

| CDS Program - Saturday<br>October 14, 2017  |   |  |  |  |   |
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| Lloyd Center Ballroom   |   |  |  |  |   |
| Announcements and Awards  |   |  |  |  |   |
| Plenary Address<br>Jacquelyne Eccles<br>The role of personal and social identities in academic achievement: The Case of African American Adolescents            |   |  |  |  |   |
| Coffee Break  |   |  |  |  |   |
| Plenary Symposium<br><i>The Relational Mind</i>   |   |  |  |  |   |
| Lunch On Own  |   |  |  |  |   |
| Poster Session 3 and Exhibitors   |   |  |  |  |   |
| Multnomah   |   | Holladay   | 3 Sisters/Mt Bachelor  | Mt Hood  | Mt St Helens  |
| <b>Oral Papers III<br/>Concepts, Categories, and Causal Learning</b>  |   | <b>Symposium 10 - Usable Knowledge for Improving Mathematics Learning: Bridging Research in Cognition and Development with Educational Practice in Diverse Contexts</b>                                    | <b>Symposium 9 - Imitation as a Mechanism of Cultural Transmission: Exploring the Role of Biology, Context, and Culture</b>  | <b>Symposium 11 - Cue Use in Early Language Acquisition: Integration Naturalistic and Lab-Based Methods</b>  | <b>Symposium 12 - Proto-Political actors: The origins of legal and political thinking</b>                     |
| Preschooler's Causal Hypothesis Testing Reveals Developmental Shifts in the use of Temporal and Pedagogical Information (Elizabeth Lapidow, Elizabeth Bonawitz) | Translating cognitive developmental theory to improve children's understanding of counting (Nicole McNeil, Nicole M McNeil, Connor D O'Rear, Lori A Petersen, Alexandria A Viegut, Alexandra E Bohnsack, Alexander Boehm) | Genetic contributions to over-imitation in early childhood (Samuel Ronfard, Susan Fenstermacher, Deborah Kelemen, Kimberly Saudino)  | Developmental changes in the effects of referential context on label learning (Katharine Graf Estes, Dylan Antovitch)  | The development of children's thinking about a social contract (Katherine Kinzler, Jessica Bregant, Alex Shaw)   |   |
| Selective attention and learning from interactive and noninteractive video: An eye movement study (Heather Kirkorian, Koeun Choi, Seung Heon Yoo, Roxanne Etta) | Using Cognitive Science to Inform the Design of Math Apps (Geetha Ramani, Geetha B Ramani, Erica L Zippert, Emily N Daubert, Nicole R Scalise)  | The influence of communication and prior knowledge on overimitation (Hanna Schleihauf, Sabina Pauen, Stefanie Hoeh)  | Linking "Useful" Input Properties With Early Noun Production (Elika Bergelson, Elika P Bergelson)  | Children's and adults' perceptions of incarceration (Larisa Heiphetz, James Dunlea)  |   |
| Using automated controlled rearing to explore the origins of object concepts (Justin Wood)  | Effects of Spatial Training on Elementary Mathematics (Kelly S Mix, Susan C Levine, Yi-Ling Cheng)  | Examining the role of conformity in children's flexible imitation: Children's imitation of instrumental and conventional tasks in the U.S. and Vanuatu (Jennifer M Clegg, Nicole J Wen, Cristine H Legare) | Monolingual and Bilingual Toddlers' Use of Pragmatic and Object Cues in Word Learning (Christina C Schonberg, Catherine M Sandhofer, Scott P Johnson)  | The essentialist origins of concepts of national identity (Andrei Cimpian, Larisa Hussak)  |   |
| Categorization of negative facial expressions in late infancy (Ashley Ruba, Andrew Meltzoff, Betty Repacholi)   | Using principles from Cognition and Learning to Develop Fraction Knowledge in Struggling Middle Schoolers (Christina Barbieri, Nancy C Jordan, Nancy Dyson, Jessica Rodrigues)  | The role of personality on children's copying and innovation propensity: Conscientiousness, Agreeableness and Openness matter (Bruce S Rawlings, Bruce Rawlings, Emma G Flynn, Rachel Kendal)              | Children gesture when words are slow to come (Daniel Yurovsky, Nicole Burke, Amanda L Woodward, Susan Goldin-Meadow)   | Parental political ideologies relate to variation in the processes that drive costly punishment in early childhood (Marjorie Rhodes)                             |   |
| Developmental Precursors to Essentialism: Infants' Internal Property Bias (Erik Cheries, Hernando Tabora-Osorio)  |   |  |  |  |   |
| <b>Adams/Jefferson Room<br/>Symposium 15 - Memory consolidation and learning across early childhood</b>   |   | <b>Williamette Ballroom<br/>Oral Papers IV<br/>Number, Space and Memory</b>  | <b>3 Sisters/Mt Bachelor<br/>Symposium 16 - Environmental influences on children's intergroup cognition</b>  | <b>Mt Hood<br/>Symposium 13 - Words in the World: Novel Approaches to Improving Preschoolers' Vocabulary Development</b>   | <b>Mt St Helens<br/>Symposium 14 - New insights into emotion understanding in infancy and early childhood</b> |
| Consolidation is key for bootstrapping segmentation (Michelle Sandoval, Rebecca Gomez)  | Interaction of Space and Arithmetic: Operational Momentum in Preschool Children (Koleen McCrink, Hannah Dunn, Nicole Bernstein, Viola Macchi Cassia, Hermann Bull, Maria Dolores de Hevia)                                | The influence of a diverse environment on children's social generalization (Stella Christie, Rongzhi Liu)  | Educational Media Supports for Low-Income Preschoolers' Vocabulary Development (Rachel M Flynn, Susan B Neuman, Kevin M Wong, Tanya Kaefer)  | Pre-verbal Infants Perceive Emotional Facial Expressions Categorically (Disa Sauter, YongQi Cong, Caroline Junge, Evin Aktar, Maartje Raijmakers, Anna Franklin) |   |
| Children's forgetting of words mapped via mutual exclusivity (Catherine A DeBrock, Haley A Vlach)   | Is It Who You Know, or Where you Live? Examining the First Memories of European American and Chinese American Adults Born in the United States (Lauren Eales, Angela Lukowski)  | The effects of diversity and segregation on children's inferences about others' racial attitudes (Ariane E Eason, Cheryl R Kaiser, Jessica A Sommerville)  | Story Talk: A Cognitive Research-based Vocabulary Intervention for Preschoolers (Annemarie H Hindman, Barbara A Wasik)   | Infants and preschoolers discriminate and search for probable eliciting causes of diverse positive emotions (Yang Wu, Paul Muentener, Laura E Schulz)            |   |
| Two-year-olds consolidate verb meanings during a nap (Angela Xiaoxue HE, Sandra Waxman, Sudha Arunachalam)  | The effect of perceived threat to freedom of choice on children's preference for scarcity (Kathryn Harper, Lili Ma)   | Effects of Diversity on Children's Learning and Trust (Grace Hwang, Hyesung Grace Hwang, Lori Markson)   | The joy of vocabulary learning: A Preschool reading and play intervention (Elizabeth R Albro, Kathy Hirsh-Pasek, Emily Hopkins, Molly Scott, Jacob Schatz, Tamara S Toub, David Dickinson, Molly Collins, Jessica Lawson, Roberta Michnick Golinkoff, Rebecca Dore, Marcia Shirilla) | Preschoolers engage in emotional perspective taking during language processing (Melanie Khu, Craig Chambers, Susan A Graham)                                     |   |
| Declarative memory consolidation over naps in early childhood (Rebecca C Spencer, Rebecca M Spencer)  | Expectations about color categories inform preschooler's recall (Carla Macias, Elizabeth Bonawitz, Kimele Persaud, Pernille Hemmer)   | Predictors of Children's Willingness to Engage in Cross-Race Friendships (Amber D Williams, Rebecca S Bigler)  |  | A pleasant surprise: Children use probability to infer people's surprise and happiness (Tiffany Doan, Ori Friedman, Stephanie Denison)                           |   |
|   | Thinking inside the box: Children view number, diversity, and connections of parts as internal complexity cues (Richard Ahl, Frank Keil)  |  |  |  |   |
| Poster Session 4 and Exhibitors   |   |  |  |  |   |
| 5:45 - 7:00   |   |  |  |  |   |