bridge.

Shuqi Yang¹, Rochel Gelman¹ ¹Rutgers University



B – Cognitive Foundations: Memory, EF, Attention, Action

1-B-8 Understanding the structure of executive function in young children using lab and classroom-based assessments

Sammy Ahmed¹, Alexa Ellis¹, Nicholas Waters¹, Ying Wang¹, Frederick Morrison¹

¹University of Michigan

1-B-9 The development of processes associated with belief change over the preschool years

Caitlin Atkinson, J. Randall Flanagan¹, Mark Sabbagh¹ ¹Queen's University

1-B-10 Regress for Success: Returning to Crawling Places Attentional Demands on New Walkers

Melissa Horger¹, Pascale Saad², Autumn Zillig³, Sarah Berger⁴

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³Miami University of Ohio, ⁴College of Staten Island and the Graduate Center of the City University of New York

1-B-11 Openness to Experience Mediates the Relation between Childhood Fantasy Proneness and Creative Performance

Louise Bunce¹, Elizabeth Boerger²

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1-B-12 Parental Linguistic Input and Its Relation to Hearing-impaired and Normal-hearing Toddlers' Visual Attention in Joint Object Play

Chi-hsin Chen¹, Irina Castellanos¹, Chen Yu², Derek Houston¹

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1-B-13 Using Language to Get Ready: Familiar Labels Help Children Engage Proactive Control

Sabine Doebel¹, Yuko Munakata¹

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1-B-14 Targeting the dynamics of cognitive control in children, adolescents, and adults: Evidence from reaching behavior in the Simon task

Christopher Erb¹, Jeff Moher², Stuart Marcovitch¹
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1-B-15 Infant fine motor skill predicts goal imitation of fine motor actions

Courtney Filippi¹, Amanda Woodward²
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1-B-16 Individual and context effects on learning from fantasy

Courtney Grant¹, Rebekah Richert¹, Molly Schlesinger¹, Koeun Choi¹

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1-B-17 When to gesture? How the timing of gesture and speech changes learning outcomes

Casey Hall¹, Cristina Carrazza¹, Elizabeth Wakefield², Susan Goldin-Meadow¹

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1-B-18 Does Cognitive Flexibility Training Improve Reading Comprehension for Elementary Students?

Alycia Hund¹, Nina Van Beuning¹
¹Illinois State University

1-B-19 Developmental differences in playing Concentration

Osman Kingo¹, Trine Sonne¹, Peter Krøjgaard¹ ¹Aarhus University

1-B-20 Scene Repetition in Visual Search - U.S. and Japanese Preschoolers

Megumi Kuwabara¹

¹California State University Dominguez Hills

1-B-21 Exploring the Influence of Parents' Beliefs and Behaviors on Children's Developing Executive Function

Ellen Litkowski¹, Maggie Renken¹
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1-B-22 Delaying gratification for self and other: The role of theory of mind

Caitlin Mahy¹, Cristina Atance², Louis Moses³
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1-B-23 Examining the Influence of Labels and Task Order on Preschoolers' Executive Function and Theory of Mind

DeKayla Thomas¹, Ruby Winters¹, Tonya Vandenbrink², Stephanie Miller²

¹Alcorn University, ²University of Mississippi

1-B-24 The infant motor system predicts actions based on visual statistical learning

Claire Monroy¹, Marlene Meyer², Lisanne Schroer³, Sarah Gerson⁴, Sabine Hunnius³

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1-B-25 Relationships between Executive Functions and Academic Self-Regulation in Children and Adolescents

Teresa Ober¹, Maya Rose¹, Bruce Homer¹, Jan Plass²

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1-B-26 Working Memory and Performance on 3- & 4-Option False Belief Tasks

Annelise Pesch¹, Andrei Semenov¹, Stephanie Carlson¹ ¹University of Minnesota

1-B-27 Infants' understanding of drinking: A new approach to the study of object-directed reaching

Scott Robson¹, Valerie Kuhlmeier¹ ¹Queen's University

1-B-28 Indexing working memory capacity in infancy

Andrew Sanders¹, Scott Johnson¹ ¹University of California, Los Angeles

1-B-29 Differentiating between Verbal and Nonverbal Predictors of Executive Function in Early Childhood

Rebecca Stephens¹, Benjamin Langworthy¹, Barbara Goldman¹, Jessica Bullins¹, Sarah Short², J. Steven Reznick¹, Jason Fine¹, John Gilmore¹

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1-B-30 Improving Executive Functions and School Readiness in a Head Start Population: Fantasy-Oriented Pretend-Play as a Protective Factor

Rachel Thibodeau¹, Ansley Gilpin², Caroline Boxmeyer², Jason DeCaro², John Lochman², Alexandra Nancarrow², Carmen Brown²

¹University of Missouri, ²University of Alabama

1-B-31 Brain Imaging, Science Cognition, and Conceptual Change: A Literature Review

Ashley Vaughn¹, Rhonda Brown¹, Marcus Johnson¹ ¹University of Cincinnati

1-B-32 One-shot learning of abstract object concepts in visually naïve animals

Samantha Wood¹, Justin Wood¹ ¹University of Southern California

1-B-33 Confidence scale use in preschool-aged children: Effects of disconfirming evidence

Isabella Killeen¹, Caren Walker¹ ¹University of California San Diego

C - Concepts, Categorization, Causal Learning

1-C-34 Infants' Expectations for How Sand Merges and **Divides**

Erin Anderson¹, Susan Hespos¹, Lance Rips¹ ¹Northwestern University

1-C-35 Causal Reasoning in the Adults: revisiting backwards-blocking

Deon Benton¹, David Rakison² ¹Carnegie Mellon University, ²Carnegie Mellon Children's School

1-C-36 Impacting children's social inferences through a continuum framework

Eleanor Castine¹, Jennifer Clegg¹, Kathleen Corriveau¹ ¹Boston University

1-C-37 Do preschoolers differentiate between pets and food-source animals when attributing biological and psychological properties?

Jennifer Duer¹, Erin Hahn² ¹University of California, Irvine, ²Furman University

1-C-38 Gender essentialism in transgender and gender typical children

Selin Gulgoz¹, Susan Gelman², Kristina Olson¹ ¹University of Washington, ²University of Michigan

1-C-39 Children's Evaluation of Learning; Which Activity Is Better for My learning?

Jeein Jeog¹, Douglas Frye¹ ¹University of Pennsylvania

1-C-40 Do Children and Adults use a Dichotomizing Heuristic When Reasoning about Social Groups? Developmental Changes and Effects of Generic Language

Hannah Kramer¹, Kristin Lagattuta¹, Deborah Goldfarb¹, Sarah Tashjian², Katie Kennedy¹

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1-C-41 Frequently Asked Questions: Patterns of Inquiry in Children and Adults When Viewing Novel Objects

Emma Lazaroff¹, Haley Vlach¹ ¹University of Wisconsin-Madison

1-C-42 Age-Related Differences in the Criteria for Judging the Persistence of Individual Animals and Artifacts

Kristan Marchak¹, Kyle Dadgar², D. Geoffrey Hall² ¹University of Michigan, ²University of British Columbia

1-C-43 Effects of priming variability on biological reasoning

David Menendez¹, Martha Alibali¹, Karl Rosengren¹ ¹University of Wisconsin- Madison

1-C-44 Sophisticated counterfactual reasoning in 4- and 5-year-olds

Angela Nyhout¹, Patricia Ganea¹ ¹University of Toronto



1-C-45 Deferred Imitation and Generalization of Familiar and Novel Events by 14-Month-Old Infants Born of Teenage Mothers

Laraine McDonough¹, Tashana Samuel², Sabeena Ramnanan³, Rosie Douek³, Alida Davis⁴, Ashley Rainford⁴, Catherine Monk⁴

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1-C-46 Children's reasoning about causality and pastfuture relationships

Katharine Tillman¹, Caren Walker¹
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1-C-47 Does socio-economic status affect children's abilities to distinguish reality from fantasy?

Deena Weisberg¹

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1-C-48 Differentiating immoral actions from impossible actions: Preschoolers' beliefs about the choice to perform deviant actions

Xin (Alice) Zhao¹, Andrew Shtulman², Tamar Kushnir¹
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1-C-49 Do children think that nutrition and physical activities impact height and weight?

Lakshmi Raman¹, Susan Gelman²
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D - Cultural Learning

1-D-50 Yucatec Mayan Infants' Spontaneous Exploration of Objects: Alone and with Others

Abha Basargekar¹, Nicole Burke¹, Laura Shneidman², Amanda Woodward¹

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1-D-51 Longitudinal study on children's developing conception of God's reality status: Cognitive and contextual factors

Anondah Saide¹, Rebekah Richert¹
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1-D-52 "The apple doesn't fall far from the tree": Latinx and European American college students' proverb comprehension

Graciela Solis¹, Maureen Callanan¹
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E – Language Development

1-E-53 Cross-Context Statistical Word Segmentation in Infancy

Dylan Antovich¹, Katharine Graf Estes¹

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1-E-54 A latent profile analysis of 6-8 year-olds reasoning abilities during a narrative task

Stephanie Buono¹

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1-E-55 The statistics in everyday visual experience - but not everyday linguistic experience - support early word learning

Elizabeth Clerkin¹, Chen Yu¹, Linda Smith¹

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1-E-56 How do children think that blind people "see"? Developmental changes in the use of visual verbs

Giulia Elli¹, Marina Bedny¹, Barbara Landau¹ ¹Johns Hopkins University

1-E-57 The role of statistics and context in learning words from an unfamiliar language

Jill Lany¹, Dora Moore², Johanna Lohman², Amber Shoaib¹, Tianlin Wang¹, Jessica Hay²

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1-E-58 Long-term benefits of boosting vocabulary through reading and play

Emily Hopkins¹, Molly Scott¹, Jacob Schatz¹, Tamara Toub¹, Molly Collins², Jessica Lawson², Rebecca Dore³, Marcia Shirilla³, David Dickinson², Roberta Golinkoff³, Kathy Hirsh-Pasek¹

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1-E-59 Preschoolers' evaluations of definitions

Yuyue Sun¹, Sofia Jimenez¹, Nicholas Tippenhauer¹, Megan Saylor¹

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1-E-60 Word Learning with and without Visual Cues in

Hatty Lara¹, Yvonne Ralph¹, Mandy Maguire¹

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1-E-61 Animacy and children's online interpretation of object and subject relative clauses

Ross Macdonald¹, Ludovica Serratrice², Silke Brandt³, Elena Lieven¹, Anna Theakston¹

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1-E-62 A Pragmatic Limit on Children's Novel Name Mapping

Jenna Wall¹, William Merriman²

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1-E-63 Can you see the difference? The bilingual advantage in visual language discrimination is not speech-

Loreto Nácar García¹, Bencie Woll¹, Marcel Giezen², Robert Adam¹, Janet Werker³, Karen Emmorey⁴, Nuria Sebastian-Galles⁵

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1-E-64 Effects of Emotional Valence in Children's Lexical Processing

Tatiana Lund¹, Sophia van Hees¹, Penny Pexman¹ ¹University of Calgary

1-E-65 The effects of comparison and contrast on children's learning of novel words

Gwendolyn Price¹

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1-E-66 ¿Read conmigo?: Do code-switching storybooks facilitate dual-language learners' comprehension of new

Kirsten Read¹, Bianca Zardetto¹, Jessica Jara¹, Paloma Contreras¹

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1-E-67 First steps in creating a free, immersive, and adaptive computer-assisted-language-learning (CALL) program for helping refugees develop language skills

Maya Rose¹, Anna Schwartz¹, Tzuchi Tsai², Teresa Ober¹, Bruce Homer¹, Jan Plass²

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1-E-68 Self-Regulation and General Vocabulary Knowledge in a Guided Play Intervention

Marcia Shirilla¹, Rebecca Dore¹, Emily Hopkins², Tamara Spiewak Toub², Molly Collins³, Jacob Schatz², Molly Scott², Jessica Lawson³, Elizabeth Hadley³, David Dickinson³, Kathy Hirsh-Pasek², Roberta Golinkoff¹

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1-E-70 Associations between Parent-Reported Sleep Problems and English Language Acquisition in 24- to 30-Month-Old Children

Tara Torres¹, Emily Slonecker¹, Cecilia Nunez¹, Sarah Sakr¹, Lauren Eales¹, Angela Lukowski¹

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F - Moral Development

1-F-72 The development of beliefs about censorship

Rajen Anderson¹, Kayla Young¹, Katherine Kinzler¹ ¹Cornell University

1-F-73 Children's collaboration induces fairness rather than generosity

John Corbit¹, Katherine McAuliffe², Tara Callaghan³, Peter Blake⁴, Felix Warneken⁵

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1-F-74 Children's Moral Judgments about Access to **Opportunities**

Laura Elenbaas¹

¹University of Maryland

1-F-75 Children's Third-party Punishment of Unequal Resource Allocations in a Computer Game

Young-eun Lee¹, Felix Warneken¹ ¹University of Michigan, Ann Arbor

G – Number, Spatial Cognition, Relational Reasoning

1-G-76 Parent Mental Rotation Skills Predict the Mental Rotation Skills of their Children

Carla Abad¹, Shannon Pruden¹

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1-G-77 Examining the Development and Functional Role of Spatial-Numerical Associations

Lauren Aulet¹, Stella Lourenco¹

¹Emory University

1-G-78 Proportion Estimation Strategy in Number Line Estimation and Non-Verbal Numerical Acuity Correlate with Math Ability in 6- to 8-Year-Olds

Chenmu Xinq¹, Alexandra Zax¹, Emilie George², Jessica Taggart³, Ilona Bass⁴, Hilary Barth¹

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1-G-79 Improving Children's Conceptual Understanding of Fraction Addition

David Braithwaite¹, Robert Siegler¹

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1-G-80 How an understanding of layers unfolds: A new mental folding task for young children

Jacob Butts¹, Alana Foley¹, Joanna Schiffman², Susan Levine¹

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1-G-81 Math and Memory in Bilingual Preschoolers: The Relations between Bilingualism, Working Memory, and Numerical Knowledge

Emily Daubert¹, Geetha Ramani¹
¹University of Maryland

1-G-82 Number Stroop-like Interference Effects Can Be Eliminated by Language

Denitza Dramkin¹, Hillary Smith¹, Darko Odic¹
¹University of British Columbia

1-G-83 Relations between patterning, calculation skill, and key concepts in early math

Emily Fyfe¹, Julia Evans², Martha Alibali³

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1-G-84 The Influence of Narrative Context on Children's Proportional Reasoning Performance

Lillian Ham¹, Nicole Hallinen¹, Elizabeth Gunderson¹

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1-G-85 An Integrative Data Analysis of Gender Differences in Children's Understanding of Mathematical Equivalence

Caroline Hornburg¹, Marisa Rieber², Nicole McNeil²
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1-G-86 Functional overlap between numerosity and count word representations in the developing brain

Alyssa Kersey¹, Jessica Cantlon¹
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1-G-87 I'm Sure I'm Going to Win This One, and I Feel Great! Children's Ability to Form Expectations Based on Mathematical Probability

Karen Lara¹, Kristin Lagattuta¹, Hannah Kramer¹
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1-G-88 A latent profile analysis of Grade 1 processing speed, executive function, counting skill, and math achievement

Sarah Lukowski¹, Michele Mazzocco¹
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1-G-89 Children's Use of Decision Rules in Two Probabilistic Reasoning Tasks

Serena Meghani¹, Shaun O'Grady¹, Fei Xu¹ ¹UC Berkeley

1-G-90 Exploring the ratio processing system among primary school children: Behavioral and neural evidence

John Binzak¹, Yunji Park¹, Elizabeth Toomarian¹, Priya Kalra¹, Percival Matthews¹, Edward Hubbard¹

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1-G-91 Childrens numerical comparison is independent of number representation

Richard Prather¹
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1-G-92 Identifying Fraction Concepts Measures as Effective Screeners of Mathematics Risk Status

Jessica Rodrigues¹, Nancy Jordan², Nicole Hansen³, Ilyse Resnick⁴, Ai Ye⁵

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1-G-93 The Roles of Visuospatial Memory and Arithmetic Strategy Choice on Arithmetic Accuracy

Joanna Schiffman¹, Elida Laski¹, David Geary²
¹Boston College, ²University of Missouri

1-G-94 Effects of Cognitive Supports for Learning Fractional Magnitudes by Analogy

John Opfer¹, Pooja Sidney², Shuyuan Yu¹, Clarissa Thompson²

¹The Ohio State University, ²Kent State University

1-G-95 Breaking down gesture: Understanding which components of gesture promote learning

Elizabeth Wakefield¹, Alana Foley², Julia Villarreal², Susan Goldin-Meadow², Susan Levine²

¹Loyola University Chicago, ²University of Chicago

H - Social Cognition

1-H-96 Success does not imply knowledge: Preschoolers believe that accurate predictions reveal prior knowledge, but accurate observations do not

Rosie Aboody¹, Holly Huey², Julian Jara-Ettinger¹
¹Yale University, ²NYU

1-H-97 "I can do it now!" Young children strategically select information to inform others about the self

Mika Asaba¹, Hyowon Gweon¹

Stanford

1-H-98 "PAL can just be themself": Children Respond to Annedroids' Genderless TV Character

Sara Beck¹, Rebecca Hains², Colleen Russo Johnson³

¹Vanderbilt University, ²Salem State University, ³Ryerson University

1-H-99 Individual Differences in Children's Ability to Detect Subtle Emotions in Others

Catherine Best¹, Kacy Norton¹, John Riter¹, Taylor Strothmann², Allison Wagenmann³

¹Kutztown University, ²Montclair State University, ³Shippensburg University



1-H-100 Theory of Mind and Teacher-Rated Social and Academic Competencies in Emerging Adolescents

Sandra Bosacki¹, Valentina Sitnik¹, Shanen Smith¹, Keeley Dutcher¹, Malak Askar¹, Emily Eichner¹, Victoria Talwar²

¹Brock University, ²McGill University

1-H-101 The Role of Coordinated Joint Engagement with Social Partners in Infants' Emerging Understanding of Intentional Actions

Amanda Brandone¹, Kelsey Moty¹, Wyntre Stout¹

Lehigh University

1-H-102 Preschoolers' consideration of competing confidence and accuracy cues in informants

Patricia Brosseau-Liard¹, Bianca D'Agostino¹, Gladys Ayson¹, Alexa Burak¹, Kari-Ann Clow¹

¹University of Ottawa

1-H-103 Separate age-related changes in the use of face and race cues for social judgments

Tessa Charlesworth¹, Mahzarin Banaji¹ ¹Harvard University

1-H-104 The development of positive and negative targeted social reciprocity

Nadia Chernyak¹, Kristin Leimgruber², Yarrow Dunham³, Peter Blake⁴

¹Boston College, ²Harvard University, ³Yale University, ⁴Boston University

1-H-105 Follow the near-peer leader: Examining the impact of birth order and task familiarity on children's imitation of a child model.

Rose Brett¹, Jennifer Clegg², Kathleen Corriveau²
¹University of Bath, ²Boston University

1-H-106 The Effect of Praise Type and Linguistic Cues on Parents' Beliefs About Their Children

Kayla Good¹, Jennifer Corpus¹
¹Reed College

1-H-107 Children eat more food when they prepare it themselves

Jasmine DeJesus¹, Susan Gelman¹, Isabella Herold¹, Julie Lumeng¹

¹University of Michigan

1-H-108 Concern for group reputation increases prosociality in young children

Jan Engelmann¹, Esther Herrmann¹, Michael Tomasello¹

Max Planck Institute for Evolutionary Anthropology

1-H-109 Evaluating Consistency of 5-year-old's Prosocial Behaviors and Fairness Evaluations

Anne Fast¹, Elizabeth Enright¹, Jessica Sommerville¹, Kristina Olson¹

¹University of Washington

1-H-110 The curse of knowledge in children's estimates of how widely known information is among their peers

Siba Ghrear¹, Taeh Haddock¹, Susan Birch¹

The University of British Columbia

1-H-111 Establishing the external validity of self-other differences in children's understanding of mental states: Parent reports of knowledge understanding are related to self-other differences in knowledge access tasks

Chritopher Gonzales¹, Quenten Benner¹, Devon Wendtland¹, William Fabricius¹

¹Arizona State University

1-H-112 False belief understanding and complementation: a developmental EEG study

Yao Guan¹, Michael Farrar¹, Andreas Keil¹ *University of Florida*

1-H-113 The development of gender stereotypes about spatial skills, reading, and general academic ability

Lindsey Hildebrand¹, Jamie Jirout², Nora Newcombe¹, Elizabeth Gunderson¹

¹Temple University, ²University of Virginia

1-H-114 Children's Transmission of Directed vs. Observed Actions from Video

Lauren Howard¹, Emily Kolb¹, Hannah Rodriguez¹, Laura Shneidman²

¹Franklin & Marshall College, ²National Autonomous University of Mexico

1-H-115 Like me, or liked by mom: Parental influences on infants' similarity preferences

Ashley Jordan¹, Karen Wynn¹

1Yale University

1-H-116 The development of prosocial behavior in Mayan children in a rural Mexican context

Astrid Kleis¹, Kristen Dunfield¹
¹Concordia University

1-H-117 Curiosity, Knowledge, and Acceptance: Early Evidence of a Developmental Shift in Motivated Reasoning about Science

Asheley Landrum¹, Alex Olshansky¹, Laura Helft²
¹Texas Tech University, ²Howard Hughes Medical Institute



1-H-118 Preschoolers rationally deploy effort in social learning and collaborative contexts

Julia Leonard¹, Rachel Magid¹, Max Kleiman-Weiner¹, Mary DePascale¹, Josh Tenenbaum¹, Laura Schulz¹

Massachusetts Institute of Technology

1-H-119 Children retrospectively reevaluate word meanings generated by unreliable speakers

Elena Luchkina¹, Kathleen Corriveau², Dave Sobel¹
¹Brown University, ²Boston University

1-H-120 Developmental Changes in Categorizing Others into Multiple Social Roles

Catherine McDermott¹, Nicholaus Noles¹, Simone Nguyen²
¹University of Louisville, ²University of North Carolina Wilmington

1-H-121 Inhibitory Control Moderating the Impact of Emotion Knowledge on Prosocial Behavior in Preschoolers

Alexandra Nancarrow¹, Ansley Gilpin¹, Caroline Boxmeyer¹, Jason DeCaro¹, John Lochman¹, Rachel Thibodeau², Carmen Brown¹

¹University of Alabama, ²University of Missouri

1-H-122 Does First-hand Experience Improve Children's Ability to Discern Between Helpful and Tricky Informants?

Karlena Ochoa¹, Louis Moses¹, Kimberly Vanderbilt²
¹University of Oregon, ²California State University San Marcos

1-H-123 The Influence of Attractiveness and Race on Learning and Socialization Preferences of Young Children

Amy Macmillan¹, Ayse Payir², Kathleen Corriveau²
¹University of Bath, ²Boston University

1-H-124 Does social context change performance of capuchin monkeys (Cebus [Sapajus] apella) and children (Homo sapiens) in a dichotomous choice task?

Laurent Prétôt¹, Rebecca Williamson¹, Redouan Bshary², Sarah Brosnan¹

¹Georgia State University, ²University of Neuchâtel

1-H-125 Do children selectively trust an informant on the basis of the quality of the causal information they provide?

Kate Ridgway¹, Micah Goldwater¹

¹The University of Sydney

1-H-126 "Is it worth it?": How costs affect how children seek information from others

Sydney Rowles¹, Candice Mills¹

Inviversity of Texas at Dallas

1-H-127 The Development of Emotion Perception Strategies

M.D. Rutherford¹

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1-H-128 Cognitive disfluency reduces biased mindreading on young children

Kensuke Sato¹

¹Kyoai Gakuen University

1-H-129 Do children use demand principles to choose resources for themselves?

Alexis Smith¹, Peter Blake², Melissa Kibbe¹

¹Boston University Developing Minds Lab, ²Boston University Social Development and Learning Lab

1-H-130 "Who has the best way of thinking?: Children's Judgments of Speaker Calibration are Related to Parents' Authoritarian and Epistemological Values

Sarah Suárez¹, Melissa Koenig¹ ¹University of Minnesota

1-H-131 Egalitarian beliefs affect the expression of stereotypes about social status in older (but not younger) children

Christine Tai¹, Tara Mandalaywala², Marjorie Rhodes²
¹University of Hawaii at Manoa, ²New York University

1-H-132 Preschoolers' evaluations of people who do not help

Brandon Terrizzi¹, Amanda Woodward¹, Jonas Ventimiglia¹, Jonathan Beier¹

¹University Of Maryland

1-H-133 Moral and Epistemic Agents: Infant Evaluations of Ignorant and Withholding Agents

Alyssa Varhol¹, Annelise Pesch¹, Fernando Sanchez Hernandez², Kiley Hamlin¹, Melissa Koenig¹ ¹University of Minnesota, ²University of Illinois at Urbana-Champaign

1-H-134 Children's Accent-Based Social Preferences are Indeed Social

Drew Weatherhead¹, Katherine White¹, Ori Friedman¹

¹University of Waterloo

1-H-135 Preschoolers' evaluations of social includers and excluders

Amanda Mae Woodward¹, Jonathan Beier¹

¹University of Maryland



1-H-136 Questioning supports effective transmission of knowledge and increased exploratory learning in pre-kindergarten children

Yue Yu¹, Asheley Landrum², Elizabeth Bonawitz¹, Patrick Shafto¹

¹Rutgers University-Newark, ²Texas Tech University

1-H-137 Children's Perception of Interactive Biological Motion Predicts Their Social Competence

Shuyi Zhai¹, Jie He¹
¹Zhejiang University

Each Day -

Eunice Kennedy Shriver National Institute for Child Health and Human Development - Child Development and Behavior Branch

Kathy Mann Koepke¹, Lisa Freund¹

National Institutes of Health

POSTER SESSION 2

FRIDAY OCTOBER 13, 2017, 5:45PM - 7:00PM

A - Cognition in Applied Contexts

2-A-1 Creative Minds: Creativity and it's Relation to Cognitive Flexibility and Persistence

Brittany Avila¹, Stephanie Miller¹
¹University of Mississippi

2-A-2 Letter writing instruction for children: A content analysis of children's handwriting workbooks and storybooks

Nick Fears¹, Leah Walsh¹, Jeffrey Lockman¹
¹Tulane University

2-A-3 Children's action errors: A diary study in their natural environment

Matthew Jiang¹, Koeun Choi², Chantel Raimer¹, Heather Kirkorian¹, Emma Tolkin, Anneliis Sartin-Tarm¹, Karl Rosengren¹

¹University of Wisconsin-Madison, ²Rutgers University-Newark

2-A-4 Testing the Faded Worked Example Effect with Cognitive Load Theory: It Works, but For Whom?

Dana Miller-Cotto¹

¹Temple University

2-A-5 Exploration, explanation, and scientific reasoning in a children's museum

David Sobel¹, Susan Letourneau¹, Aiyana Willard², Graciela Solis³, Cristine Legare², Maureen Callanan³

¹Brown University, ²University of Texas, ³UC Santa Cruz

2-A-6 Prediction of parent facilitative behaviors when co-using digital media with preschoolers

Gabrielle Strouse¹, Dan Mourlam¹, Lisa Newland¹
¹University of South Dakota

2-A-7 Pedagogical questions in parent-child conversations

Yue Yu¹, Elizabeth Bonawitz¹, Patrick Shafto¹
¹Rutgers University-Newark

B – Cognitive Foundations: Memory, EF, Attention, Action

2-B-8 Do teacher's ratings of self-regulation predict children's executive function and academic achievement?

Jared Goldberg¹, Nicholas Waters¹, Sammy Ahmed¹, Frederick Morrison¹

¹University of Michigan



2-B-9 Changes in Multisensory Processing Across the Lifespan

Wesley Barnhart¹, Samuel Rivera¹, Christopher Robinson¹

The Ohio State University

2-B-10 "A-maze-ing" Problem Solving: Motor Demands Impact Young Children's Strategy Choices

Dan Benipayo¹, Danielle Hardy², Sarah Berger³

¹College of Staten Island, City University of New York,

²Temple University, ³College of Staten Island and the
Graduate Center of the City University of New York

2-B-11 Working My Way Back to You, Mom: Wariness of Strangers Reliably Proceeds Crawling

Ariana Patrick¹, Rebecca Brand¹
¹Villanova University

2-B-12 The role of similarity in toddlers' Visual Working Memory representations

Chen Cheng¹, Zsuzsa Kaldy¹, Erik Blaser¹
¹University of Massachusetts Boston

2-B-13 Memory binding and forgetting across development

Kevin Darby¹, Vladimir Sloutsky¹
¹Ohio State University

2-B-14 Building a knowledge base across languages; self-derivation of knowledge in a dual-language classroom

Alena Esposito¹, Patricia Bauer¹
¹Emory University

2-B-15 The Contribution of Early Childhood Emotion Regulation to Executive Functioning at Age 6

Tatiana Garcia-Meza¹, Ran Liu¹, Martha Ann Bell¹ ¹Virginia Tech

2-B-16 Effects of instructor gesture and prior knowledge on children's visual attention to math instruction

Katharine Guarino¹, Elizabeth Wakefield¹, Eliza Congdon², Miriam Novack³, Susan Goldin-Meadow⁴

¹Loyola University Chicago, ²Bucknell University, ³Northwestern University, ⁴University of Chicago

2-B-17 Emotion Regulation in Preschoolers: Comparing Pretend Play to Another Activity

Megan Heise¹, Gabrielle Cardwell¹, Jessica Taggart¹, Angeline Lillard¹

¹University of Virginia

2-B-18 Precursors of Uncertainty Monitoring

Elliott Johnson¹, Sarah Leckey¹, Kelsey Davinson¹, Emily Hembacher², Simona Ghetti¹

¹University of California, Davis, ²Stanford University

2-B-19 Early-developing causal perception is sensitive to physical constraints on collision events

Jonathan Kominsky¹, Brent Strickland², Annie Wertz³, Claudia Elsner³, Karen Wynn⁴, Frank Keil⁴, Susan Carey¹

¹Harvard University, ²Ecole Normale Superieure/Institut Jean Nicod, ³Max Planck Institute for Human Development, ⁴Yale University

2-B-20 How do Toddlers Make Memory Decisions in the Face of Novelty Preferences?

Sarah Leckey¹, Elliott Johnson¹, Simona Ghetti¹
¹UC Davis

2-B-21 Evidence for Memory Development of Multimodal Naturalistic Stimuli

Marianne Lloyd¹, Torri Jamie², Jennifer Haggis², Amy Learmonth²

¹Seton Hall University, ²William Paterson University

2-B-22 Children ignore words for novel objects that are socio-culturally irrelevant

Haykaz Mangardich¹, Mark Sabbagh¹ ¹Queen's University

2-B-23 The Role of Regulation in Reasoning: Why Cognitive Regulation, not Behavior Regulation, Predicts Inductive Reasoning and Learning

Anahid Modrek¹, William Sandoval¹
¹UCLA

2-B-24 Visual Habituation in Deaf and Hearing Infants

Claire Monroy¹, Carissa Shafto², Irina Castellanos³, Derek Houston³

¹Donders Institute for Brain, Cognition and Behaviour, ²University of Louisville, ³Ohio State University Wexner Medical Center

2-B-25 Emotional Design and the Training of Executive Functions in Adolescents: Influence of Hot vs. Cool Game Characters

Teresa Ober¹, Maya Rose¹, Andrew MacNamara², Alvaro Olsen², Bruce Homer¹, Jan Plass²

¹The Graduate Center CUNY, ²New York University

2-B-26 The Role of Preference on Visual Search in Infancy

Michaela DeBolt¹, Katherine Pomaranski¹, Antony Zaghloul¹, Lisa Oakes¹

¹University of California Davis

2-B-27 Age-Related Improvements in Mnemonic Discrimination during Childhood: Development of Pattern Completion and Pattern Separation

Leslie Rollins¹

¹Christopher Newport University



2-B-28 How subjective experience guides children's memory decisions beyond memory accuracy

Diana Selmeczy¹, Emily Hembacher², Simona Ghetti¹
¹University of California, Davis, ²Stanford University

2-B-29 See it, like it, learn it: Exposure and attention at 3 months predict face discrimination at 3 and 6 but not 9 months

Nicole Sugden¹, Madeline Morris², Margaret Moulson²
¹University of British Columbia, ²Ryerson University

2-B-30 When a spoon is not a spoon: The role of executive function in young children's divergent thinking

Julie Vaisarova¹, Stephanie Carlson¹
¹University of Minnesota

2-B-31 Brain and Behavioral Correlates of Error Monitoring in Young Children

Keye Xu¹, William Gehring², Matthew Kim³, Frederick Morrison², Jennie Grammer¹

¹UCLA, ²University of Michigan, ³Educational Policy Improvement Center

C – Concepts, Categorization, Causal Learning

2-C-32 Time to Clean Up: Assessing Categorization by Engaging 24-Month-Olds in a Sorting Task

Martha Arterberry¹, Cole Walsh¹
¹Colby College

2-C-33 Costs of Selective Attention in Category Learning

Nathaniel Blanco¹, Vladimir Sloutsky¹

¹The Ohio State University,

2-C-34 The role of social and verbal information in developing avoidance behaviors towards threatening animals

Megan Conrad¹, Zachary Walden², Emily Kim², Vanessa LoBue²

¹William Paterson University, ²Rutgers University

2-C-35 Overhypothesis Formation in Capuchin Monkeys (Cebus apella) and Children

Elisa Felsche¹, Patience Stevens², Christoph Völter¹, Daphna Buchsbaum³, Amanda Seed¹

¹University of St Andrews, ²University of Pittsburgh, ³University of Toronto

2-C-36 Using a continuous measure to study transgender children's gender identity

Deja Edwards¹, Selin Gulgoz¹, Kristina Olson¹ ¹University of Washington

2-C-37 The Role of Parent-Child Conversation in Young Children's Developing Understanding of Animals

Jennifer Jipson¹, Danielle Labotka², Selin Gülgöz³, Claudia Castañeda⁴, Maureen Callanan⁴, Susan Gelman²

¹Cal Poly, ²University of Michigan, ³University of Washington, ⁴UC-Santa Cruz

2-C-38 Food categorization and food neophobia in preschoolers (3-4 years of age)

Lucas Leglaye¹, Camille Rioux², Jérémie Lafraire³

¹Paul Bocuse Institute Research, ²Paul Bocuse Institute Research/Aix Marseille University, PSYCLE EA3273, ³Institut Paul Bocuse Research/ Institut Jean Nicod

2-C-39 Asking children to "be helpers" instead of "to help" leads to less helping and more negative attitudes following setbacks

Rachel Leshin¹, Emily Foster-Hanson¹, Andrei Cimpian¹, Marjorie Rhodes¹

¹New York University

2-C-40 A Longitudinal Examination of Nature of Science Beliefs Over a Decade: Comparing Grades Two and Twelve

Jessica McKeown¹, Joyce Alexander², Kathy Johnson³, Valarie Akerson¹

¹Indiana University, ²Texas A&M University, ³Indiana University Purdue University Indianapolis

2-C-41 Young children shift expectations of category homogeneity in response to language cues

Kelsey Moty¹, Amanda Brandone¹

Lehigh University

2-C-42 Perceptual features count under difficult task demands

Tasha Posid¹

¹The Ohio State University

2-C-43 One size fits all

Olivera Savic¹, Vladimir Sloutsky¹

¹The Ohio State University

2-C-44 All together now: The role of overlapping relations in the development of semantic knowledge

Layla Unger¹, Catarina Vales¹, Anna Fisher¹
¹Carnegie Mellon University

2-C-45 The development of intuitions about the structure of mental life

Kara Weisman¹, Carol Dweck¹, Ellen Markman¹

*Stanford University



2-C-46 Chinese Children Learning Higher-Order Generalizations through Free Play: The Influence of Parenting Style

Li Zhao¹, Zi Lin Sim², Mingyi Wang¹, Fei Xu²
¹Beijing Forestry University, ²Berkeley Early Learning Lab

D - Cultural Learning

2-D-47 The role of attention in learning from overheard conversations: Individual and cultural variation in 18-month-old infants

Nicole Burke¹, Marianne Dolan¹, Laura Shneidman², Amanda Woodward¹

¹University of Chicago, ²Universidad Nacional Autónoma de México

2-D-48 The Effects of Theory of Mind on Children's Source Monitoring of Testimony

Kirsten Lesage¹, Rebekah Richert¹
¹University of California, Riverside

2-D-49 Sometimes Hesitancy is Key: Effects of Moral Deliberations on Children's Interpretation of Credibility Cues

Rachel Severson¹, Parky Lau², Vivian Li², Susan Birch²
¹University of Montana, ²University of British Columbia

2-D-50 Two-year-olds prefer to use adult over peer testimony: Comparing pointing comprehension and gaze following across social contexts.

Gregor Stöber¹, Richard Moore¹, Robert Hepach², Michael Tomasello³

¹Humboldt Universität zu Berlin, ²Universität Leipzig, ³Max-Planck-Institute for Evolutionary Anthropology

2-D-51 The effect of in-group rituals on the perceived instrumental function of tools

Nicole Wen¹, Rachel Watson-Jones², Quyen Do¹, Anh Nguyen¹, Susan Gelman³, Cristine Legare¹

¹The University of Texas at Austin, ²Dell Technologies, Inc., ³University of Michigan

2-D-137 Culture vs. Visual Environment - Cultural and Ethnical Similarities and Differences in Attention

Megumi Kuwabara¹, Candace Teran¹
¹California State University Dominguez Hills

E - Language Development

2-E-52 Bilingual Children are More Efficient When Processing Linguistic Competitors

Maria Arredondo¹, Xiaosu Hu², Ioulia Kovelman²
¹University of British Columbia, ²University of Michigan

2-E-53 Do Children Learning Verbs Attend to the Variation of Elements Across Events?

Abigail Sheppard¹, Sneh Lalani¹, Sophia Arriazola¹, Jane Childers¹, Blaire Porter¹

¹Trinity University

2-E-54 Speech sound categories emerge slowly over development

Conor Frye¹, Sarah Creel¹
¹UC San Diego

2-E-55 Preschoolers' Learning from eBooks: Parent Perceptions and Practices

Roxanne Etta¹, Heather Kirkorian¹, Elizabeth Horgan¹ *University of Wisconsin-Madison*

2-E-56 Eye gaze reveals where verb learners trip

Angela Xiaoxue HE¹, Sudha Arunachalam¹ ¹Boston University

2-E-57 The Emergence of a Stable Lexicon: Ecological and Iconic Affordances

Laura Horton¹, Susan Goldin-Meadow¹
¹University of Chicago

2-E-58 Effects on children's gesture: Age and verb type influence successful communication

Emma Kelty-Stephen¹, Alexander Chang¹, Lauren Hurley¹
¹Grinnell College

2-E-59 Understanding that Others Draw Implicatures

Brian Leahy¹, Begüm Özdemir², Patricia Ganea²

¹Harvard University, ²University of Toronto

2-E-60 Event-Related Potential Markers of Syntax and Language Development in 7yr Olds

Hillary May¹, Dennis Molfese²

¹Butler University, ²University of Nebraska Lincoln

2-E-61 Two languages or one: Children's use of language in talker identification

Reina Mizrahi¹, Sarah Creel¹

¹University of California San Diego

2-E-62 Sign Language, but not Pointing and Eye-Gaze Alone, Supports Infant Object Categorization

Miriam Novack¹, Diane Brentari², Susan Goldin-Meadow², Sandra Waxman¹

¹Northwestern University, ²The University of Chicago



2-E-63 Grasping What the Speaker Does Not Mean: Measures of Reaching and Looking Reveal Children's Processing of Negation

Alison Heard¹, Kelsey Friesen¹, Sarah Reimer¹, Penny Pexman¹

¹University of Calgary

2-E-64 Does Talker Variability Impact Infants' Discrimination of Easy Versus Difficult Sound Contrasts?

Carolyn Quam¹, Lauren Clough², LouAnn Gerken²
¹Portland State University, ²University of Arizona

2-E-65 Storybook Format Can Support Children's Initial Learning of Challenging Verbs

Kirsten Read¹, Jaqueline Quirky¹
¹Santa Clara University

2-E-66 Intention matters: Longitudinal relations between parent pointing, child pointing, and developing language ability

Virginia Salo¹, Bethany Reeb-Sutherland², Tahli Frenkel³, Lindsay Bowman⁴, Nathan Fox¹, Meredith Rowe⁵

¹University of Maryland, College Park, ²Florida International University, ³Interdisciplinary Center Herzliya, ⁴University of California, Davis, ⁵Harvard University

2-E-67 The Metacognitive Disambiguation Effect

Jeremy Slocum¹, William Merriman¹

Kent State University

2-E-68 Tell me how you really feel: Speaker reliability influences preschoolers' attention to emotional prosody

Justine Thacker¹, Craig Chambers², Susan Graham¹
¹University of Calgary, ²University of Toronto Mississauga

2-E-69 Same or different? Heard words change young children's ability to visually discriminate objects

Catarina Vales¹, Linda Smith²

¹Carnegie Mellon University, ²Indiana University

2-E-70 Communicative pressure leads to language that supports learning

Benjamin Morris¹, Daniel Yurovsky¹
¹University of Chicago

F – Moral Development

2-F-71 Moral Understanding and Executive Function in the Resolution of Preschool Peer Conflict

Jessica Caporaso¹, Stuart Marcovtich¹
¹University of North Carolina at Greensboro

2-F-72 Morally-Embedded Theory of Mind Predicts Moral Evaluations

Alexander D'Esterre¹, Michael Rizzo¹, Melanie Killen¹
¹University of Maryland, College Park

2-F-73 Getting Help for Others: An Examination of Indirect Helping in Preschool Children

Tara Karasewich¹, Valerie Kuhlmeier¹, Kristen Dunfield², Jonathan Beier³

¹Queen's University, ²Concordia University, ³University of Maryland

2-F-74 The influence of observers on children's conformity when dealing with moral conflicts: Examining the impact of observers' status.

Yoonha Lee¹, Hyun-joo Song¹

¹Yonsei University

G – Number, Spatial Cognition, Relational Reasoning

2-G-75 Spatial Frames of Reference in Language and Thought: Evidence from Two New Tasks

Linda Abarbanell¹, Peggy Li²

¹San Diego State University, ²Harvard University

2-G-76 Longitudinal Support for the Stability of Crossmagnitude Associations across Development

Lauren Aulet¹, Stella Lourenco¹
¹Emory University

2-G-77 How many apples make a quarter? The challenge of discrete fraction formats

Kreshnik Begolli¹, Julie Both¹, Corinne Holmes², Nora Newcombe¹

¹Temple University, ²Trinity College Dublin

2-G-78 Thinking outside the box: Divergent thinking tasks promote the generation of new ideas

Sarah Brown¹, Martha Alibali¹

¹University of Wisconsin-Madison

2-G-79 Is less always more? How the contextual presentation of number in counting books affects childrens learning

Cristina Carrazza¹, Susan Levine ¹University of Chicago

2-G-80 The association between basic number processing and symbolic approximate arithmetic

Wanying Deng¹, Chen Chen¹, Jie He¹, Wei Wei¹
¹Zhejiang University

2-G-81 Neural development of visual-spatial line bisection ability: What's right?

Katrina Ferrara¹, Anna Seydell-Greenwald¹, Elissa Newport¹, Barbara Landau²

¹Georgetown University, ²Johns Hopkins University



2-G-82 Children's Spontaneous Use of Gesture in a Numerical Task

Raychel Gordon¹, Nadia Chernyak¹, Sara Cordes¹ ¹Boston College

2-G-83 Sub- and supra- second timing follow unique developmental trajectories in childhood

Karina Hamamouche¹, Sara Cordes¹
¹Boston College

2-G-84 Aligning Fractions and Decimals with Distinct Contexts in 3rd to 5th Grade Children

Michelle Hurst¹, Melissa DeWolf, Sara Cordes¹ ¹Boston College

2-G-85 Fraction Errors in a Digital Mathematics Environment: Latent Class and Transition Analysis

Sarah Kessler¹, Teomara Rutherford¹

North Carolina State University

2-G-87 Sequencing events in a preschool day: Effects of age and pattern reasoning

Estelle Mayhew¹, Judith Hudson¹
¹Rutgers University - New Brunswick

2-G-88 Increases in Set Labeling Performance Mediate the Effect of Counting Book Practice on Preschoolers' Understanding of Cardinality

Connor O'Rear¹, Nicole McNeil¹

Inversity of Notre Dame

2-G-89 The Role of Metaphors, Manipulatives, and Gestures in Supporting Children's Developing Understanding of Fractions

Shereen Beilstein¹, Michelle Perry¹
¹University of Illinois

2-G-90 Hippocampal-Dependent Eyeblink Conditioning Predicts Children's Strategies for Spatial Reorientation

Vanessa Vieites¹, Bethany Reeb-Sutherland¹, Shannon Pruden¹

¹Florida International University

2-G-91 The Development of Spatial Navigation: Importance of Cue Integration

Hannah Roome¹, Katherine Sherrill¹, Christine Coughlin¹, Alison Preston¹

¹University of Texas at Austin

2-G-92 Effects of spontaneous spatial comparison on incidental word learning

Ruxue Shao¹, Dedre Gentner¹

Northwestern University

2-G-93 Better Understanding of Rational Number Multiplication with "of" Expression

Jing Tian¹, Robert Siegler¹
¹Carnegie Mellon University

2-G-94 More than meets the eye: Discriminating relational and perceptual judgements in toddlers

Caren Walker¹, Alison Gopnik²

¹University of California San Diego, ²University of California Berkeley

H – Social Cognition

2-H-95 Children's recognition of and reasoning about observed imitation

Narges Afshordi¹, Susan Carey¹

Harvard University

2-H-96 Individual Differences in Confidence Monitoring Correlate with Selective Social Learning

Carolyn Baer¹, Puja Malik¹, Darko Odic¹
¹University of British Columbia

2-H-97 Joint Music Making Makes Preschoolers More Likely to Help a Previously Unknown Adult: Examining the Role of Lyrics, Joint Movement, and Synchrony

Sara Beck¹, John Rieser¹

¹Vanderbilt University

2-H-98 Early exposure to gender inequity shapes children's beliefs about gender and job status

Lin Bian¹, Andrei Cimpian²
¹Stanford University, ²New York University

2-H-99 Cognitive and Behavioral Characteristics of Preschool Children Based on Theory of Mind and Morally-Relevant Theory of Mind Performance

Samantha Bordoff¹, Jessica Murray¹, Erin Baker¹, Rebecca Swartz¹, Tara Caemmerer¹, Arooba Yousef¹

ISUNY Albany

2-H-100 Teachers' Nonverbal Behaviors Influence Children's Stereotypic Beliefs

Elizabeth Brey¹, Kristin Pauker¹
¹University of Hawaii at Manoa

2-H-101 Children's sharing after peer vs. adult models depends on baseline donation

Tara Callaghan¹, John Corbit², Peter Blake³

¹St. Francis Xavier University, ²Simon Fraser University, ³Boston University

2-H-102 More than one way to fail: Preschoolers' error patterns in the Sally-Anne task

Michelle Cheng¹, Alan Leslie¹
¹Rutgers University



2-H-103 Prompting children to count promotes proportional moral evaluations

Nadia Chernyak¹, Vanessa Turnbull², Raychel Gordon¹, Paul Harris³, Sara Cordes¹

¹Boston College, ²University of Bath, ³Harvard University

2-H-104 I pray like you, but do I prefer to learn from you too?: Examining the role of religious group membership in children's informant preferences

Jennifer Clegg¹, Emily Gerdin², Kathleen Corriveau¹
¹Boston University, ²Yale University

2-H-105 Theory of Mind skills are linked to infants' ability to detect emotional unreliability

Cristina Crivello¹, Melissa Lazo¹, Sara Phillips¹, Shawna Grossman¹, Diane Poulin-Dubois¹

¹Concordia University

2-H-106 Children's Personality Explains Some of the Variance in Selective Imitation

Cara DiYanni¹, Kathleen Corriveau², Emma Flynn³
¹Rider University, ²Boston University, ³Durham University

2-H-107 Knowing who is in charge: Preschoolers identify high-status individuals across domains

Elizabeth Enright¹, Bella Lee¹, Cossette Woo¹, Kristina Olson¹ ¹University of Washington

2-H-108 Intersectional Categories: Measuring the effect of racial non-discreteness on children's essentialist thinking about gender

Rachel Fine¹, Steven Roberts², Arnold Ho¹, Susan Gelman¹
¹University of Michigan, ²Stanford University

2-H-109 Children's Understanding of Verification as a Necessary Condition for Helpful and Effective Teaching

Hailey Gibbs¹, Nadia Tavassolie¹, Lucas Butler¹
¹University of Maryland College Park

2-H-110 Measuring preschool children's introspection on uncertainty using a short picture-identification task: Establishing age trends and relation to parent reports of knowledge understanding

Christopher Gonzales¹, Quenten Benner¹, Devon Wendtland¹, William Fabricius¹

¹Arizona State University

2-H-111 The Curse of Knowledge Bias and the Mechanisms Involved

Taeh Haddock¹, Siba Ghrear¹, Susan Birch¹
¹University of British Columbia

2-H-112 Children Forgive Previously Deceptive Sources Under New Contexts

Jonathan Hoerr¹, Kimberly Vanderbilt¹ *California State University, San Marcos*

2-H-113 Children's Memory for the Moral and Conventional Actions of Ingroup and Outgroup Members

Lauren Howard¹, Teresa Flanagan¹, Fiona Waters¹, Zoe Liberman²

¹Franklin & Marshall College, ²University of California Santa Barbara

2-H-114 What cues do we use when determining the emotion of another person?

Hilary Kalagher¹, Micaela Reininga¹
¹Drew University

2-H-115 Preschoolers Stereotype Social Traits More Readily than Epistemic Ones

Megan Norris¹, Robyn Kondrad¹ ¹Appalachian State University

2-H-116 "Because it's a girl thing": Four-year-old children offer situational explanations for gender-stereotypical behavior

Rebecca Lange¹, Paul Muentener¹
¹Tufts University

2-H-117 Children's own belief trumps testimony from an inaccurate adult: Effects of informant reliability on preschoolers' belief revision

Xiaoqian Li¹, W. Quin Yow¹

¹Singapore University of Technology and Design

2-H-118 Two worlds of childhood: Children's reasoning with their mother vs. peers

Maria Mammen¹, Bahar Köymen², Michael Tomasello³

¹Max Planck Institute for Evolutionary Anthropology,

²University of Manchester, ³Duke University

2-H-119 The development of false belief reasoning in deaf children with cochlear implants

Karin Strid¹, Erland Hjelmquist¹, Marek Meristo¹
¹University of Gothenburg

2-H-120 Children's Evaluation of the Evidential and Interpersonal Factors in Selective Trust

Maryam Nemati¹, Kristen Dunfield¹
¹Concordia University

2-H-121 Infant Discrimination of Emotion from Biological Motion

Marissa Ogren¹, Scott Johnson¹

¹University of California, Los Angeles

2-H-122 Counterfactual Thinking and Children's Judgments of Relief and Credit

Ayse Payir¹, Robert Guttentag²
¹Boston University, ²University of North Carolina at Greensboro

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2-H-123 What makes it special? Children consider history for functional objects, but not for attachment objects

Madison Pesowski¹, Ori Friedman¹

IUniversity of Waterloo

2-H-124 Infants infer dominance relations from social alliance strength

Anthea Pun¹, Susan Birch¹, Andrew Baron¹
¹University of British Columbia

2-H-125 Children's Inductive Learning of Norms and Regularities

Annie Riggs¹, Miranda Long¹, Dylan Kinard¹
¹Western Washington University

2-H-126 Can infants discern the goals and intentional actions of a humanoid robot?

Diane Poulin-Dubois¹, Kara Olineck-Jolin¹, John Corbit¹, Alexa Ruel¹

¹Concordia University

2-H-127 Intuitive archeology in childhood: Detecting social transmission in the design of artifacts

Adena Schachner¹, Timothy Brady¹, Michelle Lee¹

Iniversity of California, San Diego

2-H-128 Five-month-old infants attend to responsive caregivers

Annie Spokes¹, Tara Venkatesan², Elizabeth Spelke¹

**Harvard University, ²Yale University

2-H-129 Language, Executive Function, and Theory of Mind in Socioeconomically Disadvantaged Minority Children in Japan

Mioko Sudo¹, Tomoko Matsui²
¹University of Florida, ²Tokyo Gakugei University

2-H-130 Young children prefer optimists when choosing social partners

Laura Talpey¹, Laura Hennefield¹, Lori Markson¹
¹Washington University in St. Louis

2-H-131 Influence of hindsight bias and theory of mind on young children's moral judgments

Joan Test¹, Harry Hom¹

Missouri State University

2-H-132 A Cross-Cultural Investigation of Children's Using Categorical Label to Make Inductive Reasoning About Nonobvious Weight

Zhidan Wang¹, Mengjin Bu¹, Yuwen Li¹, Haijing Wang¹
¹Jiangsu Normal University

2-H-133 Theory of Mind and Inhibitory Processing in Mexican and Mexican American Children

Amy Weimer¹, Daniela Kuri¹
¹University of Texas Rio Grande Valley

2-H-134 Children's Attention to Semantic Content versus Emotional Tone: Differences between Two Cultural Groups

Yang Yang¹, Li Wang², Qi Wang³

¹Rutgers University-Newark, ²Peking University, ³Cornell University

2-H-135 Is Selective Trust Real? Do Children Accept and Subsequently Use the Communicative Cues of an Accurate or Inaccurate Speaker?

W. Quin Yow¹, Jessica Tan¹
¹Singapore University of Technology & Design

2-H-136 Leaving choice to others: Children's understanding of social mindfulness

Xin (Alice) Zhao¹, Xuan Zhao², Hyowon Gweon³, Tamar Kushnir¹

¹Cornell University, ²Brown University, ³Stanford University

Each Day

Eunice Kennedy Shriver National Institute for Child Health and Human Development - Child Development and Behavior Branch

Kathy Mann Koepke¹, Lisa Freund¹

National Institutes of Health



POSTER SESSION 3

SATURDAY, OCTOBER 14, 2017 1:15PM - 2:30PM

A - Cognition in Applied Contexts

3-A-1 How Are Working Memory and Processing Speed Associated with Child Pedestrian Safety?

Brooke Bailey¹, Scarlett Ridley², David Schwebel²
¹Tulane University, ²University of Alabama at Birmingham

3-A-2 Project Hope: Development of a Digital Gamebased Educational Intervention for Syrian Refugee Children

Bruce Homer¹, Jan Plass², Sinem Vatanartiran³, Teresa Ober¹, Maya Rose¹, Tzuchi Tsai¹

¹The Graduate Center, CUNY, ²New York University, ³BAU International University

3-A-3 Teaching Children How to Avoid Getting Sick

Emily Kim¹, Megan Geerdts², Zachary Walden¹, Vanessa LoBue¹

¹Rutgers University-Newark, ²William Patterson University

3-A-4 Development of Control of Variables Strategy abilities in preschool children

April Moeller¹, Beate Sodian²

¹Ludwig-Maximilians-Universität München - Munich Center of the Learning Sciences, ²Ludwig-Maximilians-Universität München

3-A-5 Fostering Interdisciplinary Research on Education: Cognitive Science and Educational Research

Gregg Solomon¹, Jan Youtie², Seokbeom Kwon², Stephen Carley², James Dietz¹, Alan Porter²

¹National Science Foundation, ²Georgia Institute of Technology

3-A-6 Differences between Tablet Learning and Traditional Learning in Elementary School Children

Natalie Suchy¹, Stuart Marcovitch¹

¹University of North Carolina at Greensboro

B – Cognitive Foundations: Memory, EF, Attention, Action

3-B-7 Executive function and academic achievement: Differential relations across socioeconomic status

Manna Shintani¹, Sammy Ahmed¹, Frederick Morrison¹
¹University of Michigan

3-B-8 Does the value of an object influence children's memory for object features?

Jessica Beal¹, Peter Blake¹, Melissa Kibbe¹

*Boston University

3-B-9 Exploring how Temporal Memory Develops and the Underlying Neural Processes that Support it using ERP

Kathleen Bettencourt¹, Laurel Everett, Yixin Chen, Thanujeni Pathman²

¹University of North Carolina at Greensboro, ²York University

3-B-10 The Foundations of Lie Telling: Exploring Executive Functions

Carmen Brown¹, Ansley Tullos Gilpin¹, Rachel Thibodeau², Alexandra Nancarrow¹

¹University of Alabama, ²University of Missouri

3-B-11 Sensorimotor body experience accelerates mirror self-recognition

Lisa Chinn¹, Claire Noonan¹, Lauren Deblanc¹, Jeffrey Lockman¹

¹Tulane University

3-B-12 Knowing is Some of the Battle: Metacognitive Awareness Improves Self-Derivation Performance

Jessica Dugan¹, Margo Menkes¹, Alena Esposito¹, Patricia Bauer¹

¹Emory University

3-B-13 Musical moments in infants' everyday environments are brief and bursty

Jennifer Mendoza¹, Caitlin Fausey¹

¹University of Oregon

3-B-14 Fantasy Orientation: Measuring Individual Differences, Improving Imaginative Play, and Assessing Mechanisms of Cognitive Development

Ansley Gilpin¹, Rachel Thibodeau², Alexandra Nancarrow¹, Carmen Brown¹

¹University of Alabama, ²University of Missouri

3-B-15 The Impact of Food Advertising Literacy on Children's Food and Brand Logo Decision-Making

Oh-Ryeong Ha¹, Amanda Bruce², Haley Killian¹, Alex Francisco¹, Jared Bruce¹, Seung-Lark Lim¹

¹University of Missouri - Kansas City, ²University of Kansas Medical Center

3-B-16 Variety Matters: What Can We Learn About Infant Walking From Soccer-Playing Robots

Justine Hoch¹, Ori Ossmy¹, Patrick MacAlpine², Shohan Hasan¹, Peter Stone², Karen Adolph¹

¹New York University, ²University of Texas at Austin

3-B-17 Development of adult-like gaze behavior in infants and children when viewing video media

Kellan Kadooka, John Franchak¹
¹University of California, Riverside



3-B-18 Dwell-time patterns show that preschoolers privilege goal structure over motion trajectory

Jessica Kosie¹, Dare Baldwin¹

¹University of Oregon

3-B-19 The Impact of Attention on Early Mathematical Learning in Young Children Aged 5-6

Zhengqing Li¹, Jingjing Xu, Xin Zhou, Dan Kang, Lili Tian ¹University of Denver

3-B-20 Errors on a Computer Task and Subclinical Symptoms of Attention-Deficit Hyperactivity Disorder (ADHD)

Joshua Anderson¹, Katherine Christensen¹, Rebecca Lundwall¹

¹Brigham Young University

3-B-21 Using Photo-Narrative Reflections to Foster Children's Learning and Remembering

Maria Marcus¹, Pirko Tõugu², Catherine Haden³, David Uttal¹ Northwestern University, ²University of Tartu, ³Loyola University Chicago

3-B-22 The Relation Between Visuomotor Skills and Mathematical Achievement: The Relative Contributions of Attention and Spatial Skills

Wenke Möhring¹, Alexander Grob¹

IUniversity of Basel

3-B-23 Co -Development of Mathematics, Executive Function Skills, and Visual-Motor Integration from Prekindergarten to First Grade

Kimberly Nesbitt¹, Mary Fuhs², Dale Farran³

¹University of New Hampshire, ²University of Dayton,

³Vanderbilt University

3-B-24 Infant Social Referencing Behavior After a Tenminute Delay

Derrick Ocampo¹, Jacqueline Leventon²
¹California State University, San Bernardino, ²Towson University

3-B-25 Mothers' Negative Focus During Memory-Sharing Conversations is Linked to Negative Interpretation and Memory Biases in Young Children

Gabrielle Principe¹, Amanda Cibischino¹, Daniel Greenberg¹
¹College of Charleston

3-B-26 Eye movement study of relational memory development

Leslie Rollins¹, Alexandra Green¹
¹Christopher Newport University

3-B-27 Sleep Protects Memories from Interfering Information in Early Childhood

Emily Slonecker¹, Angela Lukowski¹
¹University of California, Irvine

3-B-28 Spin at your own risk: individual differences in preschooler's decision-making strategies

Emily Sumner¹, Michael Lee¹, Barbara Sarnecka¹ **University of California, Irvine**

3-B-29 Verbal feedback is key when training executive control in preschool-age children

Bianca van Bers¹, Ingmar Visser¹, Maartje Raijmakers²
¹University of Amsterdam, ²Leiden University

3-B-30 The Effect of Posture on Touching Frequencies of Chinese and American Three-Month-Old Infants

Sarah Wiesen¹, Xuning "Cici" Zhang², Amy Needham¹
¹Vanderbilt University, ²University of Pennsylvania

3-B-31 Decomposing Different Sources of Interference in Recognition Memory Development - a Computational Modeling Approach

Hyungwook Yim¹, Adam Osth¹, Vladimir Sloutsky², Simon Dennis¹

¹The University of Melbourne, ²The Ohio State University

3-B-32 CRT-D: A Cognitive Reflection Test for School-Age Children

Andrew Young¹, Lesley Pilgrim¹, Allison Powers¹, Andrew Shtulman¹

¹Occidental College

C – Concepts, Categorization, Causal Learning

3-C-33 The Effects of Linguistic Labels on Visual Attention in Children and Young Adults

Wesley Barnhart¹, Samuel Rivera¹, Christopher Robinson¹

The Ohio State University

3-C-34 Cross-cultural variation in the development of folkecological reasoning

Justin Busch¹, Rachel Watson-Jones², Cristine Legare¹

¹The University of Texas at Austin, ²Dell Technologies Inc

3-C-35 Chinese children's justification of the existence of unobservable entities

Yixin Kelly Cui¹, Jennifer Clegg¹, Fang Yan¹, Rui Guo², Amita Sekhon¹, Kathleen Corriveau¹, Paul Harris³

¹Boston University, ²Tsinghua University, ³Harvard Graduate School of Education



3-C-36 Normative beliefs shape representations of animal categories in early childhood

Emily Foster-Hanson¹, Marjorie Rhodes¹
¹New York University

3-C-37 Children learn better from (some) fantastical stories

Emily Hopkins¹, Deena Weisberg²

¹Temple University, ²University of Pennsylvania

3-C-38 Furry hippos and scaly sharks: blind individuals' concepts of animals

Judy Sein Kim¹, Giulia Elli¹, Marina Bedny¹ ¹Johns Hopkins University

3-C-39 Cue abstraction processes in children's decision making

Anna Lang¹, Tilmann Betsch¹

¹University of Erfurt

3-C-40 4- to 8-year-olds balance exploration and exploitation

Emily Liquin¹, Alison Gopnik¹
¹University of California, Berkeley

3-C-41 Assessing Young Children's Concept of Animals: Instrument Development and the Relationship to Pet Ownership and Gender

Jessica McKeown¹, Joyce Alexander², Kathy Johnson³, Bailey Hubert³, Thea Freygang¹

¹Indiana University, ²Texas A&M University, ³Indiana University Purdue University Indianapolis

3-C-42 The nature of concepts of ability in early childhood: Overturning conventional wisdom

Melis Muradoglu¹, Andrei Cimpian¹
¹New York University

3-C-44 The Role of Shape and Specificity in Young Children's Object Substitution

Jason Scofield¹, Sherwood Burns-Nader¹, Caroline Jones¹
¹University of Alabama

3-C-45 Adults and children are intuitive empiricists

Jinjing Wang¹, Lisa Feigenson¹

Johns Hopkins University

3-C-46 The effect of identity- and action-focused language across domains

Kathryn Yee¹, Sarah-Jane Leslie², Marjorie Rhodes¹ ¹New York University, ²Princeton University

D - Cultural Learning

3-D-47 Cross-cultural views on human's impact on the natural world

Sofia Jimenez¹, Marlotte De Jong¹, Sihyun Ha¹, Francine Dolins², Jonah Ratsimbazafy³, Josia Razafindramanana³, Megan Saylor¹, Jonathan Lane¹

¹Vanderbilt University, ²University of Michigan-Dearborn, ³Groupe d'étude et de recherche sur les primates de Madagascar

3-D-48 Innovators have many friends: Investigating the relationship between children's social network properties and the propensity to copy or innovate

Bruce Rawlings¹, Emma Flynn¹, Dan Franks², Rachel Kendal¹ Durham University, ²University of York

3-D-49 When is confidence a justified credibility cue?

Rachel Severson¹, Adam Baimel², Susan Birch²
¹University of Montana, ²University of British Columbia

3-D-50 Is the Curious Child Universal? Examining the Frequency and Types of Questions Asked by Turkish Preschoolers from Middle-class and Low-income Families

Burcu Unlutabak¹, Ageliki Nicolopoulou¹ ¹Lehigh University

E - Language Development

3-E-51 Developmental differences in the structure of monolingual and bilingual children's semantic representations

Natsuki Atagi¹, Maxim Bushmakin², Catherine Sandhofer³
¹University of California, Riverside, ²Brandeis University, ³University of California, Los Angeles

3-E-52 Sensorimotor influences on perception of native and non-native speech in infancy

Dawoon Choi¹, Alison Bruderer², Janet Werker¹
¹University of British Columbia, ²North Island College

3-E-53 The development of semantic organization across early childhood

Ramon Diah¹, Zoe Chodak¹, Erica Wojcik¹
¹Skidmore College

3-E-54 Every And All Are Easy, But Each Is Hard

Roman Feiman¹

¹University of California, San Diego

3-E-55 Event nominal acquisition benefits from linguistic context

Angela Xiaoxue HE¹, Sudha Arunachalam¹
¹Boston University



3-E-56 The Implied Shape of an Object: A Developmental Analysis

Julie Hupp¹, Melissa Jungers¹, Brandy Plunkett¹, Brandon Porter¹

¹Ohio State University

3-E-57 Effects of syntax of children's verb interpretation

Emma Kelty-Stephen¹, Robin Campbell¹, Letitia Naigles²
¹Grinnell College, ²University of Connecticut

3-E-58 The Influence of Memory on Word Learning in Bilingual Children

Michael Lopez¹, Julie Schneider¹, Alyson Abel², Sonali Poudel¹, Mandy Maguire¹

¹University of Texas at Dallas, ²San Diego State University

3-E-59 Testing the limits of children's ability to recognize words in ecologically valid background noise

Brianna McMillan¹

¹Temple University

3-E-60 Simulations of early word learning environments: Insights into sampling, analysis and sources of individual differences

Jessica Montag¹, Michael Jones², Linda Smith²
¹University of California, Riverside, ²Indiana University

3-E-61 Twelve-month-olds respond to names of hidden inaccessible objects

Maria Osina¹, Megan Saylor¹
¹Vanderbilt University

3-E-62 Learning Verbs Across Multiple Examples Separated By Delays

Blaire Porter¹, Jane Childers¹, Sarah Kate Mrkonich¹
¹Trinity University

3-E-63 The influence of gender and language on Spanish-English bilingual kindergarten and first grade children's use of social words and clout.

Yvonne Ralph¹, Mandy Maguire¹, Hatty Lara¹, Raul Rojas¹ *University of Texas at Dallas*

3-E-64 A cross-cultural comparison of mother-preschooler autobiographical conversations

Sirada Rochanavibhata¹, Julia Borland², Laura Montenegro³, Viorica Marian¹

¹Northwestern University, ²Evanston Township High School, ³Pitzer College

3-E-65 A threshold for regularization: When children will and will not regularize inconsistent language input

Kathryn Schuler¹, Jaclyn Horowitz², Elissa Newport¹
¹University of Pennsylvania, ²Georgetown University

3-E-66 Self-generated Variability in Object Images Predicts Later Vocabulary Size

Lauren Slone¹, Linda Smith¹, Chen Yu¹

¹Indiana University

3-E-67 Lexical recognition in 9-month-olds: What factors matter?

Abbie Thompson¹, Amanda McGann¹, Jill Lany¹
¹University of Notre Dame

3-E-68 Preschoolers Do Not Learn Novel Words in Pretend Play

Jennifer Van Reet¹, Michaela Fahey²

¹Providence College, ²MGH Institute of Health Professions

3-E-69 Choosing words wisely: Infants sample more informative object-label associations

Martin Zettersten¹, Jenny Saffran¹

Iniversity of Wisconsin-Madison

3-E-138 Built-in questions support parent-child talk during shared reading of an electronic text

Gabrielle Strouse¹, Israel Flores², Zachary Stuckelman², Colleen Russo, Georgene Troseth²

¹University of South Dakota, ²Vanderbilt University

F - Moral Development

3-F-70 Your Trip Around Mexico! A Storybook Study Exploring the Effects of Helping and Outgroup Exposure on Children's Empathy Development

Julia Chirls¹, Rafael Benitez¹, Krista Casler¹
¹Franklin & Marshall College

3-F-71 "I only want one!" Choosing to take less than your fair share

Marissa Drell¹, Vikram Jaswal¹

Iniversity of Virginia

3-F-72 The costs and benefits of moral condemnation: A developmental investigation

Hannah Kim¹, Zachary Trail¹, Alex Shaw¹ ¹University of Chicago

3-F-73 Can ownership rules be suspended?

Nicholaus Noles¹, Catherine McDermott¹
¹University of Louisville

G – Number, Spatial Cognition, Relational Reasoning

3-G-74 Who Benefits From Explicit Comparison in Science Instruction?

Benjamin Jee¹, Florencia Anggoro²

¹Worcester State University, ²College of the Holy Cross



3-G-75 Can Gesture Help Students in Bilingual Classrooms Learn Math?

Hannah Valdiviejas¹, Yadira Alonzo¹, Amena Khan¹, Theodora Koumoutsakis¹, Andrew Mistak¹, Saba Ayman-Nolley¹, R B Church¹

¹Northeastern Illinois University

3-G-76 Early Conceptualization of Negative Numbers: Assessing Second Graders' Numerical Cognition

Rebecca Boncoddo¹, Marney Pollack²

¹Central Connecticut State University, ²University of Connecticut

3-G-77 One-to-One Correspondence Allows for Exact Number Representation Without Counting Words

Kaitlin Brown¹, Sarah Koopman¹, Jessica Cantlon¹ ¹University of Rochester

3-G-78 Early Language and Mathematics: Relations between contextual sensitivity to lexical ambiguity and early mathematics performance in 7 year olds

Jenny Yun-Chen Chan¹, Michele Mazzocco¹
¹University of Minnesota

3-G-79 Demographic differences in early number competencies: Effects of gender and income status

Brianna Devlin¹, Amber Beliakoff², Christina Barbieri¹, Alice Klein², Nancy Jordan¹

¹University of Delaware, ²WestEd

3-G-80 Recursion in Monkeys, Children, Tsimane' and US Adults

Stephen Ferrigno¹, Steven Piantadosi¹, Jessica Cantlon¹
¹University of Rochester

3-G-81 Inhibitory control and the development of fraction concepts: The role of the whole-number bias

Kexin Ren¹, Ying Lin¹, Elizabeth Gunderson¹

Temple University

3-G-82 The role of number line unidimensionality in young children's fraction magnitude learning

Noora Hamdan¹, Victoria Bartek¹, Lindsey Hildebrand¹, Elizabeth Gunderson¹

¹Temple University

3-G-83 The Mediating Role of Number-to-Magnitude Mapping Precision in the relationship between Approximate Number Sense and Math Achievement Depends on the Domain of Mathematics and Age

Selim Jang¹, Soohyun Cho¹
¹Chung Ang University

3-G-84 The Role of Gesture in Math Learning: Do Boys Benefit More Than Girls?

Theodora Koumoutsakis¹, Andrew Mistak¹, Leslie Pineda¹, Amena Kahn¹, Hannah Valdiviejas², Saba Ayman-Nolley¹, R. B. Church¹

¹Northeastern Illinois University

3-G-85 Evidence of mental rotation processes in infancy

Jillian Lauer¹, Adna Jaganjac¹, Patricia Bauer¹
¹Emory University

3-G-86 How language and gesture use during spatial tasks provide novel insights into spatial processing

Hilary Miller¹, Chelsea Andews¹, Vanessa Simmering¹
¹University of Wisconsin-Madison

3-G-87 Is math anxiety associated with math achievement over and above number line estimation in early elementary school?

Nancy Pantoja¹, Chris Rozek¹, Marjorie Schaeffer¹, Talia Berkowitz¹, Sian Beilock¹, Susan Levine¹

University of Chicago

3-G-88 Encouraging Spatial Talk: Bolstering Spatial Reasoning Within Children's Museums

Naomi Polinsky¹, Jasmin Perez², Koleen McCrink³
¹Northwestern University, ²Johns Hopkins University, ³Barnard College

3-G-89 Pointing to specific elements may enhance learning during a mathematics lesson

Todd Pruner¹, Martha Alibali², Mitchell Nathan², Voicu Popescu³, Susan Cook¹

¹University of lowa, ²University of Wisconsin - Madison, ³Purdue University

3-G-90 Relative Saliency of Number: How quantitative information and task demands impact children's spontaneous focusing on number

Sophie Savelkouls¹, Michelle Hurst¹, Sara Cordes¹ ¹Boston College

3-G-91 Investigating flexibility in young children's spatial recall strategies through probabilistic modeling

Hilary Miller¹, Clint Jensen¹, Joseph Austerweil¹, Vanessa Simmering¹

¹University of Wisconsin - Madison

3-G-92 Measuring Parent Spatial Anxiety: Related to Child Spatial and Math Outcomes?

Dunia Tonob¹, Laura Zimmerman¹, Brian Verdine¹, Lindsey Foster¹, Maya Marzouk², Roberta Michnick Golinkoff¹

**University of Delaware, ²Yeshiva University



3-G-93 Matching Spaces: Relating Negative to Positive Space in Object Fitting Tasks

Blair Youmans¹, Wendy Jung¹, Nicholas Fears¹, Elizabeth Steen¹, Jeffrey Lockman¹

3-G-94 Tackling training: An analysis of performance on spatial instruction in preschool

Laura Zimmermann¹, Corinne Bower², Brian Verdine¹, Nicole Fletcher³, Tamara Spiewak Toub², Lindsey Foster¹, Siffat Islam², Maya Marzouk⁴, Jelani Medford², Roberta Golinkoff¹, Kathy Hirsh-Pasek²

¹University of Delaware, ²Temple University, ³Univeristy of Pennsylvania, ⁴Yeshiva University

H - Social Cognition

3-H-95 Negotiation in children: exploring developmental origins of the wage gap

Sophie Arnold¹, Katherine McAuliffe²

¹University of Chicago & Boston College, ²Boston College

3-H-96 Relations Between Infants' Social Attention, Risk Status for ASD, and Parental Measures of ASD-Related Characteristics

Roya Baharloo¹, Wendy Stone¹, Jessica Sommerville¹
¹University of Washington

3-H-97 Joint goal representation in infants: an fNIRS study

Katarina Begus¹, Arianna Curioni¹, Gyorgy Gergely¹, Guenther Knoblich¹

¹Central European University

3-H-98 Children's and adults' essentialist beliefs about "scientists" and their endorsement of the "scientists=males" stereotypes

Lin Bian¹, Marjorie Rhodes², Emily Green²
¹Stanford University, ²New York University

3-H-99 Neural Correlates of Belief- and Desire-Reasoning in Preschool Children

Jillian McLenithan¹, Lindsay Bowman¹

University of California Davis

3-H-100 Features of Natural Parent Teaching that Benefit Toddlers' Learning

Natalie Brezack¹, Mia Radovanovic¹, Ellie Xu¹, Tegan Keigher¹, Amanda Woodward¹

¹University of Chicago

3-H-101 Investigating science together: Pedagogical approaches for parent-child scientific learning interactions

lan Campbell¹, Kathleen Corriveau¹
¹Boston University

3-H-102 Emotional Facial Expressions and Visual Exploration of Novel Objects

Mariya Chernenok¹, Jessica Burris¹, Susan Rivera¹
¹University of California-Davis

3-H-103 Implicit Theory of Mind in Older Adults: Are There Two Systems for Mindreading?

Isu Cho¹, Adam Cohen¹

¹University of Western Ontario

3-H-104 How Informant's Qualities Influence Children's Attitudes Toward Novel Social Groups

Emily Conder¹, Jonathan Lane¹

IVanderbilt University

3-H-105 Cognitive Basis of Children's Early Self-Esteem: A Case Study of Mechanisms of Developmental Social Cognition

Dario Cvencek¹, Andrew Meltzoff¹
¹University of Washington

3-H-106 Children prefer reasonable partners over unconditionally cooperative ones

Andreas Domberg¹, Bahar Köymen², Michael Tomasello³

¹Max Planck Institute for Evolutionary Anthropology,

²University of Manchester, ³Duke University

3-H-107 Differential Predictor Patterns for False Belief Tasks

Kaitlyn Erhardt¹, Jeffrey Farrar¹

Iniversity of Florida

3-H-108 Children's cultural judgments about food selection

Emily Gerdin¹, Jasmine DeJesus², Kathleen Sullivan³, Katherine Kinzler⁴

¹Yale University, ²University of Michigan, ³Department of Health and Human Services, ⁴Cornell University

3-H-109 Imaginary companions differ from pretend play in their manifestations in children's lives

Tracy Gleason¹, Madison Flowers¹
¹Wellesley College

3-H-110 Possessed by the land: Young children use territory to infer object ownership

Brandon Goulding¹, Ori Friedman¹

Iniversity of Waterloo

3-H-111 What types of active experience shape 10-month-old infants' understanding of cooperation?

Chloe Moore¹, Charlotte Gibson¹, Annette Henderson¹

University of Auckland, New Zealand

¹Tulane University



3-H-112 Selectivity and strategy in infants helping behavior at 18 months

Rachel Horton¹, Elizabeth Enright¹, Jessica Sommerville¹

University of Washington

3-H-113 Representation of Other's Uncertain Beliefs and Information-seeking Behaviors during Childhood

Zhenzhen Huang¹, Qingfen Hu¹
¹Beijing Normal University

3-H-114 Navigating a random world: Locus of control as a predictor of children's superstitious beliefs

Kelsey Kelley¹, Jacqueline Woolley¹
¹University of Texas, Austin

3-H-115 The Effect of Register on Children's Social Inferences about Addressees

Danielle Labotka¹, Susan Gelman¹

Iniversity of Michigan

3-H-116 Ability Conceptions in Context: Self-efficacy and Social Comparison

Candace Lapan¹, Janet Boseovski², Kimberly Marble², Valeriya Tsygankova²

¹University of Virginia, ²University of North Carolina at Greensboro

3-H-117 Forming social evaluations using indirect information: Infants prefer characters who were treated nicely by similar others

Zoe Liberman¹, Karen Wynn², J. Kiley Hamlin³
¹University of California Santa Barbara, ²Yale University, ³University of British Columbia

3-H-118 Gender stereotypes about leadership develop early in childhood

Tara Mandalaywala¹, Marjorie Rhodes¹

New York University

3-H-119 Do children learn from liars? Learning and friend preferences in lie-telling informants

Natalie Mordini¹, Sheila Krogh-Jespersen¹ ¹DePaul University

3-H-120 The Comparative Effects of Narrative and Factual Information on Children's Charitable Giving

Jenny Nissel¹, Jacqueline Woolley¹

Inversity of Texas at Austin

3-H-121 Do Babies See Faces in Face, Face-like, and Ambiguous Stimuli? Pareidolia in Infancy

Nonah Olesen¹, Kate Dixon¹, Nicholas Holt², Lauren Dale¹, Cara Cashon¹

¹University of Louisville, ²Bellarmine University

3-H-122 Help! I need somebody: Locus of control explains school-aged children's help-seeking behavior

Krista Goebel¹, Carolyn Palmquist¹
¹Amherst College

3-H-123 Children monitor changes in a social agent's reliability

Rista Plate¹, Kristin Shutts¹, Seth Pollak¹

¹University of Wisconsin - Madison

3-H-124 Creativity and reasoning development: Relations between creative contexts, mental-state reasoning, and possibility reasoning

Hannah Puttre¹, Molly Schlesinger², Anondah Saide³, Rebekah Richert³

¹University of Delaware, ²Temple University, ³University of California, Riverside

3-H-125 How Social Status Influences Children's Understanding of Others' Mental States

Michael Rizzo¹, Anna Biddle¹, Genessey Reznikov¹, Rachel Schneider¹, Lucie Wiedefeld¹, Melanie Killen¹

¹University of Maryland

3-H-126 Working Memory Predicts Young Children's Ability to Resist Misinformation Regardless of Interviewer Rapport Building

Adrianna Ruggiero¹, Kyla McDonald¹, Shira Segal¹, Marina Apostolopoulos¹, Lili Ma¹

¹Rverson University

3-H-127 The Development of Chasing Detection: Do 4-year-olds show evidence of a pop-out effect for chasing stimuli?

Ruth Hofrichter¹, M.D. Rutherford¹

McMaster University

3-H-128 Accepting or discerning: Do preschoolers have preferences for certain types of explanations of biological causality?

Kaitlin Sands¹, Candice Mills¹
¹The University of Texas at Dallas

3-H-129 Social-cognitive perceptions and learning: Young children's transfer from and beliefs about characters

Molly Schlesinger¹, Rebekah Richert²
¹Temple University, ²University of California, Riverside

3-H-130 Are Accent Preferences Specific to Language? A Test Using Music as the Auditory Stimuli

Rachel Stevens¹, Douglas Behrend¹, Madison Myers¹
¹University of Arkansas



3-H-131 A Friend in Need is a Friend Indeed: Children Use Social Obligations to Predict Social Category Membership

Jessica Switzer¹, Valerie San Juan¹, Susan Graham¹
¹University of Calgary

3-H-132 The rise and fall of children's social evaluations over time

Arber Tasimi¹, Marcia Johnson¹

1Yale University

3-H-133 Social categorisation on the Other-race Effect across a Single-race and a Multi-race population

Diana Tham¹, J. Gavin Bremner¹
¹Lancaster University

3-H-134 Imitation in Chinese Children: How Pedagogical Cues and Prior Experience Influence Action Processing

Zhidan Wang¹, Yiting Chen¹, Andrew Meltzoff²

¹Jiangsu Normal University, ²University of Washington

3-H-135 The relationship between self-control abilities and children's beliefs about self-control

Adrienne Wente¹, Tamar Kushnir², Alison Gopnik¹
¹University of California Berkeley, ²Cornell University

3-H-136 Group Bias in Young Children's Vicarious Punishment

Xin Yang¹, Zhen Wu¹
¹Tsinghua University

3-H-137 Understanding Transitive Preference in 10.5-Month-Old Infants

Julie Youngers¹, Yuyan Luo¹
¹University of Missouri - Columbia

Each Day

Eunice Kennedy Shriver National Institute for Child Health and Human Development - Child Development and Behavior Branch

Kathy Mann Koepke¹, Lisa Freund¹

National Institutes of Health

POSTER SESSION 4

SATURDAY, OCTOBER 14, 2017 5:45PM - 7:00PM

A - Cognition in Applied Contexts

4-A-1 Complexity Science and Math Learning: A Case for Informal Math Practice

Macey Cartwright¹, Heidi Kloos¹

¹University of Cincinnati

4-A-2 Is Everything on the Internet Real?: Children Judge Information from Books and the Internet Similarly

Michelle Jackson¹, Judith Danovitch¹
¹University of Louisville

4-A-3 Staying Connected: How America's Young Children Use Video Chat

Megan Norris¹, Robyn Kondrad¹ ¹Appalachian State University

4-A-4 The Relationship Between Dual Representation of Written Numerals and Place Value Knowledge in the First and Second Grades

Helena Osana¹, Aryann Blondin¹ ¹Concordia University

4-A-5 Increasing Children's Persuasion Knowledge through Argumentation

Susie Stanley¹, Chris Lawson¹
¹UW-Milwaukee

4-A-6 Parental Math Homework-helping Strategies as a Prelude to Productive Struggle

Salvador Vazquez¹, Jennie Grammer¹
¹UCLA

B – Cognitive Foundations: Memory, EF, Attention, Action

4-B-7 The development and validation of classroom-based executive function assessments in school-aged children

Sammy Ahmed¹, Sarah Remer¹, Nathan Sheppard¹, Frederick Morrison¹

¹University of Michigan

4-B-8 The effect of stimulus features on infants' apparent visual short-term memory capacity

Aaron Beckner¹, Mee-Kyoung Kwon², Lisa Oakes²
¹University of California, Davis, ²Center for Mind and Brain

4-B-9 Exploration dominates choice behavior in young children

Nathaniel Blanco¹, Vladimir Sloutsky¹

The Ohio State University



4-B-10 Investigation of attention to emotional faces in young typically and atypically children.

Jessica Burris¹, Riley Sims¹, Susan Rivera²
¹University of Maryland, ²University of California, Davis

4-B-11 Brain signal complexity differences between monolingual and bilingual children

Ashley Chung-Fat-Yim¹, John Grundy¹, Ryan Barker¹, John A Anderson¹, Ellen Bialystok¹

¹York University

4-B-12 The Effects of an Interactive Digital Storybook on Children's Comprehension and the Role of Individual Differences in Attention

Cassondra Eng¹, Anthony Tomasic¹, Erik Thiessen¹ ¹Carnegie Mellon University

4-B-13 Age Differences in the Memorial Consequences of Multiple-choice Testing

Lisa Fazio¹, Emily Conder¹, Elizabeth Marsh²
¹Vanderbilt University, ²Duke University

4-B-14 Effect of Proximity of Illustrations to Text on Beginning Readers Fluency and Comprehension

Karrie Godwin¹, Cassondra Eng², Anna Fisher²

¹Kent State University, ²Carnegie Mellon University

4-B-15 Self-Control and Food Attitudes in Children

Oh-Ryeong Ha¹, Amanda Bruce², Jared Bruce¹, Seung-Lark Lim¹

¹University of Missouri - Kansas City, ²University of Kansas Medical Center

4-B-16 Foraging in the playroom: Random walk behavior in human infants

Justine Hoch¹, Ori Ossmy¹, Karen Adolph¹ ¹New York University

4-B-17 Using fNIRS to Investigate the Neural Basis of Intersensory Processing in Early Childhood

Anastasia Kerr-German¹, Kara Lowery¹, James Todd², Lorraine Bahrick², Aaron Buss¹

¹University of TN-Knoxville, ²Florida International University

4-B-18 Experimentally induced spontaneous memories in young children: A shortcut to episodic memories?

Peter Krøjgaard¹, Toril Jensen¹, Trine Sonne¹, Osman Kingo¹, Dorthe Berntsen¹

¹Aarhus University

4-B-19 Inhibitory control predicts improvement in elementary school students' measurement strategies

Ying Lin¹, Kexin Ren¹, Elizabeth Gunderson¹

*Temple University

4-B-20 Save the best for last? No evidence for a positive peak-end rule across the lifespan

Eric Mah¹, Daniel Bernstein¹

¹Kwantlen Polytechnic University

4-B-21 Theta oscillations in 4-year-olds are sensitive to task engagement and task demands

Marlene Meyer¹, Hinke Endedijk², Freek van Ede³, Sabine Hunnius⁴

¹University of Chicago, ²University Utrecht, ³University of Oxford, ⁴Radboud University Nijmegen

4-B-22 Associations Between Executive Functions and Math Achievement: The Moderating Effect of Emotion Regulation

Wenke Möhring¹, Tobias Kahl¹, Alexander Grob¹
¹University of Basel

4-B-23 Exploring links among subjective social status, prefrontal cortex structure and cognitive skills in children

Elaine Maskus¹, Emily Merz¹, Pooja Desai², Xiaofu He³, Kimberly Noble¹

¹Teachers College, Columbia University, ²Barnard College, Columbia University, ³Columbia University Medical Center

4-B-24 Transfer of Metacognitive Strategy Learning in Young Children

Allison O'Leary¹, Vladimir Sloutsky¹

¹The Ohio State University

4-B-25 Executive function facilitates learning from math instruction

Andrew Ribner¹, Clancy Blair¹, Michael Willoughby²
¹New York University, ²RTI International

4-B-26 Executive Function Skills Predict Event Processing and Recall in Preschoolers

Robbie Ross¹, Dare Baldwin²

¹University of South Carolina, ²University of Oregon

4-B-27 Impossibly Special: Impossible but not Improbable Events Boost Children's Learning

Aimee Stahl¹, Spandana Mandaloju², Lisa Feigenson²

¹The College of New Jersey, ²Johns Hopkins University

4-B-28 The Real Thing: Preschoolers Prefer Actual Activities to Pretend Ones

Jessica Taggart¹, Megan Heise¹, Angeline Lillard¹ ¹University of Virginia

4-B-29 Does Executive Function and Language Underlie the Development of Moral Disgust?

Tonya Vandenbrink¹, Stephanie Miller¹
¹University of Mississippi</sup>



4-B-30 Examining The Effect of Target-Distractor Similarity on Single-Feature Target Search Performance in Children and Adolescents

Audrey Wong-Kee-You¹, Scott Adler¹

1York University

4-B-31 Do Not Forget Your Lunch: Executive functions in everyday tasks

Elizabeth Youatt¹, Alana Anderson¹, Sammy Perone¹
¹Washington State University

4-B-32 Longitudinal Associations Between Maternal Behaviors During Problem-Solving and Children's Cognitive Flexibility in Early Childhood

Selin Zeytinoglu¹, Susan Calkins¹, Esther Leerkes¹
¹University of North Carolina-Greensboro

C – Concepts, Categorization, Causal Learning

4-C-33 The Last Straw: Can Thought Experiments Advance Children's Understanding of Weight

Igor Bascandziev¹, Emma Starr, Dalia Khalatbari, Garrett Maron, Deborah Zaitchik², Susan Carey² ¹Reed College, ²Harvard University

4-C-34 Examining Parent-Child Conversations while Reading Fantasy/Reality Storybooks

Nathalie Carrick¹

¹Cal State Fullerton

4-C-35 Children expect physically versus mentally similar individuals to share different types of properties

Telli Davoodi¹, Melissa Kibbe¹
¹Boston University

4-C-36 Preschoolers rationally use evidence to select causally relevant variables

Mariel Goddu¹, Alison Gopnik¹
¹University of California, Berkeley

4-C-37 Children's Understanding of Learning and Its Relation to Their Learning

Jeein Jeog¹, Douglas Frye¹

¹University of Pennsylvania

4-C-38 Proposal for an open database of psychological stimuli

Melissa Kline¹

¹Massachusetts Institute of Technology

4-C-39 Children use labels, but not discrete boundaries or stability over time, as cues to essentialize a novel category

Rebecca Lange¹, Paul Muentener¹
¹Tufts University

4-C-40 How Children and Adults Reason About the Persistence of Characters in Fairy Tales

Kyle Dadgar¹, Kristan Marchak², D. Geoffrey Hall¹
¹University of British Columbia, ²University of Michigan

4-C-41 Stepwise versus globally-optimal information search in children and adults

Bjorn Meder¹, Jonathan Nelson², Matt Jones³, Azzurra Ruggeri¹

¹Max Planck Institute for Human Development, ²University of Surrey, ³University of Colorado Boulder

4-C-42 The emerging causal understanding of institutional objects?

Alexander Noyes¹, Frank Keil, Yarrow Dunham¹

¹Yale University

4-C-43 Assessing Event Representation with Objects in Children with Autism Spectrum Disorders

Tashana Samuel¹, Laraine McDonough¹
¹Guttman Community College, City University of New York

4-C-44 Developmental shifts in a preference to learn about social categories versus individuals belonging to those categories

Shelbie Sutherland¹, Nicholas Rule¹
¹University of Toronto

4-C-45 Of blickets and butterflies: The effect of contextualization on diagnostic reasoning

Deena Weisberg¹, David Sobel²

¹University of Pennsylvania, ²Brown University

4-C-46 Does Training Facilitate Infants' Acquisition of Novel Animal-Sound Pairings?

Michelle Zepeda¹, Susan Graham¹
¹University of Calgary

D - Cultural Learning

4-D-47 Listening in: Teachers' role in supporting preschoolers' science learning on playscapes

Heidi Kloos¹, Catherine Maltbie¹, Rhonda Brown¹, Victoria Carr¹, Katherine Cunningham¹

IUniversity of Cincinnati

4-D-48 Preschoolers do not test counter-intuitive claims: Evidence from Turkey

Samuel Ronfard¹, Burcu Unlutabak², Ageliki Nicolopoulou¹, Paul Harris³

¹Boston University, ²Lehigh University, ³Harvard University

4-D-49 Children's Intention Understanding and the Development of Religious Concepts

Nicholas Shaman¹

¹University of Houston - Clear Lake

Bi-Ennial Conference 2017



4-D-50 The Examination of Turkish Preschoolers' Possibility Judgments and Explanations about Extraordinary Events

Burcu Unlutabak¹, Agelike Nicolopoulou¹ ¹Lehigh University

E - Language Development

4-E-51 Learning new words from familiar ones: Can two-year-olds use linguistic context to learn from accented speech?

Cynthia Blanco¹, Sandra Waxman¹

Northwestern University

4-E-52 Do Re Metaphor: Spatial metaphor provides an advantage for learning pitch words

Alagia Cirolia¹, Ariel Starr¹, Mahesh Srinivasan¹
¹University of California, Berkeley

4-E-53 Time to go on a space adventure! Using digital games to support early vocabulary learning

Rebecca Dore¹, Marcia Shirilla¹, Tara Saunders¹, Lindsey Foster¹, Emily Hopkins², Tamara Spiewack Toub², Molly Collins³, Jacob Shatz², Molly Scott², Jessica Lawson³, Elizabeth Hadley³, Roberta Golinkoff¹, Kathy Hirsh-Pasek², David Dickinson³

¹University of Delaware, ²Temple University, ³Vanderbilt University

4-E-54 The Goldilocks Effect in Preschooler Attention to Spoken Language

Ruthe Foushee¹, Fei Xu¹
¹University of California, Berkeley

4-E-55 Metacognitive Disambiguation: Predicting the 'Right' Choice

Kyle Henning¹, William Merriman¹

Ikent State University

4-E-56 Who is doing what to whom? Investigating the dynamics of infant attention in two-participant causal events.

lain Jackson¹, Eugenio Parise², Vincent Reid², Anna Theakston¹

¹University of Manchester, ²Lancaster University

4-E-57 Sentences, Centers, and Sets: Set Selection and the Meanings of More and Most

Tyler Knowlton¹, Justin Halberda², Paul Pietroski¹, Jeffrey Lidz¹

¹University of Maryland, ²Johns Hopkins University

4-E-58 Using context-dependency through redundant correlated contextual cues in word learning

Michelle Luna¹, Catherine Sandhofer¹
¹University of California, Los Angeles

4-E-59 Parent Input During a Brief Face-to-Face Interaction Predicts Number of Vocalizations and Vocabulary Size in Toddlers

Myriah McNew¹, Lorraine Bahrick¹, James Todd¹

¹Florida International University

4-E-60 "You Guys" Versus "Y'all": Presence of Dialect Vocabulary Enhances Children's Ability to Categorize Speakers

Madison Myers-Burg¹, Douglas Behrend¹

IUniversity of Arkasnas

4-E-61 Neural correlates of linking communicative signals and cognition in infants

Danielle Perszyk¹, Joel Voss¹, Sandra Waxman¹
¹Northwestern University

4-E-62 The Complex Relationship between Socioeconomic Status and Word Learning in Grade School

Sonali Poudel¹, Alyson Abel-Mills², Yvonne Ralph¹, Michael Lopez¹, Mandy Maguire¹

¹University of Texas at Dallas, ²San Diego State University

4-E-63 Parental use of referential cues and infant vocabulary development

Chantal Ramirez¹, Catharine Echols¹, Cláudia Cardoso-Martins²

¹The University of Texas at Austin, ²Universidade Federal de Minas Gerais

4-E-64 Non-native exposure promotes monolingual children's endorsement of multiple labels

Dolly Rojo¹, Catharine Echols¹

¹The University of Texas at Austin

4-E-65 Learning color names: How input shapes word boundaries

Molly Scott¹, Yu Chen¹, Junko Kanero², Noburo Saji³, Mutsumi Imai⁴, Kathy Hirsh-Pasek¹

¹Temple University, ²Koc University, ³Kamakura Women's University, ⁴Keio University at Shonan Fujisawa

4-E-66 Spatial language promotes cross-magnitude associations in early childhood

Ariel Starr, Mahesh Srinivasan¹
¹UC Berkelev

4-E-67 Different context, same learning: 2-year-olds' robust word learning across contexts

Nicholas Tippenhauer¹, Megan Saylor¹

Vanderbilt University



4-E-68 The development of the neural systems supporting handwriting and letter perception from kindergarten to adulthood

Sophia Vinci-Booher¹, Karin James¹

¹Indiana University

4-E-69 Understanding of "Yesterday" and "Tomorrow" in English- and Mandarin-Speaking Children

Meng Zhang¹, Judith Hudson¹
¹Rutgers University

F - Moral Development

4-F-70 Thinking about you: Focusing attention on others reduces in-group bias in preschool children

Minjung Cha¹, Hyun-joo Song¹

¹Yonsei University

4-F-71 Children's Sensitivity to the Ulterior Motives behind Apologies

Marissa Drell¹, Sydney Sampson², Vikram Jaswal¹
¹University of Virginia, ²University of South Florida

4-F-72 The intersection of emotion and executive function: The effects of guilt on preschoolers' inhibition and flexibility performance

Candace Lapan¹, Janet Boseovski², Angela Dyson³
¹University of Virginia, ²University of North Carolina at Greensboro, ³Wake Forest University

4-F-73 Does Group Membership Affect Children's Judgments of Social Transgressions?

Jason Scofield¹, Melissa Chapman¹
¹University of Alabama

G – Number, Spatial Cognition, Relational Reasoning

4-G-74 What Do Children's Gestures Tell Us About Their Emerging Understanding of Space Science?

Caroline Morano¹, Florencia Anggoro¹, Benjamin Jee²
¹College of the Holy Cross, ²Worcester State University

4-G-75 Digits vs. Magnitudes in Symbolic Numerical Estimation

Alexandra Zax¹, Maxine Lai¹, Hilary Barth¹ ¹Wesleyan University

4-G-76 Associative Knowledge in Rational Arithmetic

David Braithwaite¹, Xinlin Zhou², Robert Siegler¹
¹Carnegie Mellon University, ²Beijing Normal University

4-G-77 Children rely on hand configuration rather than number when labeling number gestures

Jacob Butts¹, Dominic Gibson¹, Talia Berkowitz¹, Susan Goldin-Meadow¹, Susan Levine¹

¹University of Chicago

4-G-78 The Dimensionality between Visuo-Spatial Working Memory and Calculation Ability

Yi-Ling Cheng¹, Kelly Mix², Mark Reckase¹, Susan Levine³, Dan Freer¹

¹Michigan State University, ²University of Maryland, ³University of Chicago

4-G-79 Making Concrete Connections in Math

Andrea Marquardt Donovan¹, Emily Fyfe²

¹University of Wisconsin- Madison, ²Indiana University

4-G-80 Emerging Stereopsis and its Relation to Infants' 3D Object Recognition and Mental Rotation

Martina Röthlisberger¹, Andrea Frick¹
¹University of Fribourg

4-G-81 More to the story: Students' performance on equations and story problems involving algebraic proportions

Nicole Hallinen¹, Julie Booth¹

¹Temple University

4-G-82 The Role of Encoding in Children's Understanding of Mathematical Equivalence Depends on Problem Format

Caroline Hornburg¹, Nicole McNeil², Lijuan Wang² ¹Purdue University, ²University of Notre Dame

4-G-83 Spatial Alignment of Handled and Non-handled Objects During Fitting

Wendy Jung¹, Bjoern Kahrs¹, Elizabeth Steen¹, Jeffrey Lockman¹

¹Tulane University

4-G-84 Making Relations More Relevant Through Size and Number Comparison

Ivan Kroupin¹, Susan Carey¹

Harvard University

4-G-85 Better Close than Far: How Young Children Code Relative Proximity to a Landmark

Megan Lorenz¹, Breanna Williams¹, Ashley Buksa¹, Jodie Plumert¹

¹University of Iowa

4-G-86 An Interactive Assessment of Dimensional Adjective Comprehension

Rosalie Odean¹, Carla Abad¹, Shannon Dick¹

¹Florida International University



4-G-87 How does parents' use of large number words develop over time and relate to children's number knowledge?

Nancy Pantoja¹, Sarah Eason¹, Susan Levine¹ ¹University of Chicago

4-G-88 Perceptually rich instantiations hinder children's learning of novel fraction concepts: A real-world classroom intervention

Tasha Posid¹

¹The Ohio State University

4-G-89 The Differential Impact of Shape and Color on Children's Memory for a Pattern

Ashley Ransom¹, Marianella Casasola¹ ¹Cornell University

4-G-90 A Play-Based Mathematics Intervention for Head Start Families

Nicole Scalise¹, Geetha Ramani¹, Zeno Math ¹University of Maryland

4-G-91 What Influences Variability in Parents' Number Talk in the Lab and at Home?

Jyothirmayi Thippana¹, Leanne Elliot¹, Melissa Libertus¹ *University of Pittsburgh*

4-G-93 The trade-offs of gesture on analogical reasoning and memory for relations

Yinyuan Zheng¹, Apoorva Shivaram¹, Lindsey Richland¹

¹The University of Chicago

4-G-94 Preschoolers' Acquisition of the Words 'Same' and 'Different'

Rebecca Zhu¹, Jean-Remy Hochmann², Megan Dempster³, Sophia Sanborn¹, Susan Carey⁴

¹University of California, Berkeley, ²CNRS, Institut des Sciences Cognitives, ³University of Bath, ⁴Harvard University

H - Social Cognition

4-H-95 Does the Speech Act Matter? An Examination of How Promises and Tellings Influence Preschoolers' Epistemic and Practical Decisions

Annelise Pesch¹, Natalie Low¹, Melissa Koenig¹
¹University of Minnesota

4-H-96 Investigating the development of true belief representation in rhesus monkey infants

Alyssa Arre¹, Laurie Santos¹

1Yale University

4-H-97 Didn't know, or didn't show? Preschoolers consider knowledge state and degree of omission when evaluating teachers

Ilona Bass¹, Elizabeth Bonawitz¹, Hyowon Gweon²

¹Rutgers University - Newark, ²Stanford University

4-H-98 Building blocks of cooperation: Preschoolers use task difficulty to decide whom to help.

Grace Bennett-Pierre¹, Mika Asaba¹, Hyowon Gweon¹
¹Stanford University

4-H-99 Preschoolers Selectively Trust and Selectively Share Based on the Mental States of Others

Jayd Blankenship¹, Kimberly Vanderbilt², Michael Rizzo³
¹Brown University, ²California State University San Marcos, ³University of Maryland, College Park

4-H-100 Neural Correlates of Preschool Children's Spontaneous False-Belief Reasoning

Lindsay Bowman¹, Amanda Brandone², Samuel Thorpe³, Henry Wellman⁴

¹University of California Davis, ²Lehigh University, ³University of Maryland, ⁴University of Michigan

4-H-101 Young Children Trust Accurate Robot Informants with Agency

Kimberly Brink¹, Henry Wellman¹
¹University of Michigan

4-H-102 Tool Learning and Use: Different Patterns of Strengths for Children With and Without Autism

Krista Casler¹, Madeline Kaplan¹ ¹Franklin & Marshall College

4-H-103 Improving equality: Training children to count promotes equal sharing behavior

Nadia Chernyak¹, Paul Harris², Sara Cordes¹
¹Boston College, ²Harvard Graduate School of Education

4-H-104 Preschoolers use others' effort as a cue to attention and selective imitation

Koeun Choi¹, Molly Schlesinger¹, Courtney Grant¹, Hannah Puttre¹, John Franchak¹, Rebekah Richert¹

University of California, Riverside

4-H-105 Math Anxiety and Academic Stereotypes in 5th Grade Students

Eliza Congdon¹, Anna Rimlinger, Susan Levine²
¹Bucknell University, ²University of Chicago

4-H-106 Children's Belief in Testimony Based on Hearsay, Book, or Internet Sources

Judith Danovitch¹, Michelle Jackson¹, Jonathan Lane²
¹University of Louisville, ²Vanderbilt University



4-H-107 Robbing from the Rich Because You are Poor: Children Attend to Resource Availability When Judging the Permissibility of Behaviors

Margaret Echelbarger¹, Steven Roberts², Susan Gelman¹
¹University of Michigan, ²Stanford University

4-H-108 Fostering Creativity Through Guided Play

Natalie Evans¹, Emily Hopkins¹, Molly Schlesinger¹, Kathy Hirsh-Pasek¹

4-H-109 Rules behind ruling: Children's understanding of elections and voting

Emily Gerdin¹, Hannah Kim², Alex Shaw²

¹After Sept 2017: Yale University; Before August 2017: University of Chicago, ²University of Chicago

4-H-110 Validating the Children's Social Understanding Scale: Maternal and Paternal Reports, and Links to Executive Function

Stephanie Gluck¹, Deniz Tahiroglu², Louis Moses¹

¹University of Oregon, ²Ozyegin University

4-H-111 Executive Function and Theory of Mind as Predictors of Reading Expressiveness

Nicole Guajardo¹, Kelly Cartwright¹, Kendall Horst¹, Kelly Dewey¹, Molly Welsh¹

¹Christopher Newport University

4-H-112 Infant gaze following depends on ostensive context: an eye-tracking study of 5- to 7-month-olds in Vanuatu

Mikolaj Hernik¹, Tanya Broesch²

¹Central European University, ²Simon Fraser University

4-H-113 The psychological calculus of children's welfare tradeoffs

Rhea Howard¹, Anne Spokes¹, Samuel Mehr¹, Max Krasnow¹

Harvard University

4-H-114 Theory of Mind in Fetal Alcohol Spectrum Disorders (FASD)

Michelle Hunsche¹, Megan Giroux², Brian Katz³, Karen Janzen³. Daniel Bernstein¹

¹Kwantlen Polytechnic University, ²Simon Fraser University, ³The Centre for Child Development

4-H-115 Factors Promoting Children's Generalization of Counterstereotypic Information

Rachel King¹, Maggie P. Renno¹, Kristin Shutts¹
¹University of Wisconsin-Madison

4-H-116 Fighting unfairness: are girls or boys more likely to intervene against a gender gap in pay?

Katie Lamirato¹, Katherine McAuliffe¹

*Boston College

4-H-117 Ethnicity moderates children's implicit gender stereotypes about cognitive skills and scholastic aptitude

Jillian Lauer¹, Tristan Yates¹, Alena Esposito¹, Patricia Bauer¹
¹Emory University

4-H-118 Children's sensitivity to the cost of action selection

Shari Liu¹, Fiery Cushman¹, Sam Gershman¹, Wouter Kool¹, Elizabeth Spelke¹

¹Harvard University

4-H-119 Is "same as me" always better?: Children's evaluations of novel cultural information provided by ingroup and out-group informants

Kimberly Marble¹, Janet Boseovski¹, Stuart Marcovitch¹, Cherie Boyer, Robin Hancock, Candace Lapan²

¹University of North Carolina at Greensboro, ²University of Virginia

4-H-120 Co-Viewers Support Children's Understanding of Video Chat, but Live Experiences are Still Richer

Lauren Myers¹, Heather Keyser¹, Mary Cors¹ ¹Lafayette College

4-H-121 Children's understanding of the communicative intentions of storytelling

Nicole Larsen¹, Angela Nyhout¹, Patricia Ganea¹ ¹University of Toronto

4-H-122 Investigating how children evaluate sources of information from a majority group

Kay Otsubo¹, Andrew Whalen², Daphna Buchsbaum¹
¹University of Toronto, ²The Roslin Institute, University of Edinburgh

4-H-123 The role of context and cognitive ability in children's skepticism of deceptive information

Danielle Griffin¹, Megan Norris², Taylor Adamof², Robyn Kondrad², Carolyn Palmquist¹

¹Amherst College, ²Appalachian State University

4-H-124 Investigating the nature of infants' preference for imitators using neural and behavioral measures

Lindsey Powell¹, Heather Kosakowski¹, Elizabeth Spelke², Rebecca Saxe¹

¹MIT, ²Harvard University

¹Temple University



4-H-125 Relationships between Solitary Creative Activities and Fantastical Reasoning in Development

Hannah Puttre¹, Molly Schlesinger², Rebekah Richert³
¹University of Delaware, ²Temple University, ³University of California, Riverside

4-H-126 In Sickness and In Filth: Children's Emerging Biases Toward Unhealthy and Unclean Others

Joshua Rottman¹, Angie Johnston², Josie Benitez¹, Chandrakant Dhanraj¹, Heather Greenebaum¹, Anastasiia Grigoreva¹

¹Franklin & Marshall College, ²Yale University

4-H-127 Children's Attitudes Toward Gossipers

Adrianna Ruggiero¹, Emily Parolin¹, Lili Ma¹
¹Ryerson University

4-H-128 The Negotiating Mind: should we split the orange in half, or do something else?

Radhika Santhanagopalan¹, Boaz Keysar², Sunita Sah¹, Katherine Kinzler¹

¹Cornell University, ²University of Chicago

4-H-129 Costs of Helping Only Influence Children's Ethnic Out-Group Helping Intentions

Jellie Sierksma¹

¹University of Wisconsin-Madison

4-H-130 Children and Adults Associate Intellectual Giftedness With Men Over Women

Daniel Storage¹, Andrei Cimpian², Sarah-Jane Leslie³
¹University of Illinois at Urbana-Champaign, ²New York University, ³Princeton University

4-H-132 Children's Evaluation of Verified and Unverified Claims

Nadia Tavassolie¹, Hailey Gibbs¹, Marco Schmidt², Lucas Butler¹

¹University of Maryland, College Park, ²LMU Munich

4-H-133 Children Expect Leaders to be Protectors, Not Bullies

Ashley Thomas¹, Barbara Sarnecka¹ *IUC Irvine*

4-H-134 Individual differences in children's mindmindedness: Effects of relationship type, age, and social cognitive ability

Katherine Warnell¹, Marieke Visser¹, Elizabeth Redcay²
¹Texas State University, ²University of Maryland

4-H-135 The best but not the boss? Children's assumptions concerning the social status of ingroups and outgroups

Helena Wippick¹, Yarrow Dunham¹

Yale University

4-H-136 Iranian children favor social status over ethnic similarity

Haleh Yazdi¹, David Barner¹, Gail Heyman¹
¹University of California, San Diego

4-H-137 Isolating Communicative Effectiveness: Disentangling the Effects of Head Turns, Eye Gaze, and Pointing Gestures on Infants' Cue-Following Abilities

Karen Young¹, Kelsey Lucca², Michael Tomasello¹, Makeba Parramore Wilbourn¹

¹Duke University, ²University of Washington

Each Day

Eunice Kennedy Shriver National Institute for Child Health and Human Development - Child Development and Behavior Branch

Kathy Mann Koepke¹, Lisa Freund¹

*National Institutes of Health

Exhibitors



DATABRARY

196 Mercer St. #807 New York, New York 212-998-5536



The Databrary Project aims to promote data sharing, archiving, and reuse among researchers who study human development. The project focuses on creating tools for scientists to store, manage, preserve, analyze, and share video and related data. The project is based at New York University and at Penn State. The U.S. National Science Foundation (NSF) and the U.S. National Institutes of Health (NIH) have provided funding.

RIPPLE SCIENCE

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Ripple is a HIPAA-Compliant web-based software that facilitates the recruitment and management of research participants. Ripple is used extensively by infant and child development teams to transform all aspects of study management, from tracking and scheduling study appointments to maintaining a dynamic participant registry. Built from the ground up by researchers for researchers to truly transform participant workflow, Ripple is an end-to-end research participant management software that speeds the entire research life cycle. Come by our booth and see how Ripple can accelerate your research.

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SRCD EDITORS

The incoming editors of Child Development Perspectives (Judi Smetana) and SRCD Monographs (Lynn Liben) will be attending CDS. They are hoping that the Portland meeting will offer the chance to talk with CDS researchers about ideas for potential contributions to those two journals, neither of which directly overlaps with JCD.

To discuss ideas for **SRCD Monographs**, please contact editor Lynn Liben liben@psu.edu or by stopping by the SRCD table in the EXHIBIT HALL during the FIRST half hour of poster sessions 1, 2, or 3 (see below)

To discuss ideas for **Child Development Perspectives (CDP)** please contact editor Judi Smetana judith.smetana@rochester.edu or by stopping by the SRCD table in the EXHIBIT HALL during the LAST half hour of poster sessions 1, 2, or 3 (see below)

Liben (Monographs):

Poster Session #1: Friday 1:15 – 1: 45 p.m. Poster Session #2: Friday 5:45 – 6:15 p.m. Poster Session #3: Saturday 1:15 – 1:45 p.m.

Smetana (CDP):

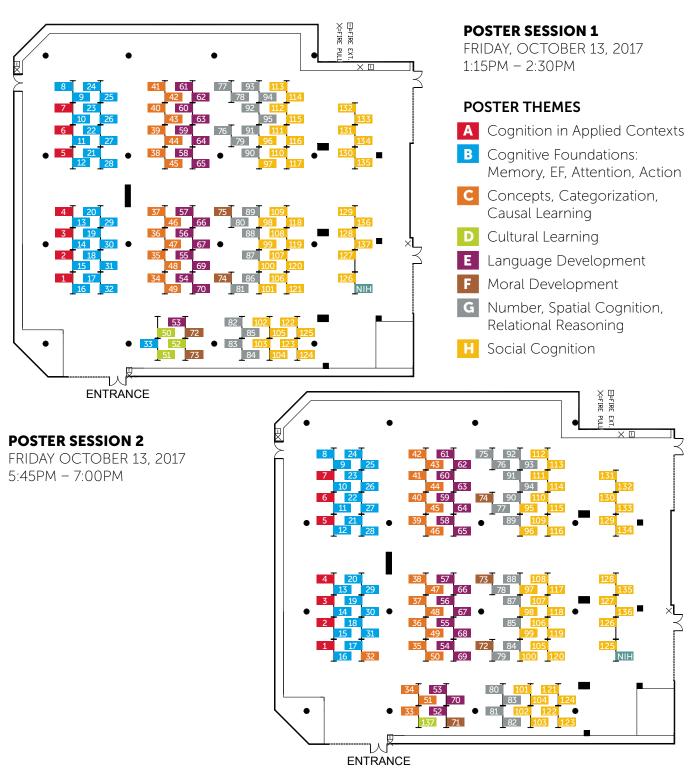
Poster Session #1: Friday 2:00 – 2:30 p.m. Poster Session #2: Friday 6:30 – 7:00 p.m. Poster Session #3: Saturday 2:00 – 2:30 p.m.

TAYLOR AND FRANCIS

Stop by the table to find out what's new.

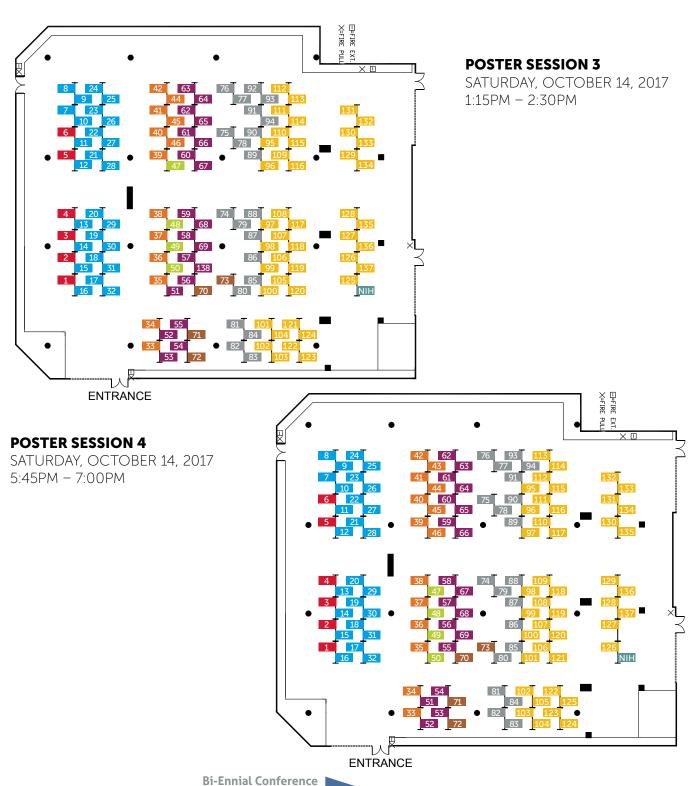
Poster Room Floor Plans





Poster Room Floor Plans

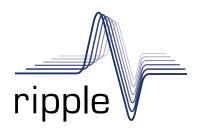




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