

Bi-Ennial Conference 2019

October 17 – 19
Louisville, Kentucky
The Galt House Hotel



Cognitive
Development
Society



@cogdevsoc

#CDS2019

www.cogdevsoc.org



PROGRAM AT A GLANCE



Time	Thursday, October 17	Friday, October 18	Saturday, October 19	
8:00 AM	Pre-Conference Workshops	Coffee and Registration (8:00am - 8:30am)	Coffee and Registration (8:00am - 8:30am)	
8:15 AM		Opening Remarks (8:30am - 9:00am)	Announcements and Awards (8:30am - 9:00am)	
8:30 AM				
8:45 AM		Plenary Address <i>Michael Tomasello</i> (9:00am - 10:00am)	Plenary Address <i>Adriana J. Umana-Taylor</i> (9:00am - 10:00am)	
9:00 AM				
9:15 AM		Refreshment Break	Refreshment Break	
9:30 AM				
9:45 AM		Plenary Symposium <i>Religious Cognition</i> (10:30am - 12:00pm)	Plenary Symposium <i>Relating to others: Implications for cognitive development</i> (10:30am - 12:00pm)	
10:00 AM				
10:15 AM		Lunch On Own (12:00pm - 1:15pm)	Lunch On Own (12:00pm - 1:15pm)	
10:30 AM				
10:45 AM		Posters Session 1 & Exhibitors (1:15pm - 2:30pm) Refreshments provided	Posters Session 3 & Exhibitors (1:15pm - 2:30pm) Refreshments provided	
11:00 AM				
11:15 AM		Symposia 1 Symposia 2 Symposia 3 Symposia 4 Oral Papers I	Symposia 9 Symposia 10 Symposia 11 Symposia 12 Oral Papers III	
11:30 AM				
11:45 AM		(2:30pm - 4:00pm)	(2:30pm - 4:00pm)	
12:00 PM				
12:15 PM		Transition	Transition	
12:30 PM		Symposia 5 Symposia 6 Symposia 7 Symposia 8 Oral Papers II	Symposia 13 Symposia 14 Symposia 15 Symposia 16 Oral Papers IV	
12:45 PM				
1:00 PM		(4:15pm - 5:45pm)	(4:15pm - 5:45pm)	
1:15 PM				
1:30 PM		Posters Session 2 & Exhibitors (5:45pm - 7:00pm) Refreshments provided	Posters Session 4 & Exhibitors (5:45pm - 7:00pm) Refreshments provided	
1:45 PM				
2:00 PM	Opening Reception (5:30pm - 7:00pm)			
2:15 PM				
2:30 PM			Student Pub Night (7:00pm - 10:00pm)	
2:45 PM				
3:00 PM				
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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 journal, and we urge our members to consider it as a showcase for their finest work.



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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.

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Association Secretariat & Conference Management
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MEMBERSHIP INFORMATION

CDS membership is open to all scientists, principal investigators and students 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 the Board/Society elections
- ❑ Email updates from the Society
- ❑ Professional development and networking
- ❑ Access to the Journal of Cognition and Development

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

GENERAL CONFERENCE INFORMATION



CONFERENCE VENUE

Galt House Hotel

140 North Fourth Street
Louisville, Kentucky
40202

All conference sessions will take place at the Galt House Hotel other than the Student social evening.

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.

CONFERENCE CENTER FLOOR PLAN

SUITE TOWER LEVEL 2



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 outside the Grand Ballroom at the Galt House Hotel, will be open during the following dates and times:

Thursday October 17	8:00am – 7:00pm
Friday, October 18	8:00am – 7:00pm
Saturday, October 19	8:00am – 7:00pm

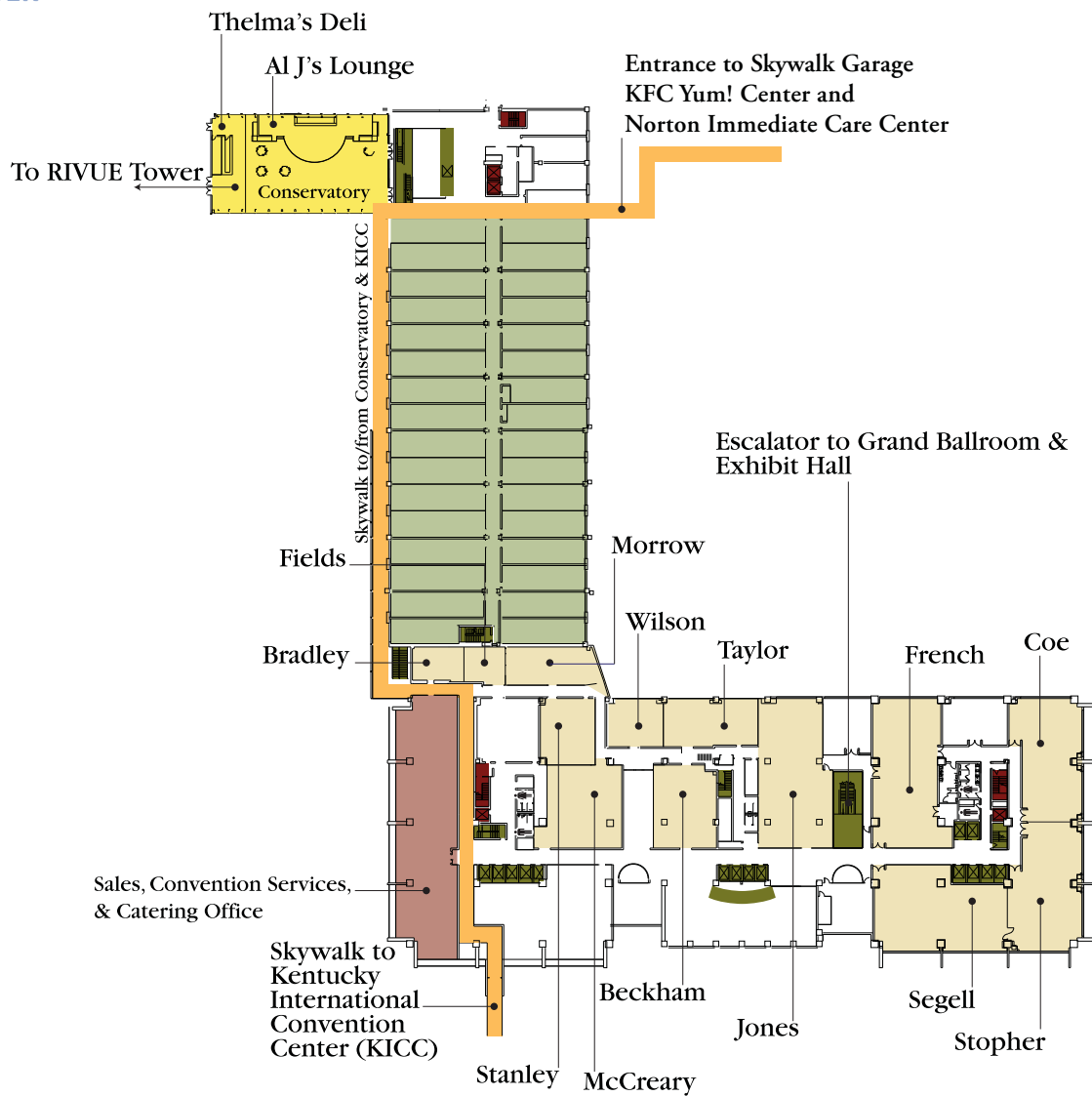
If you need assistance during the conference, please visit the Registration Desk.

GENERAL CONFERENCE INFORMATION



CONFERENCE CENTER FLOOR PLAN

SUITE TOWER LEVEL 3



GENERAL CONFERENCE INFORMATION



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 18

Poster hours: 1:15pm – 2:30pm

Set-up: 8:00am – 1:15pm

Removal of all posters immediately following the poster session at 2:30pm on October 18.

Poster Session 2, Friday, October 18

Poster hours: 5:45pm – 7:00pm

Set-up: 4:00pm – 5:45pm

Removal of all posters immediately following the poster session at 7:00pm on October 18.

Poster Session 3, Saturday, October 19

Poster hours: 1:15pm – 2:30pm

Set-up: 8:00am – 1:15pm

Removal of all posters immediately following the poster session at 2:30pm on October 19.

Poster Session 4, Saturday, October 19

Poster hours: 5:45pm – 7:00pm

Set-up: 4:00pm – 5:45pm

Removal of all posters immediately following the poster session at 7:00pm on October 19.

Any posters that are not taken down by the removal deadline will be held at the registration desk until the end of the conference. Any posters that remain unclaimed by the end of the conference will be disposed of.

Information on Poster Authors (Lead), Poster Numbers and Poster Titles begins on page 39. Digital copies can be downloaded from the CDS website. Posters can also be browsed via the CDS App by downloading the app from the App Store/Google Play Store. Please search for Cognitive Development Society to download the app.

Easy reference Poster floor plans for each session can be found on the inside back cover of this program.

STAFF

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

INTERNET SERVICES

Wireless Internet is available to CDS Conference delegates for no charge. Simply choose the **GA Conference Network** and enter the **username: CogDevSoc** and **password: CDS2019**. Kindly note, the WiFi strength is ideal for checking emails and websites but is not strong enough for streaming videos or heavy social media use.

If you are active on social media, make sure to hashtag [#CDS2019](#) [@cogdevsoc](#) when referring to the meeting. We ask all CDS delegates to respect no live tweeting of presentations without prior approval from the speakers/authors. We encourage social tweets about the conference and look forward to growing our online community.

If you require assistance, please visit the registration desk and we will endeavour to assist you.

NO SMOKING POLICY

The Galt House Hotel is a completely non-smoking venue. Smoking is permitted in designated locations outside of the hotel.

Oral and Symposia
Abstracts Close
May 31, 2021

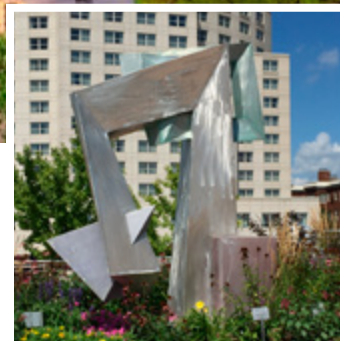
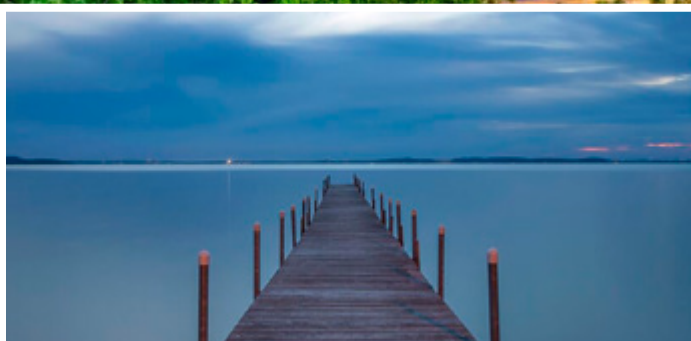
Poster
Abstracts Close
August 3, 2021

Early Bird Registration
Deadline
August 30, 2021



Join us in Madison, WI in 2021!

October 21 – 23, 2021



Madison is the capital of Wisconsin and a vibrant city full of life and culture. Enjoy the farm to table cuisine, take part in the outdoor activities on the isthmus with a downtown ideally situated between two sparkling lakes and be part of the #1 greenest city in America with the amazing walkability and environmentalist attitude.

Meet with a wide range of scholars, practitioners and others who are interested in the change and continuity in the intellectual processes that support mental life.

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SPECIAL MEETINGS, LUNCH WORKSHOPS & SOCIAL EVENTS



THURSDAY OCTOBER 17, 2019

5:30pm – 7:00pm

CDS Welcome Reception

Grand Foyer

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.

7:00pm – 10:00pm

CDS Student Pub Night

Patrick O'Shea's – Loft space

123. W Main Street

Open to all students and students at heart! Join us to meet up with old friends and make some new ones.

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

If you've picked up your name badge, make sure to wear it so everyone knows who you are and to receive discounts. Note that the badge must be shown to receive the 10% discount off the entire bill.

FRIDAY OCTOBER 18, 2019

12:00pm – 1:15pm

Promoting diversity in cognitive developmental science

Coe Room, 3rd Floor

Pre-registration is required

Sponsored by:



HUMAN DEVELOPMENT
College of Human Ecology



UNIVERSITY OF MINNESOTA
Driven to Discover™

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 as it intersects with developmental science—in the communities we work with, our own identities, the members of our scientific teams, the places where we conduct our research, at CDS, etc. At each table, 1 or 2 faculty facilitators will lead a discussion on a particular theme. Attendees rate their preferred topics and are assigned to tables based on those preferences. Example themes are: Recruiting diverse samples, being a person of color in the academy, the job market from an LGBTQ perspective, promoting diversity in your department and the field, etc. Attendees will have about 40 minutes to discuss their table's theme and then the full workshop will come together to hear representatives from each table report back on these discussions. This will allow attendees, who are likely to be interested in multiple themes, to have some take-home points from each group.

SPECIAL MEETINGS, LUNCH WORKSHOPS & SOCIAL EVENTS



12:00pm – 1:15pm

Mind the Gap: Recommendations for bridging research, industry, and policy

Taylor Room, 3rd Floor

Pre-registration is required

The science of child development intersects with a wide range of applied sectors such as industry (e.g., toy and media companies), government, nonprofit organizations, museums, and classrooms. Strategic efforts to bridge the worlds of research, practice and policy bring multiple benefits. Insights from developmental science research can inform the development of products, environments, and policies for children and families. In addition, the experiences of those in applied sectors can catalyze new research topics and questions. The goal of this CDS lunch session is to explore a broad range of approaches to narrowing the gap between research, practice, and policy. An invited group of doctoral-level developmental psychologists with a variety of professional roles will showcase different forms of research-to-practice partnerships, explore effective approaches for translation of scientific knowledge, and discuss non-academic career options for those with expertise in developmental science. The format will consist of brief panel introductions followed by conversational roundtables to discuss specific research to practice efforts.

SATURDAY OCTOBER 19, 2019

12:00pm – 1:15pm

Burning questions for the professoriate luncheon

Coe Room, 3rd Floor

Pre-registration is required

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. We hope that you will take advantage of it! Each table will include 4-6 interested students/postdocs and two invited faculty members.

AWARDS



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

STEVE REZNICK EARLY CAREER AWARD WINNER



Dr. Erika Bergelson, *Duke University*
Sponsored by



COGNITIVE DEVELOPMENT SOCIETY BOOK AWARD WINNER

***Scienceblind: Why Our Intuitive Theories
About the World Are So Often Wrong***

Andrew Shtulman Basic Books, 2017

COGNITIVE DEVELOPMENT SOCIETY JOURNAL AWARD WINNERS

**2017: Casey, B.M., Lombardi, C.M., Pollock, A.,
Fineman, B. & Pezaris, E.**

***Girls' spatial skills and arithmetic strategies
in first grade as predictors of fifth-grade
analytical math reasoning***

**2018: Gülgöz, S., Gomez, E.M., DeMeules, M.R., &
Olson, K.R.**

***Children's evaluation and categorization of
transgender children***

PRE-CONFERENCE WORKSHOPS



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

ALL DAY WORKSHOPS

8:30am – 4:30pm ***Open developmental science***

Carroll Ford Room

Sponsored by:

National Sciences Foundation

Society for Improvement of Psychological Science

Organizer:

Sabine Doebel, *University of Colorado Boulder*

Invited Speakers:

Krista Byers-Heinlein, *Concordia University*

Michael Frank, *Stanford University*

Kiley Hamlin, *University of British Columbia*

Jessca Kosie, *University of Oregon*

Lisa Oakes, *University of California Davis*

Mark Sabbagh, *Queen's University*

Kim Scott, *MIT*

Emily Sumner, *University of California Irvine*

Ingmar Visser, *University of Amsterdam*

Workshop Summary:

This NSF-funded workshop will teach skills and practices that will help developmental researchers engage in open science, allowing others to more easily build on their work. Workshops and talks will cover the following topics: preregistration; using git/github for version control; multi-site collaborations; R for beginners and advanced users; online developmental data collection using Look-It; reproducible workflows; and bayesian statistics. The sessions will be led by cognitive developmental scientists, with a view to addressing specific barriers confronting developmental researchers in embracing open science practices. Attendees will leave the workshop with the practical knowledge and skills needed to engage in reproducible, replicable developmental science.

PRE-CONFERENCE WORKSHOPS



8:30am – 5:00pm
Combs Chandler Room

Digital media & cognitive development

Organizers:

Heather Kirkorian, *University of Wisconsin-Madison*

Rebekah Richert, *University of California-Riverside*

Koeun Choi, *Virginia Polytechnic Institute and State University*

Confirmed Invited Speakers:

Patricia Ganea, *University of Toronto*

Lauren Myers, *Lafayette College*

Rebecca Dore, *The Ohio State University*

Angeline Lillard, *University of Virginia*

Gabrielle Strouse, *University of South Dakota*

Fashina Alade, *Michigan State University*

Glenda Revelle, *University of Arkansas*

Lynn Liben, *Pennsylvania State University*

Ellen Wartella, *Northwestern University*

Jennifer Jipson, *California Polytechnic State University*

Workshop Summary:

Digital media represent an influence in children's lives that have effects on varying levels of cognition, learning, and social interaction, and which, to an increasing degree, crosscuts socioeconomic strata. This workshop will build on the success of our 2017 CDS workshop on Digital Media & Cognitive Development, which had 47 registrants (19 faculty, 10 postdoc, 18 graduate students). The proposed workshop 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 workshop 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 three panels of speakers: Direct and Indirect Learning from Digital Media (Panel 1), Digital Media and Social Cognition (Panel 2), and Translating Developmental Science on Digital Media (Panel 3). In addition, workshop attendees will have the opportunity to share their own research during a poster session that is designed to connect junior scholars, emerging scholars, and top researchers in one-on-one discussions. As in 2017, we will also match junior scholars with established researchers for informal mentoring.

PRE-CONFERENCE WORKSHOPS



9:00am – 5:00pm ***The development of political thought***

Breathitt Room

Organizers:

Isobel Heck, *Cornell University*

Vivian Liu, *New York University*

Radhika Santhanagopalan, *Cornell University*

Dr. Katherine Kinzler, *Cornell University*

Dr. Andrei Cimpian, *New York University*

Confirmed Invited Speakers:

Christia Spears Brown, *University of Kentucky*

Andrei Cimpian, *New York University*

Yarrow Dunham, *Yale University*

Katherine Kinzler, *Cornell University*

Michal Reifen Tagar, *IDC Herzliya*

Marjorie Rhodes, *New York University*

Steven O. Roberts, *Stanford University*

Workshop Summary:

On the surface, political thought bears little relation to values and attitudes held in childhood, as politics involves complex considerations of policies, governing strategies, and financing. Yet, a growing body of research in social-cognitive development suggests that long before children can engage in the political system directly, the seeds of political thought and attitudes take root (e.g., Hussak & Cimpian, 2015, 2017; Reifen Tagar, Hetherington, Schulman, & Koenig, 2017). This pre-conference focuses on highlighting what we know already and what we have yet to understand with respect to the development of political reasoning. In doing so, we focus on questions such as the following: What proto-political values do children hold, and how do these values shape children's thinking about government and leadership? What do children think about various types of political systems and practices? How do children think about social status hierarchies broadly, and how might this thinking operate when applied specifically to the domain of politics? What factors shape children's own motivations to participate in politics in ways such as voting or leadership? In this workshop, we bring together researchers from across career levels and areas of the social sciences who are interested in investigating the development of political thought and working toward a research agenda for future empirical investigation on this topic.

PRE-CONFERENCE WORKSHOPS



8:30am – 5:30pm
Nunn Room

Interdisciplinary advances on the development of emotion understanding

Organizers:

Hyowon Gweon, *Stanford University*

Laura Schulz, *MIT*

Yang Wu, *Stanford University*

Confirmed Speakers:

Lisa Feldman Barrett, *Northeastern University*

Alan Cowen, *University of California, Berkeley*

Ori Friedman, *University of Waterloo*

Hyowon Gweon, *Stanford University*

Dae Houlihan, *MIT*

Kristin Lagattuta, *University of California, Davis*

Vanessa LoBue, *Rutgers University – Newark*

Erik Nook, *Harvard University*

Seth Pollak, *University of Wisconsin at Madison*

Lindsey Powell, *MIT*

Peter Reschke, *Brigham Young University*

Rebecca Saxe, *MIT*

Laura Schulz, *MIT*

Elizabeth Spelke, *Harvard University*

Amrisha Vaish, *University of Virginia*

Henry Wellman, *University of Michigan*

Yang Wu, *Stanford University*

Fei Xu, *University of California, Berkeley*

Workshop Summary:

In our everyday lives, what we think and what we feel are intertwined in complex ways. Despite remarkable progress on our understanding of what children know and how they learn about the objects and forces, number and space, and agents and goals, we still understand relatively little about children's early representations of emotions. Recently however, researchers across multiple disciplines have used diverse approaches to advance our scientific understanding of how the ability to reason about emotion develops from infancy into adulthood. The goal of this workshop is to provide a forum for sharing the latest findings, discussing the promises and limitations of these advances, and thinking about how these findings not only inform cognitive development but also advance our understanding of the human mind as a whole. This interdisciplinary preconference brings together scientists from developmental, cognitive, and affective sciences at different stages of their careers. In particular, we are inviting those who have adopted diverse theoretical frameworks in investigating emotion understanding using developmental, neural, computational, and machine learning approaches. The preconference aims to foster lively discussions and stimulate interest among attendees in this growing area, and to encourage new empirical and theoretical collaborations across disciplines.

9:00am – 4:00pm
Willis Room

From social cognition to social competence: An interdisciplinary discussion of strengths and limitations

Amanda Rose¹, Lindsay Bowman², Kristen Dunfield³, Melanie Dirks⁴,
Annette Henderson⁵, Holly Recchia³, Mark Sabbagh⁶

¹University of Missouri, ²University of California Davis, ³Concordia University, ⁴McGill University, ⁵The University of Auckland, ⁶Queen's University

Workshop Summary:

The aim of this preconference is to address a meaningful gap in developmental science. For the most part, developmental psychologists would agree that there must be some meaningful link between aspects of children's developing social cognitive skills and their emerging social competence. Yet, these links are only rarely directly examined. Part of the difficulty likely stems from the fact that social cognition and social competence, as topics of study, lie in different areas of psychology, each with their own theoretical traditions, methodological techniques, and debates about best practices and central research questions. Fortunately, however, there is a growing body of researchers interested in the topic, and a handful of researchers who are actively attempting to bridge this divide. This preconference will bring together individuals from the fields of social development and cognitive development who are studying social cognition and social competence to explore ways in which we can broaden our capacity to make meaningful research connections and highlight future directions for this important and growing field of inquiry.

AFTERNOON WORKSHOP

1:00pm – 5:00pm
Clements Room

Beyond the ivory tower: Non-academic career paths for cognitive and developmental scientists

Sponsored by:

The Professor is In

The Versatile PhD

Beyond the Tenure Track

Dickerson Management and Career Consulting

Organizers:

Vanessa Simmerling, *ACT, Inc*

Carissa Shafto, *Brightfield Strategies, LLC*

Workshop Summary:

Research on cognition and development has far-reaching implications, but many graduate students are trained with only an academic career in mind. Academic skills such as research, publishing, grant-writing, teaching, and student mentorship have direct application in non-academic positions, but graduate and post-doctoral training often does not address the translation of these skills to other work environments. Doctoral students and recipients who want to explore non-academic employment options may not know where to turn for guidance. The goal of this professional development workshop is to provide an opportunity for scholars who are considering careers outside of academia to (1) learn about the process of finding and applying for appropriate positions, (2) develop a way to present their skills and interest to prospective employers, and (3) network with other scholars in similar situations. The session will be led by Dr. Carissa Shafto (data scientist, Brightfield Strategies) and Dr. Vanessa Simmering (research scientist, ACT, Inc.) who have previously worked in academic positions, providing them with insights into the similarities and differences in these career paths. The workshop will begin with a series of brief presentations describing the training and positions of a range of successful non-academic researchers. Participants will then work individually and in small groups to develop concise and compelling descriptions of what they are looking for in a job and what they have to offer as a candidate. We will conclude with an opportunity for feedback to participants and open discussion of any remaining questions and concerns about non-academic career paths.

DETAILED PROGRAM



FRIDAY OCTOBER 18, 2019

8:30am – 9:00am OPENING REMARKS

Grand Ballroom A

9:00am – 10:00am PLENARY SPEAKER

Grand Ballroom A

Becoming Human: A theory of Ontogeny

Michael Tomasello, *Duke University*

10:00am – 10:30am REFRESHMENT BREAK

10:30am – 12:00pm PLENARY SYMPOSIUM 1

Grand Ballroom A

Religious Cognition

The role of religious exposure in children's conceptualization of the invisible and the impossible

Kathleen Corriveau, *Boston University*

Implications of early intuitions about nature for religion and science

Deb Kelemen, *Boston University*

Connections between religious and moral cognition

Larisa Heiphetz, *Columbia University*

Construction ideas of the supernatural

Jonathan Lane, *Vanderbilt University*

12:00pm – 1:15pm LUNCH ON OWN OR LUNCH WORKSHOPS

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

Exhibit Hall

Grand Ballroom A

SYMPOSIUM 1

Stages of predictive processing in infants and toddlers: Forming expectations, experiencing prediction error and what it means for learning and memory

Chair: **Felicia Zhang**, Princeton University

Discussant: **Lauren L Emberson**, Princeton University

2:30pm – 2:55pm

S1.1

Why does puppy have a tummy ache?: Facilitating expectation using pedagogical questions to promote learning in preschoolers

Presenter: **Emily Daubert**

Emily Daubert¹, Yue Yu², Milagros Grados³, Patrick Shafto³, Elizabeth Bonawitz³

¹University of Hawaii at Manoa, ²National Institute of Education Singapore,

³Rutgers University – Newark

2:55pm – 3:20pm

S1.2

Prediction and prediction error in 14-month-old infants

Presenter: **Felicia Zhang**

Felicia Zhang¹, Lauren Emberson¹

¹Princeton University

3:20pm – 3:45pm

S1.3

Preschoolers remembering and learning from predictable and unpredictable events

Presenter: **Viridiana Benitez**

Viridiana Benitez¹, Martin Zettersten², Jenny Saffran²

¹Arizona State University, ²University of Wisconsin-Madison

3:45pm – 4:00pm

Discussion

Combs Chandler Room

SYMPOSIUM 2

Naïve epistemology: Children's intuitive theories of knowledge and informativeness

Chair: **Rosie Aboody**, Yale University

Discussant: **Melissa Koenig**, University of Minnesota

2:30pm – 2:52pm

S2.1

Investigating children's developing understanding of integrity in others' epistemic practices

Presenter: **Lucas Butler**

Lucas Butler¹, Hailey Gibbs¹

¹University of Maryland

2:52pm – 3:14pm

S2.2

Ignorance = doing what is reasonable: Children expect ignorant agents to act based on prior knowledge

Presenter: **Rosie Aboody**

Rosie Aboody¹, Julian Jara-Ettinger¹

¹Yale University

3:14pm – 3:36pm

S2.3

Children can use statistical information to infer the informativeness of others' praise

Presenter: **Mika Asaba**

Mika Asaba¹, Emily Hembacher¹, Michael Frank¹, Hyowon Gweon¹

¹Stanford University

3:36pm – 4:00pm

Discussion

Carroll Ford Room

SYMPOSIUM 3

Applying cognitive principles to children's learning in educational contexts

Chair: **Caroline Hornburg**, Virginia Polytechnic Institute and State University

Discussant: **Lisa Fazio**, Vanderbilt University

2:30pm – 2:53pm

S3.1

Children's recognition and retrieval memory for words learned via storybook reading

Presenter: **Haley Vlach**

Catherine Bredemann¹, Haley Vlach¹

¹University of Wisconsin-Madison

2:53pm – 3:16pm

S3.2

Harnessing the benefits of retrieval practice for children's learning through implementation of open-book and closed-book activities

Presenter: **Caroline Hornburg**

Caroline Hornburg¹, William Aue², Stephanie Karpicke³, Jeffrey Karpicke³

¹Virginia Polytechnic Institute and State University, ²Wright State University,

³Purdue University

3:16pm – 3:39pm

S3.3

Does calling it 'Morgan's way' reduce adoption and generalization of the strategy?

Presenter: **Abbey Loehr**

Abbey Loehr¹, Bethany Rittle-Johnson², Kelley Durkin², Jon Star³

¹Washington University in St. Louis, ²Vanderbilt University, ³Harvard University

3:39pm – 4:00pm

Discussion

Nunn Room

SYMPOSIUM 4

How do young children infer what the norms are?

Chair: **Sydney Levine**, MIT

2:30pm – 2:52pm

S4.1

Punishment as a signal of wrong: How children's judgements of novel actions are swayed by the presence, or absence, of punishment

Presenter: **Sophie Arnold**

Sophie Arnold¹, Yarrow Dunham¹

¹Yale University

2:52pm – 3:14pm

S4.2

Do structural (versus internalist) construals of social categories support normative judgments?

Presenter: **Tania Lombrozo**

Nadya Vasilyeva¹, Alison Gopnik², Tania Lombrozo¹

¹Princeton University, ²University of California Berkeley

3:14pm – 3:36pm

S4.3

What if everyone did that? Young children universalize actions to make moral judgments

Presenter: **Sydney Levine**

Sydney Levine¹, Max Kleiman-Weiner¹, Laura Schulz², Joshua Tenenbaum², Fiery Cushman³

¹MIT & Harvard, ²MIT, ³Harvard University

3:36pm – 4:00pm

Discussion

Breathitt Room

ORAL PAPERS I

Chair: **Tracy Riggins**, *University of Maryland*

2:30pm – 2:48pm **O1.1**

How consequential and retributive motivations shape costly third-party punishment in young children

Presenter: **Julia Marshall**

Julia Marshall¹, Daniel Yudkin¹, Molly Crockett¹

¹*Yale University*

2:48pm – 3:06pm **O1.2**

Being rich or poor: How inequality affects who children give to in experimental games

Presenter: **Kelly Kirkland**

Kelly Kirkland¹, Jolanda Jetten¹, Mark Nielsen¹

¹*University of Queensland*

3:06pm – 3:24pm **O1.3**

What you should have done: Children's moral judgments incorporate representations of inaction

Presenter: **Jonathan Beier**

Jonathan Beier¹, Brandon Terrizzi², Amanda Woodward¹, Jonas Ventimiglia¹

¹*University of Maryland, College Park*, ²*Cincinnati Children's Hospital Medical Center*

3:24pm – 3:42pm **O1.4**

The development of beliefs about censorship

Presenter: **Rajen Anderson**

Rajen Anderson¹, Katherine Kinzler², Kayla Young¹

¹*Cornell University*, ²*University of Chicago*

3:42pm – 4:00pm **O1.5**

Sociolinguistic development in a diverse, multilingual society: Evidence from 7- to 14-year-old children in Gujarat, India

Presenter: **Ruthe Foushee**

Ruthe Foushee¹, Mahesh Srinivasan¹

¹*University of California, Berkeley*

4:00pm – 4:15pm **TRANSITION TIME**

Grand Ballroom A

SYMPOSIUM 5

How children's understanding of social relationship guides their learning about others

Chair: **Natalia Vélez**, Stanford University

4:15pm – 4:37pm

S5.1

Minimal but meaningful: Probing the limits of randomly assigned social identities

Presenter: **Yarrow Dunham**

Yarrow Dunham¹, Xin Yang¹

¹Yale University

4:37pm – 4:59pm

S5.2

(Un)common knowledge: Children use social relationships to determine who knows what

Presenter: **Zoe Liberman**

Zoe Liberman¹, Emily Gerdin², Katherine Kinzler³, Alex Shaw³

¹University of California Santa Barbara, ²Yale University, ³University of Chicago

4:59pm – 5:21pm

S5.3

Preschoolers use minimal information about social groups to infer individuals' group membership and preferences

Presenter: **Natalia Vélez**

Natalia Vélez¹, Hyowon Gweon¹

¹Stanford University

5:21pm – 5:43pm

S5.4

The intergroup consequences of representing friendships as same-race

Presenter: **Arianne Eason**

Arianne Eason¹, Lori Markson²

¹University of California Berkeley, ²Washington University in St. Louis

Combs Chandler Room

SYMPOSIUM 6

Understanding individual differences in mathematics knowledge

Chair: **Bethany Rittle-Johnson**, *Vanderbilt University*

4:15pm – 4:35pm S6.1

The effect of individual differences in parent math anxiety on home math support

Presenter: **Julianne Herts**

Julianne Herts¹, Deena Bennett¹, Sian Beilock², Susan Goldin-Meadow¹, Susan Levine¹

¹The University of Chicago, ²Barnard College

4:35pm – 4:55pm S6.2

16 is one more than 15: The role of the successor principle in building mathematics knowledge

Presenter: **Bethany Rittle-Johnson**

Bethany Rittle-Johnson¹, Erica Zippert¹, Ashli-Ann Douglas¹

¹Vanderbilt University

4:55pm – 5:15pm S6.3

Individual differences in attention uniquely predict math outcomes in preschoolers at high risk for math difficulties

Presenter: **Marcia Barnes**

Marcia Barnes¹, Alice Klein², Greg Roberts³, Anna-Mari Fall³, Bruce McCandliss⁴

¹Vanderbilt University, ²WestEd, ³University of Texas at Austin, ⁴Stanford University

5:15pm – 5:35pm S6.4

SES and sex differences in spatial skills and mathematics

Presenter: **Kelly Mix**

Kelly Mix¹, Susan Levine², Alexander Burgoyne³, Tessa Johnson¹, Christopher Young²

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

5:35pm – 5:45pm Discussion

Nunn Room

SYMPOSIUM 7

How parent authoritarianism and cultural upbringing shape children's learning and proto-political cognition

Chairs: **Annelise Pesch**, University of Minnesota &
Samuel Ronfard, University of Toronto at Mississauga

4:15pm – 4:37pm S7.1

An examination of how individual differences in parent authoritarian values and economic experiences impact 3-year-olds' inferences about speakers

Presenter: **Annelise Pesch**

Annelise Pesch¹, Pearl Han Li¹, Katherine Ridge¹, Dante Cicchetti¹, Melissa Koenig¹

¹University of Minnesota

4:37pm – 4:59pm S7.2

American and Chinese children growing up in more authoritarian homes are less likely to empirically verify a counter-intuitive claim

Presenter: **Samuel Ronfard**

Samuel Ronfard¹, Eva Chen², Paul Harris³

¹University of Toronto, ²Hong Kong University of Science and Technology,

³Harvard University

4:59pm – 5:21pm S7.3

Are presidents bossy? Boys' and girls' concepts of presidents differentially predict political aspirations

Presenter: **Reut Vraneski-Shachnai**

Reut Vraneski-Shachnai¹, Rachel Leshin², Andrei Cimpian²

¹Cornell University, ²New York University

5:21pm – 5:43pm S7.4

Cultural differences in deference to authority and social convention are apparent already in childhood and contingent on parent authoritarianism

Presenter: **Michal Reifen Tagar**

Michal Reifen Tagar¹, Aaron Kuri¹, Tahl Frenkel¹

¹IDC Herzliya

Carroll Ford Room

SYMPOSIUM 8

Pretense, counterfactuals, and future hypotheticals: Relating different abilities to reason about possibilities in development

Chairs: **Angela Nyhout**, *University of Toronto* &
Daphna Buchsbaum, *University of Toronto*

Discussant: **Ori Friedman**, *University of Waterloo*

4:15pm – 4:40pm S8.1

Causal learning, counterfactual reasoning and pretend play: A cross-cultural comparison of Peruvian and U.S. children

Presenter: **Daphna Buchsbaum**

Adrienne Wenté¹, María Fernández Flecha², Teresa García¹, Alison Gopnik¹,
Daphna Buchsbaum³

¹University of California, Berkeley, ²Pontificia Universidad Católica del Perú,

³University of Toronto

4:40pm – 5:05pm S8.2

Children's counterfactual and future hypothetical inferences about different causal structures

Presenter: **Angela Nyhout**

Angela Nyhout¹, Hilary Sweatman², Patricia Ganea¹

¹University of Toronto, ²McGill University

5:15pm – 5:30pm S8.3

Saving for the future: Episodic future thinking and delay of gratification for real versus hypothetical rewards

Presenter: **Teresa McCormack**

Teresa McCormack¹, Patrick Burns¹, Patrick O'Connor¹, Cristina Atance²

¹Queen's University Belfast, ²University of Ottawa

5:30pm – 5:45pm Discussion

Breathitt Room

ORAL PAPERS II

Chair: **Vikram Jaswal**, University of Virginia

4:15pm – 4:33pm

O2.1

Do children think that scientists are smart? The influence of gender on kindergartners' understanding and use of descriptors about science and intelligence

Presenter: **Kelly Runyon**

Kelly Runyon¹, Vanessa Diaz¹, Cameron Smith¹

¹Virginia Tech

4:33pm – 4:51pm

O2.2

Anticipation of social backlash and girls' interest in leadership

Presenter: **Andrea Vial**

Andrea Vial¹, Andrei Cimpian¹

¹New York University

4:51pm – 5:09pm

O2.3

Children's intergroup attitudes: Insights from Iran

Presenter: **Haleh Yazdi**

Haleh Yazdi¹, David Barner¹, Gail Heyman¹

¹University of California, San Diego

5:09pm – 5:27pm

O2.4

Pragmatic reasoning leads children to draw inferences about unmentioned categories from generic language

Presenter: **Kelsey Moty**

Kelsey Moty¹, Marjorie Rhodes¹

¹New York University

5:27pm – 5:45pm

O2.5

Learning about the social world through pragmatic inference

Presenter: **Mahesh Srinivasan**

Mahesh Srinivasan¹, Nadya Vasilyeva², Monica Ellwood-Lowe¹

¹UC Berkeley, ²Princeton University

5:45pm – 7:00pm

POSTER SESSION 2 & EXHIBITS

Exhibit Hall

SATURDAY OCTOBER 19, 2019

8:30am – 9:00am ANNOUNCEMENTS AND AWARDS

Grand Ballroom A

9:00am – 10:00am PLENARY SPEAKER

Grand Ballroom A

Socio-developmental conceptions of adolescents' ethnic-racial identity and the potential for intervention

Adriana J. Umana-Taylor, *Harvard University, Harvard Graduate School of Education*

10:00am – 10:30am REFRESHMENT BREAK

10:30am – 12:00pm PLENARY SYMPOSIUM 2

Grand Ballroom A

Relating to others: Implications for cognitive development

Stretching the social

Nameera Akhtar, *University of California, Santa Cruz*

Social relevance as a cue to learning and attention in infancy

Dima Amso, *Brown University*

Father-child interactions and language development in the early years

Natasha Cabrera, *University of Maryland*

The importance of conversations for preschool children's language development and learning

Meredith Rowe, *Harvard University*

12:00pm – 1:15pm LUNCH ON OWN OR LUNCH WORKSHOPS

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

Exhibit Hall

Grand Ballroom A

SYMPOSIUM 9

Children's understanding of social hierarchies and interventions to reduce status prejudice

Chair: **Xin (Kate) Yang**, Yale University

2:30pm – 2:52pm **S9.1**

Powerful but mean: Developing a nuanced conceptualization of the wealthy

Presenter: **Xin (Kate) Yang**

Xin (Kate) Yang¹, Yarrow Dunham¹

¹Yale University

2:52pm – 3:14pm **S9.2**

Young children and adults associate social power with indifference to others' needs

Presenter: **Brandon Terrizzi**

Brandon Terrizzi¹, Amanda Woodward², Jonathan Beier²

¹Cincinnati Children's Hospital Medical Center, ²University of Maryland, College Park

3:14pm – 3:36pm **S9.3**

It's the economy stupid: Economic characteristics of children's neighborhoods predict race-status covariance

Presenter: **Tara Mandalaywala**

Tara Mandalaywala¹, Marjorie Rhodes²

¹University of Massachusetts Amherst, ²New York University

3:36pm – 4:00pm **S9.4**

What can we tell children to improve their attitudes toward low-status groups

Presenter: **Vivian Liu**

Vivian Liu¹, Andrei Cimpian¹

¹New York University

Combs Chandler Room

SYMPOSIUM 10

The symbol-grounding problem in numerical cognition: Insights from developmental psychology

Chair: **Dan Kim**, *The Ohio State University*

2:30pm – 2:52pm S10.1

Universal numerical rules in primates and people

Presenter: **Jessica Cantlon**

Jessica Cantlon¹

¹*Carnegie Mellon University*

2:52pm – 3:14pm S10.2

Neural sensitivity to number word meaning before and after learning to count

Presenter: **Daniel Hyde**

Daniel Hyde¹, Ilaria Berteletti², Yi Mou³, Selim Jang¹

¹*University of Illinois at Urbana-Champaign*, ²*Gallaudet University*, ³*Sun Yat-sen University*

3:14pm – 3:36pm S10.3

Visuospatial factors in numerosity representation: Development of math concepts from perception

Presenter: **Dan Kim**

Dan Kim¹, John Opfer¹

¹*The Ohio State University*

3:36pm – 4:00pm S10.4

Learning numbers as a system of symbols and their relations

Presenter: **Lei Yuan**

Lei Yuan¹, Linda Smith¹, Kelly Mix²

¹*Indiana University*, ²*University of Maryland*

Carroll Ford Room

SYMPOSIUM 11

Metacognitive development in early childhood: Mechanisms and implications

Chair: **Christopher Gonzales**, *University of California, Davis*

2:30pm – 2:52pm S11.1

Perceptual certainty representations are domain-general in childhood

Presenter: Carolyn Baer

Carolyn Baer¹, Darko Odic¹

¹University of British Columbia

2:52pm – 3:14pm S11.2

Uncertainty monitoring predicts academic achievement at the transition to kindergarten

Presenter: **Christopher Gonzales**

Christopher Gonzales¹, Alexis Mercurief², Isabella Sciuto², Alexis Tracy², Jasmine Karing², Megan McClelland²

¹University of California, Davis, ²Oregon State University

3:14pm – 3:36pm S11.3

Children can monitor and control their number line estimates

Presenter: **Clarissa Thompson**

Clarissa Thompson¹, John Dunlosky¹, William Merriman¹

¹Kent State University

3:36pm – 4:00pm S11.4

Should I ask for help? How children weigh their confidence and available evidence

Presenter: **Diana Selmezcy**

Diana Selmezcy¹, Alireza Kazemi¹, Simona Ghetti¹

¹University of California, Davis

Nunn Room

SYMPOSIUM 12

Is that so? How children evaluate claims and conjectures

Chair: **Junyi Chu**, MIT

Discussant: **Tomer Ullman**, MIT

2:30pm – 2:52pm

S12.1

The development of epistemological understanding: Exploring individual differences and potential mechanisms of change

Presenter: **Sarah Suarez**

Sarah Suarez¹, Melissa Koenig²

¹Boston University, ²University of Minnesota

2:52pm – 3:14pm

S12.2

How do fish breathe underwater?: Young children's ability to discriminate between different quality explanations regarding biological phenomena

Presenter: **Kaitlin Sands**

Kaitlin Sands¹, Candice Mills¹

¹The University of Texas at Dallas

3:14pm – 3:36pm

S12.3

Children flexibly evaluate facts and conjectures

Presenter: **Junyi Chu**

Junyi Chu¹, Laura Schulz¹

¹MIT

3:36pm – 4:00pm

Discussion

Breathitt Room

ORAL PAPERS III

Chair: **Martha Alibali**, *University of Wisconsin*

2:30pm – 2:48pm

O3.1

Semantic transferability rather than perceptual sparseness may underlie the advantage of simple objects in young children's relational transfer

Presenter: **Youjeong Park**

Youjeong Park¹, Jinwook Kim²

¹Seoul National University, ²Myongji University

2:48pm – 3:06pm

O3.2

Gestures facilitate word learning in shared storybook reading

Presenter: **Yayun Zhang**

Yayun Zhang¹, Chen Yu¹

¹Indiana University

3:06pm – 3:24pm

O3.3

Disrupting development: The influence of maternal depression on parent-child interaction and child expressive language

Presenter: **Brianna McMillan**

Lillian Masek¹, Brianna McMillan¹, Verna Rasing¹, Sarah Paterson¹, Roberta Golinkoff², Kathy Hirsh-Pasek¹

¹Temple University, ²University of Delaware

3:24pm – 3:42pm

O3.4

What is a good question-asker better at? From unsystematic generalization, to overgeneralization, to adult-like selectivity across childhood

Presenter: **Costanza De Simone**

Costanza De Simone¹, Azzurra Ruggeri²

¹Max Planck Institute for Human Development, ²Max Planck Institute for Human Development and School of Education, Technical University Munich

3:42pm – 4:00pm

O3.5

Automaticity of reading continues to develop into adulthood

Presenter: **Joshua Hartshorne**

Joshua Hartshorne¹

¹Boston College

4:00pm – 4:15pm

TRANSITION TIME

Nunn Room

SYMPOSIUM 13

Contributions of naps to sleep-dependent memory consolidation in infancy and early childhood

Chair: **Rebecca Gomez**, *The University of Arizona*

4:20pm – 4:40pm **S13.1**

Changes in sleep-dependent consolidation in infancy with development

Presenter: **Lucia Sweeney**

Lucia Sweeney¹, Rebecca Gomez¹

¹*The University of Arizona*

4:40pm – 5:00pm **S13.2**

The role of naps in source memory for similar and distinct objects in preschool age children

Presenter: **Ji-Soo Kim**

Ji-Soo Kim¹, Rebecca Gomez¹

¹*The University of Arizona*

5:00pm – 5:20pm **S13.3**

Physiological mechanisms supporting the benefit of naps on preschool learning

Presenter: **Sanna Lokhandwala**

Sanna Lokhandwala¹, Rebecca Spencer²

¹*University of Massachusetts, Amherst*, ²*University of Massachusetts*

5:20pm – 5:40pm **S13.4**

Sleep-dependent memory consolidation and hippocampal development in preschoolers

Presenter: **Tracy Riggins**

Tracy Riggins¹, Benjamin Weinberg¹, Arcadia Ewell¹, Tamara Allard¹, Sanna Lokhandwala², Morgan Botdorf¹, Rebecca Spencer³

¹*University of Maryland*, ²*University of Massachusetts, Amherst*, ³*University of Massachusetts*

5:40pm – 5:45pm **Discussion**

Combs Chandler Room

SYMPOSIUM 14

The scope and roots of children's surprise-based learning

Chair: **Erin Anderson**, *Northwestern University*

4:15pm – 4:37pm **S14.1**

Expectations and learning from non-solid substances

Presenter: **Erin Anderson**

Erin Anderson¹, Natasha Zeigler¹, Susan Hespos¹, Lance Rips¹

¹*Northwestern University*

4:37pm – 4:59pm **S14.2**

Violation to infant faulty knowledge induces object exploration by 7.5-month-olds in support events

Presenter: **Yu Zhang**

Yu Zhang¹, Su-hua Wang¹

¹*University of California, Santa Cruz*

4:59pm – 5:21pm **S14.3**

Others' surprise as vicarious prediction error: Young children use others' expressions of surprise to guide their own attention and exploration

Presenter: **Yang Wu**

Yang Wu¹, Hyowon Gweon¹

¹*Stanford University*

5:21pm – 5:45pm **S14.4**

Violations of expectation drive infants to search for explanations

Presenter: **Jasmin Perez**

Jasmin Perez¹, Lisa Feigenson¹

¹*Johns Hopkins University*

Carroll Ford Room

SYMPOSIUM 15

New insights on the origins of self in early childhood: Links between beliefs, behaviors, and experience

Chair: **Tamar Kushnir**, Cornell University

4:15pm – 4:37pm S15.1

Mindsets about intelligence in early childhood

Presenter: **Melis Muradoglu**

Melis Muradoglu¹, Nim Tottenham², Andrei Cimpian¹

¹New York University, ²Columbia University

4:37pm – 4:59pm S15.2

Preschoolers use praises as social comparative cues

Presenter: **Lin Bian**

Lin Bian¹, Lining Sun², Michelle Wang², Steven Roberts²

¹Cornell University, ²Stanford University

4:59pm – 5:21pm S15.3

The relationship between beliefs about self-control and self-control behaviors in childhood

Presenter: **Alice Zhao**

Xin (Alice) Zhao¹, Adrienne Wente², Alison Gopnik², Tamar Kushnir¹

¹Cornell University, ²University of California, Berkeley

5:21pm – 5:45pm S15.4

Where do I fit in: Self-other overlap and resource distribution in preschool-age children

Presenter: **Nadia Chernyak**

Nadia Chernyak¹

¹University of California, Irvine

Grand Ballroom A

SYMPOSIUM 16

Young children's scientific theory building and knowledge acquisition

Chairs: **Nicole Larsen**, University of Toronto &

Vaunam Venkadasalam, University of Toronto

Discussant: **Samuel Ronfard**, University of Toronto at Mississauga

4:15pm – 4:35pm S16.1

When do fantastical stories benefit young children's learning?

Presenter: **Emily Hopkins**

Emily Hopkins¹, Deena Weisberg²

¹University of Scranton, ²Villanova University

4:35pm – 4:55pm S16.2

How shared book-reading can boost children's scientific discourse and understanding

Presenter: **Kathryn Leech**

Amanda Haber¹, Youmna Jalkh¹, Kathleen Corriveau¹, Kathryn Leech²

¹Boston University, ²University of North Carolina – Chapel Hill

4:55pm – 5:15pm S16.3

Science in the classroom: Addressing science misconceptions in the early years through books and play

Presenter: **Nicole Larsen**

Nicole Larsen¹, Vaunam Venkadasalam¹, Patricia Ganea¹

¹University of Toronto

5:15pm – 5:45pm Discussion

Breathitt Room

ORAL PAPERS IV

Chair: **Marjorie Rhodes**, *New York University*

4:15pm – 4:33pm

O4.1

Developing a measure of young children's self-perceptions of cognitive control skills

Presenter: **Robbie Ross**

Robbie Ross¹, Dare Baldwin²

¹University of South Carolina, ²University of Oregon

4:33pm – 4:51pm

O4.2

Flexible attention to numerical and spatial magnitudes and children's development of math skills in preschool

Presenter: **Natalie Sheeks**

Natalie Sheeks¹, Yiqiao Wang², Victoria Bartek², Elizabeth Gunderson², Mary Fuhs¹

¹University of Dayton, ²Temple University

4:51pm – 5:09pm

O4.3

The neural basis of selective and flexible dimensional attention

Presenter: **Aaron Buss**

Aaron Buss¹, Anastasia Kerr-German²

¹University of Tennessee – Knoxville, ²Boys Town National Research Hospital

5:09pm – 5:27pm

O4.4

Children don't really think about rational numbers as being equivalent in size

Presenter: **Lauren Schiller**

Lauren Schiller¹, Robert Siegler¹

¹Columbia University

5:27pm – 5:45pm

O4.5

The dynamic nature of children's strategy use after receiving feedback in decimal comparisons

Presenter: **Kexin Ren**

Kexin Ren¹, Elizabeth Gunderson¹

¹Temple University

5:45pm – 7:00pm

POSTER SESSION 4 & EXHIBITS

Exhibit Hall

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POSTER SESSIONS



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 18, 2019

Session Time: 1:15pm – 2:30pm

POSTER SESSION 2

Friday October 18, 2019

Session Time: 5:45pm – 7:00pm

POSTER SESSION 3

Saturday October 19, 2019

Session Time: 1:15pm – 2:30pm

POSTER SESSION 4

Saturday October 19, 2019

Session Time: 5:45pm – 7:00pm

The poster board numbers work in the following way:

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

POSTER THEMES

- A** – Perception, action, attention, and cognitive control
- B** – Memory and reasoning
- C** – Spatial and numerical knowledge
- D** – Linguistic and conceptual development
- E** – Psychological and moral reasoning
- F** – Social cognition and social learning
- G** – Cognition in diverse environments

POSTER SESSION 1

**FRIDAY, OCTOBER 18, 2019,
1:15 PM – 2:30 PM**

A – Perception, action, attention, and cognitive control

1-A-1 *The functional significance of cross-sensory correspondences in infant-directed speech*

Anna Barnett¹, Gavin Bremner¹, Peter Walker¹
¹Lancaster University

1-A-2 *Development and validation of a creative thinking task for young children*

Elizabeth Boerger¹, Jaqueline Woolley², Louise Bunce³
¹Slippery Rock University, ²The University of Texas at Austin, ³Oxford-Brookes University

1-A-3 *Can people change? Expectation of change and implicit theories of intelligence among Chinese and American children*

Liao Cheng¹, Paul Harris¹
¹Harvard University

1-A-4 *Environmental risk factors related to MSDP and their impact on inhibitory control in adolescence*

Rebecca Gordon¹, Lauren Micalizzi¹, Valerie Knopik²
¹Brown University, ²Purdue University

1-A-5 *Measuring exploration and exploitation across development*

Madeline Harms¹, C. Shawn Green², Seth Pollak²
¹Gustavus Adolphus College, ²University of Wisconsin-Madison

1-A-6 *Investigating infants' looking behaviours towards motion trajectories: The role of manner and direction*

Nina Harrison¹, Gavin Bremner¹, Peter Walker¹
¹Lancaster University

1-A-7 *Children make category generalizations based on object shape but not object color in visual recognition tasks*

Clint Jensen¹, Timothy Rogers¹, Vanessa Simmering²
¹University of Wisconsin-Madison, ²ACT, Inc.

1-A-8 *The effect of comprehensibility on saliency-based gaze prediction for children and adults watching Sesame Street*

Mengguo Jing¹, Kellan Kadooka², John Franchak², Heather Kirkorian¹
¹University of Wisconsin - Madison, ²University of California, Riverside

1-A-9 *Infants' inferences about insides*

Yiping Li¹, Susan Carey¹, Jonathan Kominsky¹
¹Harvard University

1-A-10 A machine learning platform for linking controlled rearing to artificial intelligence

Donsuk Lee¹, Brian Wood¹, Samantha Wood¹, Justin Wood¹
¹Indiana University

1-A-11 Visual processing contributions to feature search across childhood

Andrew Lynn¹, Laila Rida², John Maule³, Dima Amso¹
¹Brown University, ²King's College, ³University of Sussex

1-A-12 Examining the roles of children's attention and parent-child interaction quality on changes in children's expressive vocabulary

Brianna McMillan¹, Lillian Masek¹, Sarah Paterson¹, Andrew Ribner², Roberta Golinkoff³, Clancy Blair⁴, Kathy Hirsh-Pasek¹
¹Temple University, ²University of Pittsburgh, ³University of Delaware, ⁴New York University - Steinhardt

1-A-13 A holistic approach to understanding children's emotion regulation: A longitudinal investigation of Head Start children and families

Alexandra Nancarrow¹, Ansley Gilpin², Rachel Thibodeau³, Carmen Farrell², Caroline Boxmeyer², Jason DeCaro², John Lochman²
¹Oregon State University, ²University of Alabama, ³University of Missouri

1-A-14 Using a memory game to enhance frontal activation in 3.5 year-olds during an executive function task

Bhoomika Nikam¹, Meagan Smith², Sammy Perone³, Aaron Buss¹
¹The University of Tennessee, Knoxville, ²University of Tennessee, ³Washington State University

1-A-15 Testing the hierarchical competing systems model in young preschoolers' executive function

Reagan Pearce¹, Stuart Marcovitch², Stephanie Miller¹
¹University of Mississippi, ²University of North Carolina at Greensboro

1-A-16 Attention in action: Comparing the influence of attentional cues on behaviors across looking and touchscreen paradigms

Chelsea Andrews¹, Rebecca Leuenberger², Bret Eschman³, Esther Reynolds⁴, Shannon Ross-Sheehy⁵, Vanessa Simmering⁶, Kristine Kovack-Lesh²
¹University of Wisconsin, ²Ripon College, ³Florida International University, ⁴No affiliation, ⁵University of Tennessee - Knoxville, ⁶ACT, Inc.

1-A-17 Kids learn what they can't ignore: Developmental differences in the processing of distractors

Marlie Tandoc¹, Bharat Nadendla¹, Chuyun Shen¹, Kay Otsubo¹, Theresa Pham¹, Amy Finn¹
¹University of Toronto

1-A-18 The relationship between the microstructure of vertical white matter pathways and behavior in early elementary school children

Sophia Vinci-Booher¹, Bullock Daniel¹, Caron Brad¹, McPherson Brent¹, Karin James², Franco Pestilli¹
¹Indiana University, ²Indiana University Bloomington

1-A-19 Keeping track of change: Developmental insights into the ability to represent events as trajectories of token-states

Emily Yearling¹, Gerry Altmann¹
¹University of Connecticut

B – Memory and reasoning

1-B-20 Meta-working memory in young children

Jessica Applin¹, Melissa Kibbe¹
¹Boston University

1-B-21 The effect of a delay including sleep on episodic memory interference in early childhood

Susan Benear¹, Zoe Ngo¹, Nora Newcombe¹, Ingrid Olson¹
¹Temple University

1-B-22 Working memory capacity development: reconciling childhood and infant findings

Nelson Cowan¹
¹University of Missouri

1-B-23 Effects of handedness on verbal and written language memory

Jonathan Day-Brown¹, Melissa Atkins¹, Marissa Owens¹, Laura Yost¹
¹Marshall University

1-B-24 Exploring analogous problems before lecture enhances metacognition of conceptual knowledge in college physics

Joanna Weaver¹, Raymond Chastain², Sandra Penny³, Marci DeCaro²
¹Wheaton College, ²University of Louisville, ³Russell Sage College

1-B-25 Toddlers and preschoolers reason relationally in a causal problem-solving task

Mariel Goddu¹, Alison Gopnik¹
¹University of California Berkeley

1-B-26 Helping children develop analogical reasoning: Optimal instruction depends on age

Katharine Guarino¹, Robert Morrison¹, Lindsey Richland², Elizabeth Wakefield¹
¹Loyola University Chicago, ²University of California, Irvine

1-B-27 Neural markers of incidental memory in autism spectrum disorder and Phelan-McDermid syndrome

Sylvia Guillory¹, Hannah Grosman¹, Emily Isenstein¹, Christopher McLaughlin¹, Paige Siper¹, Alexander Kolevzon¹, Joseph Buxbaum¹, Alexandra Key², Jennifer Foss-Feig¹

¹Icahn School of Medicine at Mount Sinai, ²Vanderbilt University

1-B-28 Children successfully reason about necessary and impossible events, but fail to reason between favorable or unfavorable probabilistic outcomes

Sofia Jáuregui¹, Nicolò Cesana-Arlotti¹, Shaun Nichols², Justin Halberda¹

¹Johns Hopkins University, ²Cornell University

1-B-29 Are children more optimistic about distant versus near future events?

Bronwyn O'Brien¹, Alex Castro¹, Lojain Hamwi¹, Cristina Atance¹

¹University of Ottawa

1-B-30 The development of flexible problem solving in young children

You Jin Park¹, Natalie Hutchins¹, Fiona Waters¹, Sarah Jacobson², Lydia Hopper³, Lauren Howard¹

¹Franklin & Marshall College, ²City University of New York,

³Lincoln Park Zoo

1-B-31 The "Knew-it-all-along error": Young children's difficulty tracking their own or another person's knowledge

Bradford Pillow¹, Martha Arterberry²

¹Northern Illinois University, ²Colby College

1-B-32 Is getting it wrong right?: Comparing prompts to explain and predict in children's causal reasoning

Alexandra Rett¹, Emma Geller¹, Caren Walker¹

¹University of California, San Diego

1-B-33 Promoting conceptual change using picture books and guided play in science

Vaunam Venkadasalam¹, Nicole Larsen¹, Patricia Ganea¹

¹University of Toronto

C – Spatial and numerical knowledge

1-C-34 Thinking outside the box: Children's understanding of geometrical rules is not rooted in shapes

Marie Amalric¹, Nour al-Zaghloul¹, Jessica Cantlon¹

¹Carnegie Mellon University

1-C-35 Number understanding among Montessori preschool children

Abha Basargekar¹, Jessica Taggart¹, Dermina Vasc¹, Angeline Lillard¹

¹University of Virginia

1-C-36 Math practice and the power of choice: Improving the computational skills of elementary children living in poverty

Macey Cartwright¹, Yara Alfawares¹, Heidi Kloos¹

¹University of Cincinnati

1-C-37 The specificity of links between symbolic math understanding and nonsymbolic magnitude representation in elementary-school children

Chih-Ming Wei¹, Chin-Yuan Chang¹, Wen-Chi Chiang¹

¹National Chung Cheng University

1-C-38 "I counted with my fingers": The role of domain-general and domain-specific factors in kindergarten children's addition strategy use

Mary DePascale¹, Nadia Tavassolie², Susanne Jaeggi³, Geetha Ramani⁴

¹University of Maryland, ²Temple University, ³University of California, Irvine, ⁴University of Maryland, College Park

1-C-39 Uncovering a link between mental rotation tests sex differences & declaring entrance into STEM disciplines: Examining & addressing the individual roles of childhood designated spatial activity engagement, spatial/general anxiety, & participant confidence

Carlos Desme¹, Daniela Alvarez-Vargas¹, Timothy Hayes¹, Shannon Pruden¹

¹Florida International University

1-C-40 Preschoolers' opportunities to learn numeracy and patterning at school

Ashli-Ann Douglas¹, Jennifer Tang¹, Erica Zippert¹, Bethany Rittle-Johnson¹

¹Vanderbilt University

1-C-41 How can books improve number knowledge? Aligning spatial features of number lines with a table of contents

Charles Fitzsimmons¹, Clarissa Thompson¹, Bradley Morris¹

¹Kent State University

1-C-42 Mapping among number words, number gestures, and nonsymbolic quantities

Dominic Gibson¹, Jake Butts¹, Susan Goldin-Meadow¹, Susan Levine¹

¹The University of Chicago

1-C-43 Give yourself a hand: Investigating low-income preschoolers' spontaneous gesture use in a numerical task

Raychel Gordon¹, Nicole Scalise², Geetha Ramani¹

¹University of Maryland, College Park, ²University of California, Irvine

1-C-44 How many seconds was that? The impact of teaching children about time on their ability to track durations

Karina Hamamouche¹, Sara Cordes²

¹Belmont University, ²Boston College

1-C-45 Fraction magnitude: Mapping between symbolic and spatial representations of ratio

Michelle Hurst¹, Sara Cordes²

¹University of Chicago, ²Boston College

1-C-46 Do parents differ in their scaffolding of preschool sons and daughters during a spatial activity?

Wei Li¹, Jinghe Ji¹, Marianella Casasola¹

¹Cornell University

1-C-47 Teaching infants the meaning of “four”

Yi Lin¹, Renee Baillargeon¹, Daniel Hyde¹

¹University of Illinois at Urbana-Champaign

1-C-48 Understanding the development of object fitting: Object structure and spatial process

Wendy Jung¹, Quinlan Plischke¹, Bjoern Kahrs¹, Jeffrey Lockman¹

¹Tulane University

1-C-49 Children’s evaluations of fraction magnitudes in strip diagrams: Strip lengths and visible segments matter

Vijay Marupudi¹, Andreas Obersteiner², Martha Alibali³

¹University of Minnesota - Twin Cities, ²University of Wisconsin, ³University of Wisconsin- Madison

1-C-50 Does spontaneous alignment of fraction representations correlate with fraction understanding?

Bryan Matlen¹, Stephanie Morano², Paul Riccomini³

¹WestEd, ²University of Virginia, ³Pennsylvania State University

1-C-51 Performance on an AP Statistics practice exam is associated with students’ predicted scores and course engagement, not number of math classes previously taken

Alex Brodersen¹, Danielle Rebouças¹, Matthew Carter¹, Alison Cheng¹

¹University of Notre Dame

1-C-52 Exploring parent-child math engagement in diverse populations

Nancy Pantoja¹, Emily Lyons¹, Talia Berkowitz¹, Cristina Carrazza¹, Dominique Saviano¹, Karina Mojica¹, Lisa Rosen¹, Susan Levine¹

¹The University of Chicago

1-C-53 Executive functioning moderates the effect of parental elicitation of math concepts on preschoolers’ math performance

Alex Silver¹, Caitlin Convery¹, Leanne Elliott¹, Melissa Libertus¹

¹University of Pittsburgh

1-C-54 Gesture in instruction equalizes the socioeconomic playing field for math learning

Suleima Tank¹, Theodora Koumoutsakis², Yeo Yun¹, Karla Rivera¹, Saba Ayman-Nolley¹, Ruth Church¹

¹Northeastern Illinois University, ²University of Chicago

1-C-55 Children’s number representations influence the accuracy of their numerical predictions

Rachael Todaro¹, Tracy Arner¹, Jennifer Roche¹, Bradley Morris¹

¹Kent State University

1-C-56 Does parents’ spatial language relate to parent and child gender?

Yiqiao Wang¹, Elizabeth Gunderson¹

¹Temple University

1-C-57 The role of parents’ conversational style in children’s mathematics achievement

Keadija Wiley¹, Olivia Cook¹, Taylor Thomas², Abigail Ward², Peter Ornstein², Jennifer Coffman¹

¹University of North Carolina at Greensboro, ²University of North Carolina at Chapel Hill

1-C-58 Exploring the link between patterning, numeracy, and math knowledge

Erica Zippert¹, Ashli-Ann Douglas¹, Bethany Rittle-Johnson¹

¹Vanderbilt University

D – Linguistic and conceptual development

1-D-59 Pure mediated semantic language activation in toddlers

Armando Angulo-Chavira¹, Liliana Fernández-Alejo¹, Natalia Arias-Trejo¹

¹UNAM

1-D-60 The role of conceptual development and caregiver talk in children’s naturalistic artifact learning

Elizabeth Attisano¹, Serena Tran¹, Stephanie Denison¹, Shaylene Nancekivell²

¹University of Waterloo, ²University of North Carolina Greensboro

1-D-61 Learning minimal pair object-label associations from audiovisual speech

Ryan Cannistraci¹, Jessica Hay¹

¹University of Tennessee, Knoxville

1-D-62 Comparing events separated by delays when learning verbs: Does experience with high similarity comparisons help?

Jane Childers¹, Bibiana Cutilletta¹, Grace Serr¹, Aria Gaston-Panthaki¹, Madison Carolin¹

¹Trinity University

1-D-63 Do bilinguals and musicians have better sensitivity to distributional information in learning non-native phonemes?

Mihye Choi¹, Mohinish Shukla¹

¹University of Massachusetts Boston

1-D-64 Relations between early and later domain-specific higher-order thinking

Natalie Dowling¹, Rebecca Frausel¹, Lindsey Richland², Susan Levine¹, Susan Goldin-Meadow¹

¹The University of Chicago, ²University of California, Irvine

1-D-65 Novel word retention in young children is affected by the number of words presented at training

Lauren Ehrreich¹, Sarah Jones¹, Erica Wojcik¹

¹Skidmore College

1-D-66 Word learning and sleep in habitually and non-habitually napping children

Katherine Esterline¹, Rebecca Gómez¹

¹University of Arizona

1-D-67 Is children's referential communication affected by a conversational partner's helpfulness?

Myrto Grigoroglou¹, Patricia Ganea¹

¹University of Toronto

1-D-68 Effects of age and explanatory prompting on preschoolers' ability to use probabilistic evidence to maintain and change beliefs

Brooke Hilton¹, Kirsten Quistberg², Si Wen Liu¹, Breanna McCreary², Mark Sabbagh¹

¹Queen's University, ²University of Victoria

1-D-69 Abstract thinking, concrete effects: Dimensions on which stimuli vary determines whether or not children engage relational reasoning

Ivan Kroupin¹

¹Harvard University

1-D-70 Which words matter for children's science learning? An analysis of children's vocabulary, science knowledge, and children's science books

Emma Lazaroff¹, Haley Vlach¹

¹University of Wisconsin - Madison

1-D-71 Parents adapt their referential expressions to children's developmental level

Ashley Leung¹, Daniel Yurovsky²

¹University of Chicago, ²Carnegie Mellon University

1-D-72 Using predictive cues to learn prepositions from storybooks

Michelle Luna¹, Catherine Sandhofer¹

¹University of California, Los Angeles

1-D-73 Relations between parent-child interaction, language development, and self-regulation

Lillian Masek¹, Staci Weiss¹, Brianna McMillan¹, Sarah Paterson¹, Roberta Golinkoff², Kathy Hirsh-Pasek¹

¹Temple University, ²University of Delaware

1-D-74 Child language input does not reflect world frequency: Typical and atypical feature description across development

Benjamin Morris¹, Claire Bergey¹, Daniel Yurovsky²

¹University of Chicago, ²Carnegie Mellon University

1-D-75 The role of causal theories of body size in the development of anti-fat bias

Rebecca Peretz-Lange¹, Paul Muentener¹

¹Tufts University

1-D-76 Effects of financial concerns on low-income parents' speech to children

Christine Potter¹, Eva Fourakis¹, Eldar Shafir¹, Casey Lew-Williams¹

¹Princeton University

1-D-77 SES and gender influence grade school word learning

Yvonne Ralph¹, Alyson Abel², Mandy Maguire¹

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

1-D-78 Mother-child conversations about the impact of food and activities on wellness

Lakshmi Raman¹, Karyn Ford¹, Erica Cogswell¹, Amy Perumalil¹

¹Oakland University

1-D-79 Children and adults' recognition of the impact of activities on body size

Lakshmi Raman¹

¹Oakland University

1-D-80 Co-occurrence regularities in language shape the development of semantic knowledge

Taylor Swenski¹, Layla Unger¹, Olivera Savic¹, Vladimir Sloutsky¹

¹The Ohio State University

1-D-81 Expectations about skin color inheritance by American children and adults

Rebecca Schwarzlose¹, Ariel Miller¹, Elizabeth Williams¹, Lori Markson¹

¹Washington University in Saint Louis

1-D-82 Spatial metaphors facilitate word learning

Ariel Starr¹, Alagia Cirolia², Mahesh Srinivasan²

¹University of Washington, ²University of California, Berkeley

1-D-83 Digital scaffolding: Improving conversation quality during parent-child shared eBook reading

Zachary Stuckelman¹, Gabrielle Strouse², Georgene Troseth¹, Israel Flores¹

¹Peabody College, Vanderbilt University, ²University of South Dakota

1-D-84 Context effects on 2-year-olds? Category-relevant and category-irrelevant fact learning

Nicholas Tippenhauer¹, Megan Saylor¹
¹Vanderbilt University

1-D-85 What does decontextualized language look like in the second year of life

Shimeng Weng¹, Jacob Schatz¹, Catherine Tamis-LeMonda¹
¹New York University

1-D-86 Children's cognitive reflection predicts conceptual understanding in science and mathematics

Andrew Young¹, Andrew Shtulman¹
¹Occidental College

E – Psychological and moral reasoning

1-E-87 Children hold an intuitive economic theory of diminishing marginal utility

Richard Ahl¹, Emma Cook¹, Amanda Chapin², Lisa Chalik³, Katherine McAuliffe¹
¹Boston College, ²La Salle University, ³Stern College for Women, Yeshiva University

1-E-88 Choosing selfishly: The development of interpersonal regret in a children's gambling task

Bethany Corbett¹, Aidan Feeney¹, Teresa McCormack¹
¹Queen's University Belfast

1-E-89 Developmental differences in children's intention attributions of relational and physical transgressors

Rachel Croce¹, Janet Boseovski¹, Andrea Yuly¹
¹University of North Carolina at Greensboro

1-E-90 Differences in school readiness predictors for dual language learning and monolingual preschoolers: The role of executive functioning, metalinguistic awareness, and theory of mind

Vanessa Diaz¹, Kelly Runyon¹
¹Virginia Polytechnic Institute and State University

1-E-91 Making the best of a bad situation: Examining the consequences of explanations highlighting societal inequality

James Dunlea¹, Larisa Heiphetz²
¹Columbia University, ²Columbia University

1-E-92 The relationship between metalinguistic awareness and moral development

Arjun Iyer¹, M. Jeffrey Farrar¹
¹University of Florida

1-E-93 Social evaluation based on group conformity: What can experiences say?

Suhyun Lee¹, Youjeong Park¹, Jinwook Kim², Kangyi Lee¹
¹Seoul National University, ²Myongji University

1-E-94 Children's perception of group membership-based transgressions

Vivian Liu¹, Andrei Cimpian¹
¹New York University

1-E-95 Liking and caring: Children distinguish between different forms of regard for objects

Madison Pesowski¹, Ori Friedman²
¹University of California, San Diego, ²University of Waterloo

1-E-96 The role of anthropocentric informational assumptions in moral evaluations about environmental transgressions

Lizette Pizza Becerra¹, Roberto Posada Gilede²
¹Boston University, ²Universidad Nacional de Colombia

1-E-97 Children's and adults' evaluations of science resource inequalities

Riley Sims¹, Amanda Burkholder¹, Melanie Killen¹
¹University of Maryland, College Park

1-E-98 How do they feel?: Preschoolers represent false beliefs about emotions

Alexis Smith¹, Lisa Feigenson¹
¹Johns Hopkins University

1-E-99 Precise prosociality: How children's number cognition predicts exactness in sharing vs helping contexts

Sifana Sohail¹, Kristen Dunfield², Nadia Chernyak¹
¹University of California, Irvine, ²Concordia University

1-E-100 Infants' eye-movement and pupillary responses to sociomoral scenarios

Enda Tan¹, J. Kiley Hamlin¹
¹University of British Columbia

1-E-101 Dissociating theory of mind and mind-mindedness in middle childhood and adulthood

Allison Pequet¹, Katherine Warnell¹
¹Texas State University

F – Social cognition and social learning

1-F-102 Read to me: Prerecorded, video chat, and in-person reading are related to similar vocabulary and comprehension outcomes in preschoolers

Caroline Morano¹, Hannah Puttre¹, Yemimah King², Rebecca Dore³, Deborah Nichols², Kathy Hirsh-Pasek⁴, Roberta Golinkoff¹
¹University of Delaware, ²Purdue University, ³Ohio State University, ⁴Temple University

1-F-103 Environmental instability promotes social cognitive development in infant rhesus monkeys (*Macaca mulatta*)

Alyssa Arre¹, Alexandra Rosati², Astrid Hengartner¹, Laurie Santos¹
¹Yale University, ²University of Michigan

1-F-104 *How do conflict and perspective affect children's future thinking?*

Joshua Rutt¹, Kathleen Cassidy¹, Caitlin Mahy², Cristina Atance¹
¹University of Ottawa, ²Brock University

1-F-105 *Do demand characteristics contribute to minimal ingroup bias?*

Kerry Brew¹, Taylar Clark¹, Jordan Feingold-Link¹, Hilary Barth¹
¹Wesleyan University

1-F-106 *Non-random acts of kindness: New evidence that joint music making increases prosocial behavior in preschoolers*

Sara Beck¹, John Rieser²
¹Randolph College, ²Vanderbilt University

1-F-107 *The evolutionary origins of natural pedagogy: Rhesus monkeys preferentially use non-social cues versus communicative signals*

Rosemary Bettle¹, Alexandra Rosati¹
¹University of Michigan

1-F-108 *Altruistic expectations: How parents shape child cooperative ability*

Nichole Breeland¹, Annette Henderson¹, Beth Graham¹
¹The University of Auckland

1-F-109 *The development of children's awareness of racial bias in school leadership positions*

Elizabeth Brey¹, Amanda Burkholder², Kristin Pauker¹, Melanie Killen²
¹University of Hawaii at Manoa, ²University of Maryland, College Park

1-F-110 *Social networks and neighborhood demographics: Different dimensions of diversity in children's early social experience*

Nicole Burke¹, Hyesung Grace Hwang¹, Amanda Woodward¹
¹The University of Chicago

1-F-111 *Let questions be your guide? The impact of pedagogical questions on children's STEM task performance*

Ian Campbell¹, Jennifer Clegg², Kathleen Corriveau¹
¹Boston University, ²Texas State University

1-F-112 *'Tamanduas are smellier than a skunk!': Children's learning preferences and memory in a natural science center*

Jessica Caporaso¹, Kathleen Bettencourt¹, Kimberly Marble¹, Janet Boseovski¹, Thanujeni Pathman², Christopher Erb³, Margo Scales⁴, Stuart Marcovitch¹
¹University of North Carolina at Greensboro, ²York University, ³University of Auckland, ⁴Wake Forest University

1-F-113 *The impact of illusory control on children's request for help*

Isabelle Cossette¹, Patricia Brosseau-Liard¹
¹University of Ottawa

1-F-114 *Does power trump reasoning? Understanding the effect of culture on children's trust preferences*

Yixin Cui¹, Shan Wan¹, Kathleen Corriveau¹
¹Boston University

1-F-115 *Exploring executive function skills and emotion knowledge in low income children using latent growth curve modeling*

Carmen Farrell¹, Ansley Gilpin¹, Jason DeCaro¹, John Lochman¹, Caroline Boxmeyer¹
¹University of Alabama

1-F-116 *Preschool-aged children generalize statistically learned functions and labels but not preferences to other agents*

Teresa Flanagan¹, Tamar Kushnir¹
¹Cornell University

1-F-117 *You sound like you know, but did you check? Children's evaluations of other's calibrated evidence-based claims*

Hailey Gibbs¹, Lucas Butler¹, Karen Levush¹
¹University of Maryland, College Park

1-F-118 *"Because he said yes right away!": Children use others' decision time when trading to make inferences about their preferences*

Kayla Good¹, Alex Shaw²
¹Stanford University, ²University of Chicago

1-F-119 *Metaphorical propaganda shapes children's explicit, but not implicit, attitudes toward novel immigrant groups*

Anastasiia Grigoreva¹, Joshua Rottman¹
¹Franklin & Marshall College

1-F-120 *The effects of inter- and intra-group social comparisons on self-evaluations in middle childhood*

Candace Lapan¹, Pujita Sunder², Janet Boseovski³
¹Wingate University, ²Ossining High School, ³University of North Carolina at Greensboro

1-F-121 *Passing the epistemic buck: Children's evaluations of errors based on first- and second-hand information*

Pearl Han Li¹, Qiong Dong², Melissa Koenig¹
¹University of Minnesota, ²Anhui University

1-F-122 *Flexibility in children's selective social learning based on group membership*

Lili Ma¹, Adrianna Ruggiero¹, Marina Apostolopoulos¹, Ngoc Le¹
¹Ryerson University

1-F-123 The role of gender in preschool teacher ratings of children's self-regulation

Stephanie Masters¹, Ansley Gilpin¹, Alexandra Nancarrow², Rebecca Bauer¹

¹University of Alabama, ²Oregon State University

1-F-124 Executive function relates to social problem solving and friendship quality in middle childhood

Stephanie Miller¹, Rachael Reavis², Brittany Avila³

¹University of Mississippi, ²Earlham University, ³University of Nevada, Reno

1-F-125 Are you talking to ME?! An exploratory study of toddlers' responsiveness to prompts from a video chat partner

Lauren Myers¹, Heather Kirkorian², Erin McKenney¹

¹Lafayette College, ²University of Wisconsin - Madison

1-F-126 A neurophysiological connection between emotions children see and feel: Exploring links between LPP and N170 ERP components

Cassandra Nguyen¹, Annah Webb¹, Mariya Chernenok¹, Jessica Burris², Susan Rivera¹, Lindsay Bowman¹

¹University of California Davis, ²Rutgers University

1-F-127 Listen to your mother: Children's understanding of power in hierarchical social roles

Megan Norris¹, Nicholas Noles¹, Catherine McDermott²

¹University of Louisville, ²Victoria University of Wellington

1-F-128 Scale errors are induced by associating functions to categories of objects in 3-year-old children

Katalin Oláh¹, Ildikó Király¹

¹Eötvös Loránd University

1-F-129 Valence or traits: Developmental change in children's use of facial features to make inferences about others

Carolyn Palmquist¹, Erika DeAngelis²

¹Amherst College, ²University of Minnesota

1-F-130 The role of religious status on children's judgments of who is real and what is possible

Ayşe Payır¹, Yixin Cui¹, Telli Davoodi¹, Paul Harris², Kathleen Corriveau¹

¹Boston University, ²Harvard University

1-F-131 The effects of testimony on children's and adults' evidence processing during category learning

Eugene Rohrer¹, Amanda Brandone¹

¹Lehigh University

1-F-132 Intuitive archeology in childhood: Children detect social transmission in the design of artifacts via inverse planning

Adena Schachner¹, Michelle Lee¹

¹University of California, San Diego

1-F-133 Canadian children aged five to eight have an essentialist view of national identity

Hasan Siddiqui¹, Andrei Cimpian², Mel Rutherford¹

¹McMaster University, ²New York University

1-F-134 Girls, but not boys showed an increased sense of commitment to collaboration after their partner invested high vs. low cost

Barbora Siposova¹, Marcell Székely², John Michael¹

¹University of Warwick, ²Central European University

1-F-135 Exploring the mature theory of mind system: The unique implications of theory of mind skills and dispositional tendencies for everyday theory of mind use

Wyntre Stout¹, Amanda Brandone¹

¹Lehigh University

1-F-136 Parents' beliefs about the benefits of pretend play in early childhood

Jessica Taggart¹, Angeline Lillard¹

¹University of Virginia

1-F-137 Just because Mickey Mouse said it doesn't make it impossible: How informant reality status and familiarity influence children's belief in extraordinary events

Allison Williams¹, Judith Danovitch¹

¹University of Louisville

1-F-138 Reward enhances children's attention to underlying statistical information of emotional expressions

Kristina Woodard¹, Rista Plate¹, Seth Pollak¹

¹University of Wisconsin - Madison

1-F-139 Do children always trust confident individuals? Not when it comes to moral deliberations

Shailee Woodard¹, Rachel Severson¹, Susan Birch²

¹University of Montana, ²University of British Columbia

1-F-140 Associations between aggression type, gender, and intentionality on children's trait attributions toward transgressors

Andrea Yuly¹, Rachel Croce¹, Janet Boseovski¹

¹University of North Carolina at Greensboro

G – Cognition in diverse environments

1-G-141 "I wanna play in here!": An observational investigation of childhood play in indoor and outdoor exhibits

Courtney Ball¹, Kimberly Marble¹, Janet Boseovski¹, Stuart Marcovitch¹, Kathleen Bettencourt¹, Jessica Caporaso¹

¹University of North Carolina at Greensboro

1-G-143 Playscapes as informal science learning environments: Age differences in preschoolers' conceptual change about plant life

Rhonda Brown¹, Victoria Carr¹, Heidi Kloos¹, Tina Stanton-Chapman¹, Leslie Kochanowski¹, Cathy Maltbie¹

¹University of Cincinnati

1-G-144 Mediator role of learning approach and attention in the link between SES and academic achievement

Zhengqing Li¹, Keting Chen²

¹University of Denver, ²University of Nebraska Lincoln

1-G-145 Gender nonconformity, peer relations, and anxiety and depression in transgender and cisgender children

Lily Durwood¹, Kristina Olson¹

¹University of Washington

1-G-146 Examining Egyptian adults' and children's knowledge of the origins of foods versus non-foods

Helana Girgis¹, Sherine Soliman², Shorouq Elmeligy², Allison Fitzsimmons³, Olivia Roth³, Cheyanne Wyble³, Simone Nguyen⁴

¹Stockton University, ²American University of Cairo, ³Hartwick College, ⁴University of North Carolina Wilmington

1-G-147 Hey, look what I did!: A qualitative analysis of young children's play with a tablet-based STEM game

Maya Lennon¹, Sarah Pila¹, Rachel Flynn¹, Ellen Wartella¹

¹Northwestern University

1-G-148 Influence of culture and priming on analogical reasoning performance across development

Ashley Murphy¹, Yinyuan Zheng², Elayne Teska¹, Apoorva Shivaram², Lindsey Richland³

¹University of Chicago, ²Northwestern University, ³University of California, Irvine

1-G-149 Can we make analogous executive functions tasks across computerized and naturalistic testing environments?

Jazlyn Nketia¹, Dima Amso¹

¹Brown University

1-G-150 Reliability estimates of scale measuring young children's self-perceptions of cognitive control

Robbie Ross¹, Ali Brian¹

¹University of South Carolina

1-G-151 Expression of metacognition in online STEM courses: Functions and effects

Hannah Valdiviejas¹, Nigel Bosch¹, Eddie Huang¹, Tori Jay¹, Carolyn Anderson¹, Michelle Perry¹

¹University of Illinois at Urbana-Champaign

POSTER SESSIONS II



POSTER SESSION 2 FRIDAY, OCTOBER 18, 2019, 5:45PM – 7:00PM

A – Perception, action, attention, and cognitive control

2-A-1 What leads to coordinated attention in parent-toddler interactions? Children's hearing status matters

Chi-hsin Chen¹, Irina Castellanos¹, Chen Yu², Derek Houston¹
¹The Ohio State University, ²Indiana University

2-A-2 Developmental differences in attention filtering and visual working memory capacity

Heidi Cheng¹, Danielle Lim¹, Alex Sahar¹, Michael Dubois¹, Keisuke Fukuda¹, Amy Finn¹
¹University of Toronto

2-A-3 Neural motor activity during perception of familiar and unfamiliar means-end actions in 9-month-olds

Haerin Chung¹, Marlene Meyer², Amanda Woodward¹
¹The University of Chicago, ²Radboud University Nijmegen

2-A-4 The relationship between physiological reactivity and executive function in young children

Elizabeth Dasilva¹, Bennett Bertenthal²
¹Indiana University-Purdue University Columbus, ²Indiana University- Bloomington

2-A-5 Effects of toy type and caregiver availability on infants' free play activity

Justine Hoch¹, Christina Hospodar¹, Gabriela Alves¹, Paige Selber¹, Karen Adolph¹
¹New York University

2-A-6 Using the TrackIt Task to study the development of selective sustained attention in children ages 2-7

Emily Keebler¹, Jaeah Kim¹, Oceann Stanley¹, Erik Thiessen¹, Anna Fisher¹
¹Carnegie Mellon University

2-A-7 Explore versus store: Children strategically trade off reliance on motor exploration versus working memory during a complex task

Praveen Kenderla¹, Melissa Kibbe¹
¹Boston University

2-A-8 Linking attention and executive function from toddlerhood to early childhood: Integrating ocular-motor, behavioral, and hemodynamic responses

Anastasia Kerr-German¹, Aaron Buss²
¹Boys Town National Research Hospital, ²University of Tennessee - Knoxville

2-A-9 Relational reasoning is among the cognitive abilities that predict fraction understanding

Elena Leib¹, Ariel Starr², Jessica Wise Younger³, Melina Uncapher³, Silvia Bunge¹, Project iLEAD Network
¹University of California, Berkeley, ²University of Washington, ³University of California, San Francisco

2-A-10 Effects of sticky mittens vs. another interactive experience on infant object exploration

Lauren Malachowski¹, Kate Swift¹, Amy Needham¹
¹Vanderbilt University

2-A-11 Visual-motor integration underlies preschool children's letter copying difficulties

Caroline Mayberry¹, Nicholas Fears², Jeffrey Lockman¹
¹Tulane University, ²University of North Texas Health Science Center

2-A-12 Attentional decay: Implications for education

Grace Murray¹, Karrie Godwin¹
¹Kent State University

2-A-13 Emotional facial expression preference in toddlers with Williams syndrome

Nonah Olesen¹, Kate Dixon¹, Carolyn Mervis¹, Cara Cashion¹
¹University of Louisville

2-A-14 Sentence comprehension in monolingual and bilingual children

Sarvenaz Ostadghafour¹
¹York University

2-A-15 Interaction of bilingualism and socioeconomic status in children's executive function performance

Viviana Vumbaca¹
¹York University

2-A-16 The neural underpinnings of variability in the development of category learning

Daniel Plebanek¹, Karin James¹
¹Indiana University Bloomington

2-A-17 Better with age: The progression of accurate performance perceptions

Demi Robinson¹, Lori Curtindale¹, Cynthia Laurie-Rose²
¹East Carolina University, ²Otterbein University

2-A-18 Explaining developmental shifts by competing cognitive states

Ingmar Visser¹
¹University of Amsterdam

2-A-19 Associations among symbolic functioning, joint attention, expressive communication, and executive functioning of children in rural areas

Chun-Hao Chiu¹, Bradford Pillow¹
¹Northern Illinois University

B – Memory and reasoning

2-B-19 *The development of visual working memory over the second year of life*

Chen Cheng¹, Zsuzsa Kaldy¹, Erik Blaser¹

¹University of Massachusetts Boston

2-B-20 *The socialization of children's autobiographical and deliberate memory through parent-child reminiscing*

Olivia Cook¹, Keadija Wiley¹, Taylor Thomas², Abigail Ward², Peter Ornstein², Jennifer Coffman¹

¹University of North Carolina at Greensboro, ²University of North Carolina at Chapel Hill

2-B-21 *What did you see at the zoo this week? Examining free recall of naturalistic events in early to middle childhood*

Lina Dekker¹, Thanujeni Pathman¹

¹York University

2-B-22 *Multitasking abilities in 7- to 10-year-old children*

Veit Kubik¹, Andrea Frick²

¹Martin Luther University Halle-Wittenberg, ²University of Fribourg

2-B-23 *Children fail to show that they can reason by the disjunctive syllogism until the age of 5*

Shalini Gautam¹, Thomas Suddendorf¹, Jonathan Redshaw¹

¹The University of Queensland

2-B-24 *Information-seeking as implicit uncertainty monitoring in childhood*

Elizabeth Lapidow¹, Isabella Killeen², Caren Walker¹

¹University of California, San Diego, ²University of Minnesota Law

2-B-25 *Children's racial essentialism predicts facial recognition memory performance*

Jessica Leffers¹, Kaila Atkins¹, Jason Bisson¹, Zoe Lolis¹, Alec Rutherford¹, John Coley¹

¹Northeastern University

2-B-26 *Developmental changes in future-oriented explanation search*

Emily Liquin¹, Sera Gorucu¹, Tania Lombrozo¹

¹Princeton University

2-B-27 *The development of children's understanding of argument by analogy*

Nicole Lobo¹, Zachary Horne¹

¹Arizona State University

2-B-28 *Context-dependent differences in spontaneous relational reasoning use in relationally focused four-year-old children*

Ashley Murphy¹, Maya Joyce¹, Ruohan Xia², Michelle Bueno³, Lindsey Richland⁴

¹University of Chicago, ²University of Virginia, ³Northwestern University, ⁴University of California, Irvine

2-B-29 *Children's reasoning about hypothetical interventions to complex biological systems*

Angela Nyhout¹, Hilary Sweatman², Patricia Ganea¹

¹University of Toronto, ²McGill University

2-B-30 *Intuitive statistics and metacognition in children and adults*

Madeline Pelz¹, Kelsey Allen¹, Joshua Tenenbaum¹, Laura Schulz¹

¹MIT

2-B-31 *Infants and preschoolers do not use new evidence to retrospectively reinterpret an expected event as surprising*

Jasmin Perez¹, Lisa Feigenson¹

¹Johns Hopkins University

C – Spatial and numerical knowledge

2-C-32 *How do 3rd-grade children understand the commutative principle of multiplication?*

Marie Amalric¹, Jessica Cantlon¹

¹Carnegie Mellon University

2-C-33 *The role of fraction understanding in middle school profiles of algebra learning*

Christina Barbieri¹, Julie Booth², Kristie Newton², Laura Pendergast²

¹University of Delaware, ²Temple University

2-C-34 *Size versus number: Children's early understanding of number words*

Patrick Cravalho¹, Sandra Arellano¹, Giovanna De Leon¹, Julia Doan¹, Megan Foster¹, Andrea Molina¹, Adriana Montano¹, Emily Slusser¹

¹San Jose State University

2-C-35 *Spatial skills, but not spatial anxiety, partially account for the gender gap in number line estimation*

Ngoc Dam¹, Jorge Carvalho Pereira¹, Elizabeth Gunderson¹

¹Temple University

2-C-36 *What's in a question? Parents' questions in dyadic interactions and the relation to 4-year-old children's math abilities*

Shirley Duong¹, Sarah Pitulski¹, Heather Bachman¹, Elizabeth Votruba-Drzal¹, Melissa Libertus¹

¹University of Pittsburgh

2-C-37 *What cues do children use when judging their confidence in fraction estimation performance? Confidence judgments relate more strongly to familiarity than performance*

Charles Fitzsimmons¹, Michelle Rivers¹, Pooja Sidney², John Dunlosky¹, Clarissa Thompson¹

¹Kent State University, ²University of Kentucky

2-C-38 Detecting and addressing faulty reasoning about fraction magnitude

Kelly-Ann Gesuelli¹, Christina Barbieri¹, Amanda Jansen¹, Anne Morris¹

¹University of Delaware

2-C-39 Visually scaling distance from memory: Do visible boundaries make a difference?

Alycia Hund¹, Jodie Plumert², Kara Recker³

¹Illinois State University, ²University of Iowa, ³Coe College

2-C-40 Do actions speak louder than words? Measuring children's focusing on number

Adwoa Imbeah¹, Leanne Elliott¹, Alex Silver¹, Melissa Libertus¹

¹University of Pittsburgh

2-C-41 Visual comparisons in STEM textbooks: Frequency of supports for aligning relational structure

Benjamin Jee¹, Dedre Gentner², Bryan Matlen³, Nina Simms²

¹Worcester State University, ²Northwestern University, ³WestEd

2-C-42 The effects of gesture and action training on the retention of math equivalence

Alyssa Kersey¹, Cristina Carrazza¹, Eliza Congdon², Miriam Novack³, Elizabeth Wakefield⁴, Susan Goldin-Meadow¹

¹University of Chicago, ²Williams College, ³Northwestern University, ⁴Loyola University Chicago

2-C-43 The uptake of speech and gesture information in math instruction: Timing and modality matter

Ryan Lepic¹, Jenny Lu¹, Theodora Koumoutsakis¹, Zena Levan¹, Ruth Church², Susan Goldin-Meadow¹

¹University of Chicago, ²Northeastern Illinois University

2-C-44 Motor based predictors of math achievement in kindergarten

Emily Lewis¹, Lisa Chinn¹, Jeffrey Lockman¹

¹Tulane University

2-C-45 A left visual advantage in newborn infants when processing magnitudes

Koleen McCrink¹, Maria Dolores de Hevia²

¹Barnard College, Columbia University, ²Université Paris Descartes; Le Centre national de la recherche scientifique (CNRS)

2-C-46 Go figure: Effects of figural and numerical presentation on growing pattern generalization

Marta Mielicki¹, Charles Fitzsimmons¹, Lauren Woodbury¹, Dake Zhang², Ferdinand Rivera³, Clarissa Thompson¹

¹Kent State University, ²Rutgers Graduate School of Education, ³Loyola Marymount University

2-C-47 Strategies matter: Pre-instruction knowledge moderates the effect of instruction with gesture on math learning

Andrew Mistak¹, Theodora Koumoutsakis², Hannah Valdiviejas³, Amena Khan⁴, Saba Ayman-Nolley⁴, Melissa Singer⁵, Ruth Church⁴

¹University of Iowa, ²University of Chicago, ³University of Illinois at Urbana-Champaign, ⁴Northeastern Illinois University, ⁵Bridgewater State University

2-C-48 Reconciling "Symbolic Estrangement" and knowledge of symbolic magnitude

Hyekyung Park¹, John Opfer¹

¹The Ohio State University

2-C-49 The rationale of the rational number: Children's organization of fractions and decimals

Sangmi Park¹, Aryana Kubiak¹, Julia Orlov¹, Alena Esposito¹

¹Clark University

2-C-50 Arithmetic knowledge from the spontaneous focus on relations

Richard Prather¹

¹University of Maryland

2-C-51 Exploring effects of an early math intervention: The importance of parent-child interaction

Andrew Ribner¹, Alex Silver¹, Leanne Elliott¹, Melissa Libertus¹

¹University of Pittsburgh

2-C-52 Inter-relatedness of pre-algebraic knowledge among middle school children

David Menendez¹, Lu Ou², Mikhail Yudelso², Vanessa Simmering³

¹University of Wisconsin - Madison, ²ACTNEXT, ³ACT, Inc.

2-C-53 Acquiring the number concept: Sudden insight or gradual change?

Kristy vanMarle¹, Afiah Fozi¹, Sukhvinder Shahi¹, Ritwik Agrawal¹

¹University of Missouri - Columbia

2-C-54 Children estimate area using an 'Additive-Area Heuristic'

Sami Yousif¹, Emma Alexandrov², Elizabeth Bennette³, Richard Aslin⁴, Frank Keil¹

¹Yale University, ²Vassar, ³University of California, San Diego, ⁴Haskins Laboratories

2-C-55 Gesture's impact on learning is modified by the emergence of the digital age

Yeo Yun¹, Karla Rivera¹, Christian Palaguachi¹, Steven Montalvo¹, Theodora Koumoutsakis², Maureen Erber¹, Saba Ayman-Nolley¹, Ruth Church¹

¹Northeastern Illinois University, ²University of Chicago

D – Linguistic and conceptual development

2-D-56 *Preschoolers statistical learning of multiple words for a referent*

Viridiana Benitez¹, Cassandra Leedom¹, Emily Fatula¹,
Elaina Corbin¹, Gillian Bryant¹

¹Arizona State University

2-D-57 *Children use presupposition to infer new word-referent mappings*

Claire Bergey¹, Daniel Yurovsky²

¹University of Chicago, ²Carnegie Mellon University

2-D-58 *Developmental differences in real-world concepts: More knowledge or different knowledge?*

Anna Blumenthal¹, Katarina Savel¹, Tri Quang Huynh¹,
Brad Dagleish¹, Rena Rivera¹, Sophie Gontarz¹, Mia Vucurovic¹,
Ken McRae², Michael Mack¹, Margaret Schlichting¹

¹University of Toronto, ²Western University

2-D-59 *Not just for kids: Adults learn a counterintuitive scientific concept from a children's storybook intervention but self-explanation can hurt*

Sarah Brown¹, Aimee Mather², Aishwarya Chittoor¹,
Deborah Kelemen¹

¹Boston University, ²Surrey University

2-D-60 *Concepts of universal quantification ("each" and "all") may support infant and adult understanding of collective and distributive actions*

Nicolò Cesana-Arlotti¹, Tyler Knowlton², Jeffrey Lidz²,
Paul Pietroski³, Justin Halberda¹

¹Johns Hopkins University, ²University of Maryland, ³Rutgers, The State University of New Jersey

2-D-61 *Do children benefit from comparing similar or varied events across time when learning verbs?*

Bibiana Cutilletta¹, Katherine Capps¹, Gemma Smith¹,
Jane Childers¹

¹Trinity University

2-D-62 *Relationships between intuitive thought and learning about infectious disease in high school students*

Emily Dahlgaard Thor¹, Revati Masilamani², Carol Bascom-Slack²,
Berri Jacque², John Coley¹

¹Northeastern University, ²Tufts University

2-D-63 *Synchrony between hearing a label and holding the object: Evidence for an optimal object-label mapping experience*

Abigail DiMercurio¹, Jessica Hay², Daniela Corbetta¹

¹University of Tennessee, ²University of Tennessee, Knoxville

2-D-64 *Children can use probability to infer happiness without considering prior beliefs or close counterfactuals*

Tiffany Doan¹, Ori Friedman¹, Stephanie Denison¹

¹University of Waterloo

2-D-65 *Using known words to learn more words: A distributional analysis of child vocabulary development*

Andrew Flores¹, Jessica Montag¹, Jon Willits¹

¹University of Illinois Urbana-Champaign

2-D-66 *Cognitive predictors of reading, spelling, and arithmetic in Brazilian Portuguese-speaking children*

Caroline Greiner de Magalhaes¹, Carolyn Mervis¹,
Claudia Cardoso-Martins²

¹University of Louisville, ²Universidade Federal de Minas Gerais

2-D-67 *Five-year-olds' sensitivity to speakers' visual perspective and knowledge about object identity during real-time language processing*

Narae Ju¹, Elizabeth Morin-Lessard¹, Craig Chambers²,
Valerie San Juan³, Susan Graham¹

¹University of Calgary, ²University of Toronto, ³Bradley University

2-D-68 *Robust semi-supervised learning in 2-year-olds: Learning in challenging conditions*

Sandy LaTourrette¹, Sandra Waxman¹

¹Northwestern University

2-D-69 *Children's explanations of natural events*

Kimberly Linetsky¹, Jason Sofield¹, Jake Feiler¹

¹University of Alabama

2-D-70 *The role of inhibitory control in syntactic ambiguity processing*

Kaitlyn May¹, Lucille Gideon¹, Jason Scofield¹

¹University of Alabama

2-D-71 *Do 6-month-olds consider the role of mutual engagement in 3rd party communication?*

Mary Beth Neff¹, Alia Martin¹

¹Victoria University of Wellington

2-D-72 *The association between early bilingualism and selection into later foreign language learning*

My Nguyen¹, Adam Winsler¹

¹George Mason University

2-D-73 *Is a picture worth 1000 words? Neural engagement during fast mapping vs word learning from context*

Sonali Poudel¹, Mandy Maguire¹

¹University of Texas at Dallas

2-D-74 *Contrast in word learning: To not or not? The use of labels versus negation*

Gwendolyn Price¹, Catherine Sandhofer¹

¹University of California, Los Angeles

2-D-75 Connections between language brokering frequency and academic motivation and learning strategies in college students

Vanessa Rainey¹, Ashli Barnes¹, Valerie Flores-Lamb², Katerina Zatopkova¹

¹University of West Florida, ²Arizona State University

2-D-76 Day-by-day vocabulary learning through reading aloud at home

Kirsten Read¹

¹Santa Clara University

2-D-78 Combatting the summer reading slide through a book distribution program

Margaret Shavlik¹, Amy Booth¹

¹Vanderbilt University

2-D-79 Perceptual and linguistic contrast promote indirect word learning

Ruxue Shao¹, Dedre Gentner¹, Nina Simms¹

¹Northwestern University

2-D-80 The effect of number of familiar object foils on novel name mapping: Is there a metacognitive advantage?

Jeremy Slocum¹, William Merriman¹

¹Kent State University

2-D-81 Preschoolers inflexibly attend to lexical over paralinguistic cues in affective judgments of speech regardless of their level of executive function and theory of mind

Mioko Sudo¹, Shinnosuke Ikeda², Tomoko Matsui³, Etsuko Haryu²

¹University of Florida, ²University of Tokyo, ³Tokyo Gakugei University

2-D-82 Pondering preschoolers: Developmental differences in information seeking about new words

Nicholas Tippenhauer¹, Madison Green¹, Shanna Loughmiller¹, Megan Saylor¹

¹Vanderbilt University

2-D-83 Daxing with a Dax: The relationship between artifact-function polysemy and the design stance

Jonathan Wehry¹, Hugh Rabagliati², Barbora Skarabela², Amira Saouri², Mahesh Srinivasan¹

¹University of California, Berkeley, ²University of Edinburgh

E – Psychological and moral reasoning

2-E-84 'Tell me what you want, what you really really want': Constraints that guide early helping decisions

Laura Anderson¹, Alia Martin¹

¹Victoria University of Wellington

2-E-85 Children's preferences between equal and equitable tax divisions

Jayd Blankenship¹, David Sobel¹

¹Brown University

2-E-86 Moral reasoning and moral behavior: Intersections of reasoning with aggressive forms and functions in early childhood

Erin Baker¹, Qingyang Liu¹, Michelle Meyer¹

¹University at Albany, State University of New York

2-E-87 Infant abilities to distinguish between moral and conventional transgressions

Duangporn Pattanakul¹, Jamin Shih², Nicole Campione-Barr¹, Yuyan Luo¹, Kristy vanMarle³

¹University of Missouri, ²University of California-Merced,

³University of Missouri - Columbia

2-E-88 What makes comforting behavior difficult for young children? Examining the problem-solving and social engagement requirements of prosocial behavior

Sylvia Pinheiro¹, Tara Karasewich¹, Nina Buchenrieder¹, Kristen Dunfield², Valerie Kuhlmeier¹

¹Queen's University, ²Concordia University

2-E-89 Teaching children merit and equality through storybooks and video testimony

Joshua Rottman¹, Valerie Zizik¹, Kelly Minard¹, Elizabeth Abraham¹, Liane Young², Peter Blake³, Deborah Kelemen³

¹Franklin & Marshall College, ²Boston College, ³Boston University

2-E-90 Being responsive to reasons: How children revise their beliefs in light of new arguments

Hanna Schleihau¹, Esther Hermann², Julia Fischer³, Jan Engelmann¹

¹University of California, Berkeley, ²Max Planck Institute for Evolutionary Anthropology, ³Göttingen University & German Primate Research Center

2-E-91 Training differences predict dogs' preferences for prosocial others

Zachary Silver¹, Ellen Furlong², Angie Johnston³, Laurie Santos¹

¹Yale University, ²Illinois Wesleyan University, ³Boston College

2-E-92 The relationship between socioeconomic status and false-belief understanding: New evidence from a low-demand elicited-response task

Rose Scott¹, Erin Roby², James Sullivan¹

¹University of California Merced, ²NYU School of Medicine

2-E-93 Infants' perception of the moral status of irrational individuals

Fransisca Ting¹, Renee Baillargeon¹

¹University of Illinois at Urbana-Champaign

2-E-94 Preschoolers' moral judgments of those who hinder antisocial others

Julia Van de Vondervoort¹, J. Kiley Hamlin¹

¹University of British Columbia

POSTER SESSIONS II



2-E-95 Mentalistic social cognition in context: 15-month-olds' evaluations of helpers based on their mental states in means-end sequences

Brandon Woo¹, Elizabeth Spelke¹

¹Harvard University

2-E-96 Fairness reexamined

Meltem Yucel¹, Marissa Drell¹, Vikram Jaswal¹, Amrisha Vaish¹

¹University of Virginia

F – Social cognition and social learning

2-F-97 Children's understanding of dominance and prestige in China and the UK

Narges Afshordi¹, Anni Kajanus², Felix Warneken³

¹University of Minnesota, ²University of Helsinki, ³University of Michigan

2-F-98 The impact of gender and race on children's developing understanding of career-related traits

Jenna Alton¹, Eleanor Castine¹, Telli Davoodi¹, Kathleen Corriveau¹

¹Boston University

2-F-99 When constraints become insignificant: Children discount the influence of physical constraints when actors behave stereotypically

Jamie Amemiya¹, Sohee Ahn¹, Caren Walker¹, Gail Heyman¹

¹University of California, San Diego

2-F-100 It is not just about attaining the goal: Infants' cooperative competence is shaped by their joint attention abilities and the social context in which cooperation occurs

Caitlin McRae¹, Nichole Breeland¹, Inge Meinhardt¹, Beth Graham¹, Annette Henderson¹

¹The University of Auckland

2-F-101 Socio-cognitive and environmental processes involved in perspective-taking development in young children

Natalie Brezack¹, Marlene Meyer², Nicole Burke¹, Amanda Woodward¹

¹The University of Chicago, ²Radboud University Nijmegen

2-F-102 Is she a good teacher? Children learn to use representational gesture as a marker of a good informant

Eliza Congdon¹, Elizabeth Wakefield², Lauren Howard³, Miriam Novack⁴

¹Williams College, ²Loyola University Chicago, ³Franklin and Marshall College, ⁴Northwestern University

2-F-103 Miracle or magic? Developmental patterns in Iranian children's judgments of reality

Telli Davoodi¹, Ayse Payir¹, Yixin Cui¹, Paul Harris², Kathleen Corriveau¹

¹Boston University, ²Harvard University

2-F-104 Parents' question-asking during children's physical and digital spatial play

Sierra Eisen¹, Jamie Jirout¹, Angeline Lillard¹

¹University of Virginia

2-F-105 Are converts likeable?: Children's and adults' views of those who change social groups

Emily Gerdin¹, Yarrow Dunham¹

¹Yale University

2-F-106 Transgender children's recall for gender-typed images

Selin Gulgoz¹, Carol Martin², Kristina Olson¹

¹University of Washington, ²Arizona State University

2-F-107 Preschoolers neural responses to emotional faces moderates the relation between theory of mind and prosocial behavior

Megan Heise¹, Lindsay Bowman¹

¹University of California Davis

2-F-108 Advanced theory of mind and task-switching in adolescents with and without autism spectrum disorder

Jessica Brodsky¹, Zachary Bergson¹, Elizabeth Hayward², Bruce Homer¹

¹The Graduate Center, CUNY, ²The CREATE Lab, New York University

2-F-109 Young children prefer to learn from, but do not trust, smart devices

Samantha Hutchinson¹, Lauren Ehrreich¹, Sarah Jones¹, Erica Wojcik¹

¹Skidmore College

2-F-110 Labels increase acceptance of foreign and unconventional foods in children

Hyesung Grace Hwang¹, Jasmine DeJesus², Emily Gerdin³, Hannah Cutright¹, Amanda Woodward¹

¹The University of Chicago, ²University of North Carolina at Greensboro, ³Yale University

2-F-111 How do communicative cues shape the way that dogs encode objects?

Angie Johnston¹, Alyssa Arre², Michael Bogese¹, Laurie Santos²

¹Boston College, ²Yale University

2-F-112 Children's affiliation decisions when group membership and shared preferences conflict

Ashley Jordan¹, Yarrow Dunham¹

¹Yale University

2-F-113 Children's interpretation of confidence cues: Situational vs individual knowledge

Aimie-Lee Juteau¹, Sophie Fobert¹, Yasmeen Ibrahim¹, Rose Varin¹, Patricia Brosseau-Liard¹

¹University of Ottawa

2-F-114 How do children evaluate in-group favoritism in requests for help?

Melisa Kumar¹, Richard Aht¹, Katherine McAuliffe¹
¹Boston College

2-F-115 The influence of visualizing the group on children's beliefs about group membership in STEM

Sona Kumar¹, Samantha Barbero¹, Kathleen Corriveau¹
¹Boston University

2-F-116 Pretty young things: The developmental roots of female objectification

Rachel Leshin¹, Marjorie Rhodes¹
¹New York University

2-F-117 Contributions of academic efficacy and goal orientations to learning gains and interest during a challenging mathematics lesson

Emily Lyons¹, Lindsey Richland²
¹University of Chicago, ²University of California, Irvine

2-F-118 The role of cross-classification in children's knowledge attributions and testimony evaluations

Catherine McDermott¹, Nicholas Noles², Megan Norris²
¹Victoria University of Wellington, ²University of Louisville

2-F-119 Children attribute fewer mental experiences to social group members described in generic terms

Niamh McLoughlin¹, Telli Davoodi¹, Kathleen Corriveau¹
¹Boston University

2-F-120 Effect of gender on selective trust in Brazilian preschool children

Ana Messias¹, Debora Souza¹
¹Universidade Federal de São Carlos

2-F-121 Exploring predictors of The Awareness of Social Inference Test in women who experience traits relating to the Broader Autism Phenotype

Rachel Nuttall¹, Geoff Webb¹, Brinnley Lemmon¹,
 Greyson Schuenman¹, Gus Salazar¹, Kelsey Hoofman¹,
 Hong Ni Mui², Aryana Souza³, Rebecca Lundwall¹
¹Brigham Young University, ²Brigham Young University- Hawaii,
³Brigham Young University- Idaho

2-F-122 Does first-hand experience improve children's ability to make relative trust judgments?

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

2-F-123 Knowledge and inhibitory control help 3-year-olds ignore incorrect machines, but not deceptive people

Carolyn Palmquist¹, Robyn Kondrad²
¹Amherst College, ²James Madison University

2-F-124 What could have been done? Counterfactual alternatives to negative outcomes by religious and secular children

Nicholas Botsolis¹, Luis De La Vina Simon², Ayse Payir³,
 Paul Harris², Kathleen Corriveau³
¹Hellenic College Holy Cross, ²Harvard University, ³Boston University

2-F-125 Gender as a cue to sharing preferences in 4-6-year-old children

Madalyn Prince¹, Lindsey Hildebrand¹, Nadia Chernyak²,
 Sara Cordes¹
¹Boston College, ²University of California, Irvine

2-F-126 Exploring the relation between demand for mutual gaze and hiding skills in young children

Ellyn Pueschel¹, Henrike Moll¹
¹University of Southern California

2-F-127 Children's perceptions of status at the intersection of race and gender

Grace Reid¹, Lori Markson¹
¹Washington University in St. Louis

2-F-128 Do metacognitive strategies predict social selective learning in preschoolers?

Tiffany Resendes¹, Brandon Benchimol-Elkaim¹,
 Diane Poulin-Dubois¹
¹Concordia University

2-F-129 Fit to lead by all means? Boys but not girls associate positions of power with their own gender and race

Bolivar (Boli) Reyes Jaquez¹, Melissa Koenig¹
¹University of Minnesota

2-F-130 Developmental changes in event-emotion matching across the first two years of life

Ashley Ruba¹, Andrew Meltzoff², Betty Repacholi²
¹University of Wisconsin - Madison, ²University of Washington

2-F-131 Preempting racial bias: Early exposure to diverse books helps children decenter whiteness

Shreya Sodhi¹, Sarah Blair¹, Lori Markson¹
¹Washington University in St Louis

2-F-132 Effects of rules on children's lying: An investigation based on the temptation resistance paradigm

Ana Quintal¹, Debora Souza¹
¹Universidade Federal de São Carlos

2-F-133 Unsafe to eat? Children's food rejection based on testimony from familiar cartoon characters and adults

Yu Tong¹, Fuxing Wang¹, Judith Danovitch², Allison Williams²,
 Hui Li¹
¹Central China Normal University, ²University of Louisville

2-F-134 *Can chess-playing promote theory of mind? An examination of the interrelations among theory of mind, perspective-taking, and empathic concern in chess-players*

Amy Weimer¹, Noemi Trevino¹

¹Texas State University

2-F-135 *Children's expectations for ritual performance and cooperation*

Nicole Wen¹, Felix Warneken¹

¹University of Michigan

2-F-136 *A cross-cultural comparison on the development of social categorization and reasoning preference*

Yian Xu¹, Fangfang Wen², Emily Dahlgard Thor¹, Bin Zuo², John Coley¹

¹Northeastern University, ²Central China Normal University

2-F-137 *Parental messages and children's evaluations of interracial and same-race peer exclusion*

Kathryn Yee¹, Jacquelyn Glidden¹, Amanda Burkholder¹, Shelby Cooley², Melanie Killen¹

¹University of Maryland, College Park, ²Community Center for Education Results

2-F-138 *Investigating the majority-biased imitation in Chinese preschool children*

Xiaoyu Zhu¹, Zhidan Wang¹

¹Jiangsu Normal University

G – Cognition in diverse environments

2-G-139 *Conversations about STEM in unexpected places: Science at a living history museum*

Elizabeth Attisano¹, Shaylene Nancekivell², Stephanie Denison¹

¹University of Waterloo, ²University of North Carolina Greensboro

2-G-140 *Judgments about fact and fiction by secular and Christian children in China*

Yixin Cui¹, Kehan Li², Ayse Payir¹, Telli Davoodi¹, Paul Harris³, Kathleen Corriveau¹

¹Boston University, ²Tsinghua University, ³Harvard University

2-G-141 *Healthy or junky? The development of classifying foods by its health status in Egypt*

Helana Girgis¹, Shorug Elmeligy², Sherine Soliman², Simone Nguyen³

¹Stockton University, ²American University of Cairo, ³University of North Carolina Wilmington

2-G-142 *A head start in science: Parent-child interactions and children's science process skills*

Erin Jant¹, Michelle Kortenaar², Carrie Jubran³

¹Binghamton University, ²Sciencenter, ³Tompkins Community Action

2-G-143 *Feeling of competence affects children's curiosity and creativity*

Rongzhi Liu¹, Fei Xu¹

¹University of California, Berkeley

2-G-144 *Mindset and approach to science: Preference for mastery goals relates to how parents talk to children about science*

Candice Pattisapu Fox¹, Judith Danovitch², Candice Mills¹

¹University of Texas at Dallas, ²University of Louisville

2-G-145 *Can haptic feedback improve STEM learning for young children?*

Sarah Pila¹, Anne Marie Piper¹, Ellen Wartella¹

¹Northwestern University

2-G-146 *Enhanced family conversation while reading other books after eBook-reading with a conversational agent*

Georgene Troseth¹, Zachary Stuckelman¹, Israel Flores¹, Sydney Garretson¹, Annagayle Lance¹

¹Peabody College, Vanderbilt University

2-G-147 *Pretend play in at-risk populations: The role of parents and implications for cognitive development*

Danielle Turley¹, Rachel Thibodeau¹, Ansley Gilpin², Melissa Brown³

¹University of Missouri, ²University of Alabama, ³Texas Woman's University

2-G-148 *The influence of iconicity on children's analogical problem solving from screen media*

Seung Heon Yoo¹, Heather Kirkorian¹

¹University of Wisconsin - Madison

2-G-149 *Variations in parental social capital and its influence on children's expectations and achievement between two immigrant groups*

Yue Zhang¹

¹Santa Clara University

POSTER SESSION 3 SATURDAY, OCTOBER 19, 2019, 1:15PM – 2:30PM

A – Perception, action, attention, and cognitive control

3-A-1 *The influence of familiar characters on children's object preferences*

Charlene Andreason¹, Rosa Hunt¹, Kimberly Vanderbilt¹
¹California State University San Marcos

3-A-2 *Does bilingualism alter attentional shifting in the infant brain?*

Maria Arredondo¹, Richard Aslin¹, Janet Werker²
¹Haskins Laboratories, ²University of British Columbia

3-A-3 *Infants incorporate a skeletal model of shape for object recognition*

Vladislav Ayzenberg¹, Stella Lourenco¹
¹Emory University

3-A-4 *Children's production of typical face configuration: Large errors and no effects of inversion*

Benjamin Balas¹, Kami Koldewyn², Sarah Weigelt³
¹North Dakota State University, ²Bangor University, ³Technical University Dortmund

3-A-5 *Reevaluating the bilingual advantage using a new developmental task*

Marie Drolet¹, Christopher Fennell¹
¹University of Ottawa

3-A-6 *Probing the effects of response type in a visual working memory task*

Rachel Eddings¹, Aaron Buss¹
¹University of Tennessee - Knoxville

3-A-7 *Baseline and task-related EEG coherence is linked to nonperservative and perservative errors on the Wisconsin card sorting task*

Tatiana Garcia Meza¹, Martha Ann Bell¹
¹Virginia Tech

3-A-8 *The classroom visual environment: Source of distraction or opportunity for incidental learning?*

Karrie Godwin¹, Aimee Wildrick¹
¹Kent State University

3-A-9 *Observing others when the end-goal is not immediately visible: eye-tracking, convolutional neural networks, and EEG*

Ori Ossmy¹, Danyang Han¹, Brianna Kaplan¹, Melody Xu¹, Karen Adolph¹
¹New York University

3-A-10 *Effects of exceeding AAP media use recommendations on impulsivity in preschoolers*

Kelli Long¹, Brittany Goss¹, Lori Curtindale¹
¹East Carolina University

3-A-11 *Visual rule learning: The connection between human action and speech*

Helen Shiyang Lu¹, Toben Mintz¹
¹University of Southern California

3-A-12 *Object demonstration after object exploration impacts action perception in 6-month-old infants*

Megan MacGillivray¹, Melissa Howse¹, Petra Hauf¹
¹St. Francis Xavier University

3-A-13 *The role of clutter and context on the dynamics of toddler object play*

Amanda Mankovich¹, Sumarga Suanda¹, Letitia Naigles¹
¹University of Connecticut

3-A-14 *Decision-making in early childhood: Young children shift from perseverance to systematic exploration*

Orla Putnam¹, Nathaniel Blanco¹, Vladimir Sloutsky¹
¹The Ohio State University

3-A-15 *Exploring socioeconomic status differences in executive function across development*

Nicole Stucke¹, Sabine Doebel², Stephanie Carlson³, Philip Zelazo⁴
¹George Mason University, ²University of Colorado Boulder, ³University of Minnesota & Reflection Sciences, Inc., ⁴Reflection Sciences, Inc.

3-A-16 *Top-down activation in mid-level visual regions supports efficient object perception in 8-10-month-old infants*

Denise Werchan¹, Lily Gordon¹, Dima Amso¹
¹Brown University

3-A-17 *What if everyone else waited?: Peer norms influence preschoolers' delay of gratification*

Rachel White¹, Emily Morris¹, Anna Lyndaker¹
¹Hamilton College

3-A-18 *Understanding the development of inhibitory control through intervention: Changes in the effectiveness of in-the-moment reminders across 3-7 year-old children*

Jade Yonehiro¹, Kaylyn Van Deusen², Yuko Munakata¹
¹University of California, Davis, ²University of Colorado, Boulder

3-A-19 *Effects of threat stimulation types and individual difference on preschooler's inattention blindness*

Zhang Hui¹
¹Zhejiang Normal University

B – Memory and reasoning

3-B-20 Working memory and quality control in children's novel production of passive sentences

Eryn Adams¹, Nelson Cowan¹

¹University of Missouri

3-B-21 Breakfast comes after dinner?: The relation between preschoolers' temporal memory, time knowledge, and cognitive flexibility

Kathleen Bettencourt¹, Jessica Barselow¹, Stuart Marcovitch¹

¹University of North Carolina at Greensboro

3-B-22 Neural mechanisms of memory dependent planning in 3 and 4 year olds

Tashauna Blankenship¹, Chantal Stern¹, Melissa Kibbe¹

¹Boston University

3-B-23 One- and two-year-olds act in accordance with the temporal priority principle

Emma Tecwyn¹, Nafisa Mahbub², Nishat Kazi², Pingki Mazumder², Daphna Buchsbaum²

¹Birmingham City University, ²University of Toronto

3-B-24 Learning from children: Adults' exploratory causal inferences benefit from observing child-led explorations

Koeun Choi¹, Milagros Grados², Elizabeth Bonawitz²

¹Virginia Polytechnic Institute and State University, ²Rutgers University - Newark

3-B-25 "As long as we are being nice and happy, it's going to be okay." African American and Mexican mother-child contributions to positive and negative shared memories

Jaxenne Daniels¹, M. Jeffrey Farrar¹

¹University of Florida

3-B-26 The role of mechanism information in infants' learning of physical causal events

Phuong (Phoebe) Dinh¹, David Rakison¹

¹Carnegie Mellon University

3-B-27 The relationship between intuitive biology thinking and different levels of scientific expertise

Michal Fux¹, Nora Cruz¹, John Coley¹

¹Northeastern University

3-B-28 Control variables, but only when it makes sense: Children adapt their testing strategies according to causal sparsity

Angela Jones¹, Neil Bramley², Todd Gureckis³, Azzurra Ruggeri⁴

¹Max Planck Institute for Human Development, ²University of Edinburgh, ³New York University, ⁴Max Planck Institute for Human Development and School of Education, Technical University Munich

3-B-29 Can preschoolers intentionally forget? Investigating stimulus set type and individual differences in a list-method directed forgetting paradigm

Melina Knabe¹, Haley Vlach¹

¹University of Wisconsin-Madison

3-B-30 The strategic taxation of working memory: Preschoolers attend to belief-violating information at the cost of encoding future, unrelated information

Carla Macias¹, Elizabeth Bonawitz¹

¹Rutgers University, Newark

3-B-31 Age of TBI is associated with spatial memory performance

Yinbo Wu¹, Anne Schutte¹

¹University of Nebraska-Lincoln

C – Spatial and numerical knowledge

3-C-32 Diagnostic accuracy of an early number sense screener using ROC curve analyses

Amber Beliakoff¹, Nancy Jordan², Alice Klein³, Haobai Zhang², Brianna Devlin²

¹WestEd/University of Delaware, ²University of Delaware, ³WestEd

3-C-33 Does performance to the number line task specifically relate to modulation of neural activation for subtraction problems two years later?

Ilaria Berteletti¹, SaraBeth Sullivan¹

¹Gallaudet University

3-C-34 Individual differences in fraction arithmetic learning

David Braithwaite¹, Elena Leib², Robert Siegler³, Jake McMullen⁴

¹Florida State University, ²University of California, Berkeley, ³Columbia University, ⁴University of Turku

3-C-35 Longitudinal development of cognitive maps

Maria Brucato¹, Alina Nazareth¹, Nora Newcombe¹

¹Temple University

3-C-36 Mental set in mathematics reduces procedural flexibility and conceptual understanding

Marci DeCaro¹

¹University of Louisville

3-C-37 Student thinking evoked by number line representations of fraction magnitude

Brianna Devlin¹, Christina Barbieri¹

¹University of Delaware

3-C-38 Does analogy help children learn about mathematical equivalence?

Andrea Marquardt Donovan¹, Burcu Alapala¹, Allison Monday¹, Ana Stephens¹, Martha Alibali¹, Percival Matthews¹

¹University of Wisconsin- Madison

3-C-39 Using quantitative labels to promote children's patterning skills

Mara Flynn¹, Taylor Guba¹, Emily Fyfe¹

¹Indiana University

3-C-40 Framing matters: Relations between performance and math and spatial attitudes

Lindsey Hildebrand¹, Celine Jia Rong Lim¹, Sara Cordes¹

¹Boston College

3-C-41 Using time diaries to measure parental support for spatial skills

Jocelyn Hughes¹, Leanne Elliott¹, Laura Betancur¹, Morgan Lemmon¹, Lorraine Blatt¹, Juliana Kammerzell¹, Elizabeth Votruba-Drzal¹, Heather Bachman¹, Melissa Libertus¹

¹University of Pittsburgh

3-C-42 Parent scaffolding during guided play and children's spatial ability

Jinghe Ji¹, Wei Li¹, Marianella Casasola¹

¹Cornell University

3-C-43 Relations between children's out-of-school activity participation and mental rotation

Woosik Jung¹, Daniel Suh¹, Catherine Tamis-LeMonda¹

¹New York University

3-C-44 Will it fall? The perceptual roots of physical stability in humans

Yaxin Liu¹, Stella Lourenco¹

¹Emory University

3-C-45 Memory enhancement for conventional, lateralized spatial structure in preschool children

Koleen McCrink¹, Samuel Shaki²

¹Barnard College, Columbia University, ²Ariel University

3-C-46 The role of relative magnitude reasoning in space-math relations

Josh Medrano¹, Jamie Jirout²

¹University of Maryland, ²University of Virginia

3-C-47 Parent cardinal number gestures encourage children to focus on numerosity

Madeleine Oswald¹, Lakshmi Kumar¹, Susan Goldin-Meadow¹

¹University of Chicago

3-C-48 Understanding the mechanisms of gesture's role in math learning

Christian Palaguachi¹, Theodora Koumoutsakis², Yeo Yun¹, Steven Montalvo¹, Maureen Erber¹, Saba Ayman-Nolley¹, Ruth Church¹

¹Northeastern Illinois University, ²University of Chicago

3-C-49 First things first: Identifying profiles of low-income preschoolers' numerical abilities to inform intervention designs

Nicole Scalise¹, Emily Daubert², Geetha Ramani³

¹University of California, Irvine, ²University of Hawaii at Manoa,

³University of Maryland, College Park

3-C-50 Factors predicting parental math input with their preschool-aged child

Alex Silver¹, Thomas Marlin¹, Leanne Elliott¹, Melissa Libertus¹

¹University of Pittsburgh

3-C-51 Shape fitting in preschool children: Matching positive space to negative space and negative space to positive space

Elizabeth Steen¹, Blair Youmans¹, Wendy Jung¹, Jeffrey Lockman¹

¹Tulane University

3-C-52 Math anxiety relates to symbolic, but not non-symbolic calculation accuracy

Emily Szkudlarek¹, Elizabeth Brannon²

¹University of Wisconsin-Madison, ²University of Pennsylvania

3-C-53 The role of digit identity in 5- to 8-year-olds' numerical estimates

Alexandra Zax¹, Katherine Williams¹, Sophie Charles¹, Hilary Barth¹

¹Wesleyan University

D – Linguistic and conceptual development

3-D-54 Investigating children's learning at multiple levels from shared reading

Elise Breitfeld¹, Christine Potter¹, Casey Lew-Williams¹

¹Princeton University

3-D-55 Investigating the emergence of person perception in preschool children through natural conversations with their parents

Eva Chen¹, Cecilia Ng¹, Kathleen Corriveau², Bei Yang³, Paul Harris⁴

¹Hong Kong University of Science and Technology, ²Boston University, ³Guangdong University of Foreign Studies, ⁴Harvard University

3-D-56 Word-referent co-occurrence during home activities

Elizabeth Clerkin¹, Linda Smith¹

¹Indiana University

3-D-57 The development of subordinate-level categorization: Kinds and brands

Erica Dharmawan¹, D. Geoffrey Hall¹

¹University of British Columbia

3-D-58 The development and representational nature of center-embedded, recursive sequences

Stephen Ferrigno¹, Susan Carey¹

¹Harvard University

3-D-59 The effect of fantasy worlds on children's judgements of possibility

Brandon Goulding¹, Ori Friedman¹

¹University of Waterloo

3-D-60 Birth-order effects on vocabulary persist throughout the lifespan

Joshua Hartshorne¹

¹Boston College

3-D-61 Productivity patterns during English tense-marking acquisition in dual language learners

Kimberly Jenkins¹, Raúl Rojas¹

¹University of Texas at Dallas

3-D-62 The development of a naïve psychology of superstition

Kelsey Kelley¹, Miriam Lamoreaux¹, Jaqueline Woolley¹

¹University of Texas, Austin

3-D-63 Delineating the semantic space for support (ON) in early language development

Laura Lakusta¹, Julia Wefferling¹, Yasmin Hussein¹, Barbara Landau²

¹Montclair State University, ²Johns Hopkins University

3-D-64 Representing mere possibilities

Brian Leahy¹, Susan Carey¹

¹Harvard University

3-D-65 Electrophysiological correlates of 4-year-olds' cross-situational word learning

Haykaz Mangardich¹, Mark Sabbagh¹

¹Queen's University

3-D-66 How children and parents make sense of robots

Sam McHugh¹, Maureen Callanan¹, Sarah Cohen¹, Kevin Weatherwax¹, Leila Takayama¹, Jennifer Jipson²

¹University of California - Santa Cruz, ²California Polytechnic State University

3-D-67 Caregiver literacy practices with infants at 9 months and child vocabulary skills at 36 months: Findings from an Irish cohort study

Sinead McNally¹, Kathryn Leech², Kathleen Corriveau³

¹Dublin City University, ²Harvard University, ³Boston University

3-D-68 What do you want to learn? Children selectively choose books to fill gaps in biological explanations

Candice Mills¹, Judith Danovitch², Kaitlin Sands¹, Allison Williams²

¹The University of Texas at Dallas, ²University of Louisville

3-D-69 Infant language ability and nonverbal emotion matching: Crucially connected or independent skills?

Marissa Ogren¹, Scott Johnson¹

¹University of California, Los Angeles

3-D-70 12-month-old infants rely on other people's knowledge when responding to speech about absent objects

Maria Osina¹, Nicholas Tippenhauer¹, Megan Saylor¹

¹Vanderbilt University

3-D-71 Verbal framing affects children's structural attributions for inequality and intergroup attitudes

Rebecca Peretz-Lange¹, Paul Muentener¹

¹Tufts University

3-D-72 Accent-related biases in children's credibility judgments

Mayra Chantal Ramirez¹, Shirlyn Sia¹, Catharine Echols²

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

3-D-73 Can reading personalized storybooks to children increase their prosocial behavior?

Kirsten Read¹, Ellen Kruse¹, Isabelle Faller¹

¹Santa Clara University

3-D-74 How do children learn novel emotion words?: A study of emotion concept acquisition in preschoolers

Holly Shablack¹, Misha Becker¹, Kristen Lindquist¹

¹University of North Carolina at Chapel Hill

3-D-75 Parent-child conversations: Children's figurative language understanding and perceptual representation

Aleksandra Siemieniuk¹, Anna Mitrowska¹, Sandra Bosacki², Natalia Banasik-Jemielniak³

¹University of Warsaw, ²Brock University, ³The Maria Grzegorzewska University & University of Warsaw

3-D-76 Labels, but not maps, help young children reason about midpoint

Nina Simms¹, Dedre Gentner¹, David Uttal¹

¹Northwestern University

3-D-77 How many observations is one generic worth?

MH Tessler¹, Sophie Bridgers², Joshua Tenenbaum¹

¹MIT, ²Stanford University

3-D-78 Relations between motor and language development in typically-developing children

Nisha Vashi¹, Elizabeth Morin-Lessard¹, Susan Graham¹, Carly McMorris¹

¹University of Calgary

3-D-79 The impact of a bilingual home environment on language and attention networks: Preliminary evidence from toddlers born pre-term

Kelly Vaughn¹, Johanna Bick², Janelle Montroy¹, Susan Landry¹, Dana DeMaster¹

¹University of Texas Health Sciences Center at Houston, ²University of Houston

3-D-80 Speaker race influences infants' word retention

Drew Weatherhead¹, Janet Werker¹

¹University of British Columbia

3-D-81 Essentially blocked: The role of structural context in blocking essentialism

Marianna Zhang¹, Ellen Markman¹

¹Stanford University

E – Psychological and moral reasoning

3-E-82 Preschoolers' evaluations of minimal givers

Jayd Blankenship¹, David Sobel¹

¹Brown University

3-E-83 Should I stay or should I go? Three-year-olds' sensitivity to appropriate motives to break a commitment

Francesca Bonalumi¹, Barbora Siposova², Wayne Christensen², John Michael²

¹Central European University, ²University of Warwick

3-E-84 Do toddlers distinguish between dutiful and virtuous helpers?

Melody Buyukozur Dawkins¹, Renee Baillargeon¹

¹University of Illinois at Urbana-Champaign

3-E-85 Moral balancing judgements in children

Sophie Cameron¹, Mark Nielsen¹, Matti Wilks², Nicole Nelson¹

¹University of Queensland, ²Yale University

3-E-86 Children's judgments of moral and conventional violations committed by individuals with disabilities

Nicolette Granata¹, Jonathan Lane¹

¹Vanderbilt University

3-E-87 Share my precious: The mechanism of prosocial decision-making in children

Oh-Ryeong Ha¹, Haley Killian¹, Jarrod Sotos¹, Tina Malti², Seung-Lark Lim¹

¹University of Missouri - Kansas City, ²University of Toronto Mississauga

3-E-88 From principles to outcomes: Preschoolers consider attention and precision when judging what's fair

Colin Jacobs¹, Madison Flowers¹, Rosie Aboody¹, Julian Jara-Ettinger¹

¹Yale University

3-E-89 Children's responses to economic inequality: A developmental trajectory

Kelly Kirkland¹, Jolanda Jetten¹, Mark Nielsen¹

¹University of Queensland

3-E-90 Preschoolers' and adults' understanding of novel moral and conventional violations

Antonia Langenhoff¹, Audun Dahl², Mahesh Srinivasan¹

¹University of California, Berkeley, ²University of California, Santa Cruz

3-E-91 Priming behavioral control enhances preschoolers' generous sharing

Chan Mi Lee¹, Hyun-joo Song¹

¹Yonsei University

3-E-92 The anthropic teleological bias: Beliefs in human purpose and their implications for moral judgment

Casey Lewry¹, Deborah Kelemen²

¹Princeton University, ²Boston University

3-E-93 Non-binding commitment and cooperation in children

Laurent Prétôt¹, Katherine McAuliffe¹

¹Boston College

3-E-94 Developmental changes in the perceived moral standing of robots

Madeline Reinecke¹, Matti Wilks¹, Paul Bloom¹

¹Yale University

3-E-95 The multidimensionality of infant prosocial behavior: An investigation of type, target, and emergence

Colter Clayton¹, Kylin Cox¹, Peter Reschke¹

¹Brigham Young University

3-E-96 The impact of socioeconomic status on parents' use of mental-state talk with their infants

James Sullivan¹, Jennifer Knothe¹, Rose Scott¹, Eric Walle¹

¹University of California, Merced

3-E-97 Reducing children's group bias: the role of common ground

Margarita Svetlova¹, Mahnoor Nazeer¹

¹Duke University

F – Social cognition and social learning

3-F-98 Identities and essentialism: Do multiracial and transgender children essentialize race and gender less than monoracial cisgender children?

Elizabeth Abel¹, Elizabeth Enright², Jessica Glazier¹, Selin Gülgöz¹, Kristina Olson¹, Susan Gelman³

¹University of Washington, ²University of Illinois at Urbana-Champaign, ³University of Michigan

3-F-99 In friends we trust: The influence of friendship on selective learning

Narges Afshordi¹, Melissa Koenig¹
¹University of Minnesota

3-F-100 Do you know what I know? Children's reasoning about cultural common ground

Laura Anderson¹, Caitlin Heesterman¹, Alia Martin¹
¹Victoria University of Wellington

3-F-101 What predicts pro-White bias in resource allocations?

Josie Benitez¹, Tara Mandalaywala², Marjorie Rhodes¹
¹New York University, ²University of Massachusetts Amherst

3-F-102 Longitudinal relations between infants' emerging social-cognitive capacities and their later theory of mind

Amanda Brandone¹, Wyntre Stout¹
¹Lehigh University

3-F-103 Children connect feelings of ownership with taking care of un-owned objects

Angelina Cleroux¹, Ori Friedman¹
¹University of Waterloo

3-F-104 Requesting help from a supernatural deity: Children's folk reasoning and problem-solving

Alisha Conover¹, Anondah Saide², Rebekah Richert¹
¹University of California, Riverside, ²University of North Texas

3-F-105 Behavioral coding of children's engagement in a group musical setting

Sara Beck¹, Alexander Conway¹, Jessica Lawson²
¹Randolph College, ²Vanderbilt University

3-F-106 Rethinking disgust across the lifespan: Food as a key disgust elicitor

Jasmine DeJesus¹, Joshua Rottman², Emily Gerdin³
¹University of North Carolina at Greensboro, ²Franklin & Marshall College, ³Yale University

3-F-107 Spontaneous level-2 perspective taking in novice symbol learners

Fruzsina Elekes¹, Ildikó Király²
¹MTA-ELTE, Social Minds Research Group, ²Eötvös Loránd University

3-F-108 Across multiple dimensions of status, children prefer high-status people but give more to low-status people

Elizabeth Enright¹, Bella Lee, Kristina Olson²
¹University of Illinois at Urbana-Champaign, ²University of Washington

3-F-109 18-month-olds understand others' needs

M. Tess Fulcher¹, Moritz Köster², Nicole Burke¹, Amanda Woodward³
¹University of Chicago, ²Free University of Berlin, ³The University of Chicago

3-F-110 Coherence in gender cognition

Jessica Glazier¹, Selin Gulgoz¹, Kristina Olson¹
¹University of Washington

3-F-111 The role of expertise judgments in children's social learning

Courtney Baugh¹, Rebekah Richert¹, Molly Schlesinger²
¹University of California, Riverside, ²Temple University

3-F-112 Small groups lead, big groups control: Relative group size and linguistic framing shift perceptions of group social status

Isobel Heck¹, Jesús Bas², Katherine Kinzler³
¹University of Chicago, ²CNRS University of Lyon, ³Cornell University

3-F-113 Young children revise their trust in an informant's claim once they gather counter-evidence, and transfer their revised judgement across tasks

Tone Hermansen¹, Samuel Ronfard², Paul Harris³, Francisco Pons⁴, Imac Zambrana¹
¹NUBU, ²University of Toronto at Mississauga, ³Harvard University, ⁴University of Oslo

3-F-114 Children's intuitions on whether power transfers across contexts and agents

Hannah Hok¹, Anam Barakzai², Alex Shaw¹
¹University of Chicago, ²RingCentral

3-F-115 Tit for tat? The influence of informants' accuracy and intentionality on children's epistemic inferences and reciprocal information sharing

Rosa Hunt¹, Charlene Andreason¹, Kimberly Vanderbilt¹
¹California State University San Marcos

3-F-116 The effects of target attributes and context on children's imitative fidelity

Kindy Insouvanh¹, Jennifer Rennels¹, Cristine Legare², Karisa Odrunia¹
¹University of Nevada, Las Vegas, ²The University of Texas at Austin

3-F-117 Parental messages engender Similarity preference in toddlers

Ashley Jordan¹, Karen Wynn¹
¹Yale University

3-F-118 Pupillometry reveals that motionese benefits infants' processing of dynamic activity

Jessica Kosie¹, Dare Baldwin²
¹Princeton University, ²University of Oregon

3-F-119 Inferring perspectives from varying emotional pasts: Life history theory of mind

Hannah Kramer¹, Kristin Lagattuta¹
¹University of California, Davis

3-F-120 The influence of representational complexity on children's willingness to cross-classify individuals

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

3-F-121 Run away or play with Grandma? How do parents support children's video chat experiences with relatives?

Erin McKenney¹, Lauren Myers¹
¹Lafayette College

3-F-122 The development of children's status beliefs about race in rural Uganda

Nell Mermin-Bunnell¹, Julia Marshall¹, Anton Gollwitzer¹, Tara Mandalaywala²
¹Yale University, ²University of Massachusetts Amherst

3-F-123 How does child oppositionality impact parent-child conversations about safety?

Elizabeth O'Neal¹, Jodie Plumert¹
¹University of Iowa

3-F-124 Promoting category learning: Guided play in infancy

Hannah Puttre¹, Dave Neale², Alexa Bruette¹, Brynn Chieffo¹, Kathleen Corriveau³, Kathy Hirsh-Pasek⁴, Roberta Golinkoff¹
¹University of Delaware, ²University of Cambridge, ³Boston University, ⁴Temple University

3-F-125 Developmental change in implicit and explicit racial biases in Cameroonians

Miao Qian¹, Gail Heyman², Paul Quinn³, Genyue Fu⁴, Kang Lee⁵
¹Harvard University, ²University of California, San Diego, ³University of Delaware, ⁴Hangzhou Normal University, ⁵University of Toronto

3-F-126 Exploration promotes rule-learning: Examining exploratory strategies and self-direction in young children

Mia Radovanovic¹, Alex Rosencrance², Katherine Boggs², Rebecca Wixted², Natalie Brezack², Laura Shneidman³, Amanda Woodward²
¹University of Toronto, ²The University of Chicago, ³Universidad Nacional Autónoma de México

3-F-127 Children distinguish their own gender stereotypes from those of others

Jennifer Rubin¹, Selin Gülgöz¹, Daniel Alonso¹, Kristina Olson¹
¹University of Washington

3-F-128 The development of immigration attitudes: Who has the right to land and resources?

Radhika Santhanagopalan¹, Christopher Monteiro², Amy Krosch², Katherine Kinzler²
¹University of Chicago, ²Cornell University

3-F-129 Mentalizing beyond humans: Theory of mind accuracy is unrelated to anthropomorphism

Rachel Severson¹, Shailee Woodard¹, Susan Birch²
¹University of Montana, ²University of British Columbia

3-F-130 Concepts of God: General anthropomorphic tendencies and cultural environmental factors

Nicholas Shaman¹, Rebekah Richert², Anondah Saide³
¹University of Houston - Clear Lake, ²University of California, Riverside, ³University of North Texas

3-F-131 Young children's flexibility in group-based reasoning

Mioko Sudo¹, Ansley Hitson¹, Larissa Jordan¹, Nicole Harrell¹, M. Jeffrey Farrar¹
¹University of Florida

3-F-132 Emotion facial recognition training in children with autism spectrum disorder

Lindsey Swafford¹, B. Allyson Phillips¹
¹Ouachita Baptist University

3-F-133 Social status beliefs predict children's preferences for native-accented speakers

Christine Tai¹, Kristin Pauker¹
¹University of Hawai'i at Mānoa

3-F-134 Young infants expect an animate's insides to drive its functions

Fransisca Ting¹, Peipei Setoh², Rochel Gelman³, Renee Baillargeon¹
¹University of Illinois at Urbana-Champaign, ²Nanyang Technological University, ³Rutgers University

3-F-135 Preschoolers do not learn novel causal rules in pretending

Jennifer Van Reet¹
¹Providence College

3-F-136 Children's reasoning about group-level social hierarchies and their desires and expectations for the future

Reut Vraneski-Shachnai¹, Isobel Heck², Rachel King¹, Katherine Kinzler¹
¹Cornell University, ²University of Chicago

3-F-137 Social positions shape how beliefs about wealth develop

Michelle Wang¹, Steven Roberts¹
¹Stanford University

3-F-138 The impact of ritual on children's social group behavior

Nicole Wen¹, Aiyana Willard², Michaeala Caughy³, Cristine Legare³
¹University of Michigan, ²Brunel University London, ³The University of Texas at Austin

3-F-139 Toddlers, but not great apes connect through social engagement during a shared experience

Wouter Wolf¹, Michael Tomasello¹
¹Duke University

3-F-140 *Naturals vs. strivers: Who do children prefer?*

Xin Yang¹, Xin (Alice) Zhao², Lin Bian², Yarrow Dunham¹

¹Yale University, ²Cornell University

3-F-141 *Do 6- to 7-year-old children infer status and virtue from gossip?*

Meltem Yucel¹, Amrisha Vaish¹

¹University of Virginia

G – Cognition in diverse environments

3-G-142 *Learning to concentrate: A study of sustained concentration in Montessori preschools*

Ian Becker¹, Angeline Lillard¹

¹University of Virginia

3-G-143 *The development of the gender stereotypes about brilliance in Chinese young children*

Lin Bian¹, Yuhang Shu², Qingfen Hu², Fei Xu³

¹Cornell University, ²Beijing Normal University, ³University of California, Berkeley

3-G-144 *A content analysis of the use of accents in children's animated television*

Matthew Rollins¹, Kathryn Harper¹, Lili Ma¹

¹Ryerson University

3-G-145 *Stories children tell: Exploring the relationship between story structure, receptive vocabulary and emergent literacy skills in a sample of African American Preschool children.*

Seyma Inan¹, Seham Almutairi¹, Virginia Hollatz¹,

Anahitta Modirrousta¹, Yvette Harris¹

¹Miami University

3-G-146 *Which aspects of cognitive flexibility are related to reading comprehension?*

Alycia Hund¹, Rebecca Bove¹

¹Illinois State University

3-G-147 *Mexican-American children's explanations for how and why people get sick*

Kirsten Lesage¹, Rebekah Richert¹

¹University of California, Riverside

3-G-148 *Learning under pressure: Stereotype threat and incentivized performance pressure in the mathematics classroom*

Emily Lyons¹, Lindsey Richland²

¹University of Chicago, ²University of California, Irvine

3-G-149 *Gender differences in adult-child interactions: Evidence from non-parent undergraduate students*

Darcy Smith¹, Ran An¹, Jyothirmayi Thippa¹, Klaus Libertus¹

¹University of Pittsburgh

3-G-150 *Exploring the relation between interpretive-theory of mind and literary meaning-making: A multi-step mixed-methods study*

Laronnda Thompson¹, Douglas Frye¹

¹University of Pennsylvania

3-G-151 *More than fun and games: play as an index of developing executive functions*

Cassandra T-Pederson¹, Dima Amso¹

¹Brown University

POSTER SESSIONS IV



POSTER SESSION 4 SATURDAY, OCTOBER 19, 2019, 5:45PM – 7:00PM

A – Perception, action, attention, and cognitive control

4-A-1 *A child's view is unique: Developmental differences in what is important in naturalistic scene images*

Zahra Abolghasem¹, Amy Finn¹, Margaret Schlichting¹

¹University of Toronto

4-A-2 *Fantasy orientation and self-regulation: Does self-regulation differ for fantasy oriented preschoolers in a classroom context?*

Rebecca Bauer¹, Ansley Gilpin¹, Carmen Farell¹, Alexandra Nancarrow², Mitchell Loveland¹

¹The University of Alabama, ²Oregon State University

4-A-3 *Exploration and exploitation in development: Charting shifts in decision-making strategies across childhood*

Nathaniel Blanco¹, Vladimir Sloutsky¹

¹The Ohio State University

4-A-4 *Attentional capture in goal-directed action during childhood, adolescence, and early adulthood*

Christopher Erb¹, Jeff Moher², Stuart Marcovitch³

¹University of Auckland, ²Connecticut College, ³University of North Carolina at Greensboro

4-A-5 *Visual saliency guides orienting to dynamic faces in infants, children, and adults*

John Franchak¹, Kellan Kadooka¹

¹University of California, Riverside

4-A-6 *Investigating the developmental trajectory of learning by doing: Is doing beneficial when attention is still developing?*

Karrie Godwin¹, Paulo Carvalho², Grace Murray¹

¹Kent State University, ²Carnegie Mellon University

4-A-7 *Developmental differences in attention to action-specific information*

Kellan Kadooka¹, John Franchak¹

¹University of California, Riverside

4-A-8 *Learning the obvious: How mothers teach the designed actions of everyday objects*

Brianna Kaplan¹, Jaya Rachwani¹, Lana Karasik², Catherine Tamis-LeMonda¹, Karen Adolph¹

¹New York University, ²College of Staten Island, City University of New York

4-A-9 *Examining the relations between performance-based and parent-report measures of executive function in preschoolers: A multilevel modelling approach*

Yaewon Kim¹, Abigail Graves¹, Ulrich Müller¹

¹University of Victoria

4-A-10 *Early dimensional label learning predicts dimensional attention*

Kara Lowery¹, Bhoomika Nikam¹, Aaron Buss¹

¹The University of Tennessee, Knoxville

4-A-11 *Does motor ability and recency of motor behaviour influence perception of possible and impossible crawling and walking PLDs in toddlers and adults?*

Megan MacGillivray¹, Melissa Howse¹, Petra Hauf¹

¹St. Francis Xavier University

4-A-12 *Domain-general perceptual certainty in early childhood*

Carolyn Baer¹, Darko Odic¹

¹University of British Columbia

4-A-13 *Thoughtful cardio? Investigating the immediate impact of cognitively engaging physical activity on preschool children's executive function*

Marcia Preston¹, Hannah Puttre¹, Caroline Morano¹, Hillary May¹, Calla Pritulsky¹, Alexis Ramirez¹, Kathy Hirsh-Pasek², Roberta Golinkoff¹

¹University of Delaware, ²Temple University

4-A-14 *Pretend play differentially impacts cognitive development among middle-class and low-income children: An experimental study*

Rachel Thibodeau¹, Ansley Gilpin², Melissa Brown³, Jillian Pierucci⁴, Alexandra Nancarrow⁵, Carmen Farrell²

¹University of Missouri, ²University of Alabama, ³Texas Woman's University, ⁴St. Mary's University, ⁵Oregon State University

4-A-15 *Relations between divergent thinking and executive function in early childhood*

Julie Vaisarova¹, Stephanie Carlson²

¹University of Minnesota, ²University of Minnesota & Reflection Sciences, Inc

4-A-16 *Preschool children use weight and sound in causal reasoning tasks*

Yifan Wang¹

¹Jiangsu Normal University

4-A-17 *Automated study challenges the existence of innate sensitivity for self-propelled causal agency in newborn chicks*

Samantha Wood¹, Justin Wood¹

¹Indiana University

4-A-18 *Children's experience and exploration of touch-screens*

Sara Wyss¹, Kaitlynn Rhinehart¹, Christine Ziemer¹

¹Missouri Western State University

B – Memory and reasoning

4-B-19 *Future thinking and memory: Addressing a key criticism of the spoon task*

Gladys Ayson¹, Cristina Atance¹

¹University of Ottawa

4-B-20 *Can toddlers learn causal action sequences?*

Emma Tecwyn¹, Nishat Kazi², Nafisa Mahbub²,
Daphna Buchsbaum²

¹Birmingham City University, ²University of Toronto

4-B-21 *Relations between autobiographical memory and hippocampal subregion volumes in early childhood*

Carli Fine¹, Sanaa Amin¹, Lisa Cox², Tracy Riggins¹

¹University of Maryland, College Park, ²Northwestern University

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Emily Sumner¹, Amy Li², Amy Perfors³, Brett Hayes⁴,
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¹University of Notre Dame

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INSTITUTE OF CHILD DEVELOPMENT, UNIVERSITY OF MINNESOTA

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Minnesota, MN, USA

www.umn.edu

The University of Minnesota Institute of Child Development (ICD) is pleased to co-sponsor the Diversity Luncheon at the 2019 Cognitive Development Society Conference. The conference is an excellent opportunity for people at all career stages to broaden their intellectual horizon and connect with each other. During the luncheon, we look forward to participating in important conversations about how the field of cognitive development can support students and researchers from diverse backgrounds.

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STANFORD UNIVERSITY

Among the first departments established at Stanford University, the Department of Psychology has a long-standing tradition of ground-breaking theoretical research that also has powerful impacts on society. The department is devoted to training scientists who work to advance theory and to create knowledge that helps us address real-world problems. Accomplishing this mission requires a broad range of perspectives and backgrounds. We strive to cultivate an inclusive community that values diverse questions, viewpoints, backgrounds, approaches, and participant samples to foster ingenuity, challenge biases, and promote intellectual growth and discovery.

THE JOHN TEMPLETON FOUNDATION

www.templeton.org

The John Templeton Foundation supports research and dialogue on the deepest and most perplexing questions facing humankind. The Foundation funds work on subjects ranging from black holes and evolution to creativity, forgiveness, and free will. It also encourages civil, informed dialogue among scientists, philosophers, theologians, and the public at large.

POSTER FLOOR PLANS



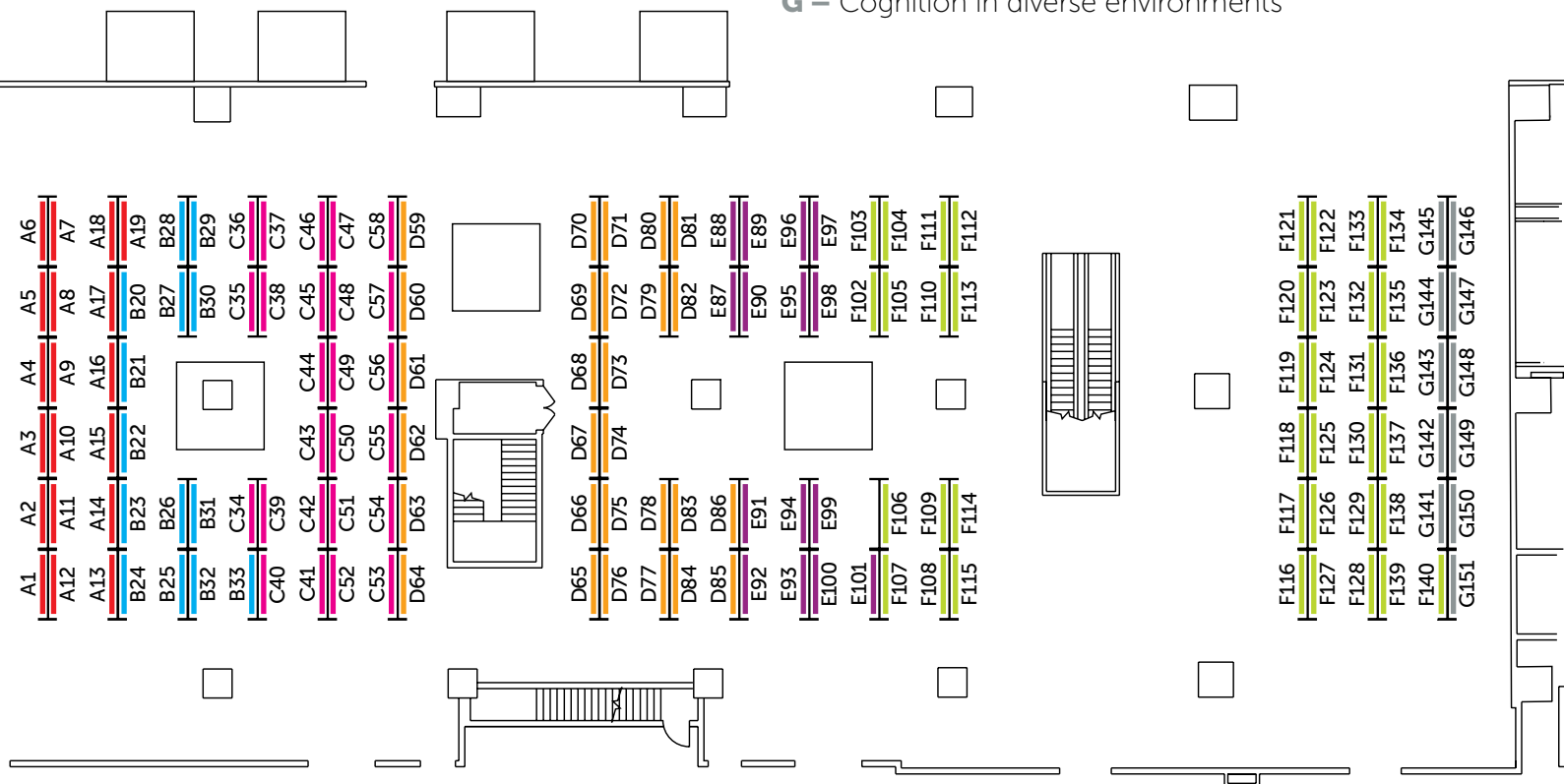
POSTER SESSION 1

Friday October 18, 2019

1:15pm – 2:30pm

POSTER THEMES

- A** – Perception, action, attention, and cognitive control
- B** – Memory and reasoning
- C** – Spatial and numerical knowledge
- D** – Linguistic and conceptual development
- E** – Psychological and moral reasoning
- F** – Social cognition and social learning
- G** – Cognition in diverse environments



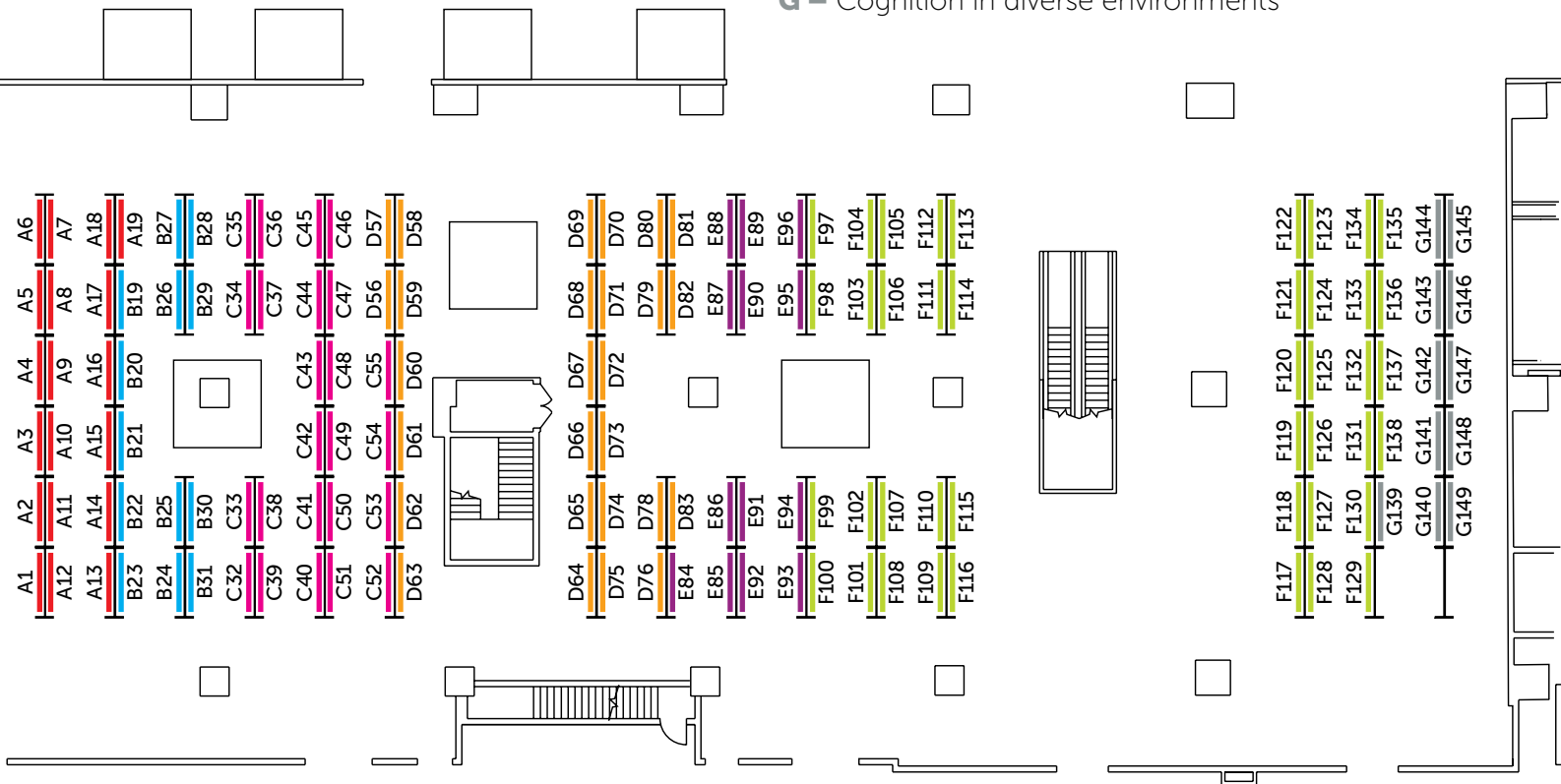
POSTER SESSION 2

Friday October 18, 2019

5:45pm – 7:00pm

POSTER THEMES

- A** – Perception, action, attention, and cognitive control
- B** – Memory and reasoning
- C** – Spatial and numerical knowledge
- D** – Linguistic and conceptual development
- E** – Psychological and moral reasoning
- F** – Social cognition and social learning
- G** – Cognition in diverse environments



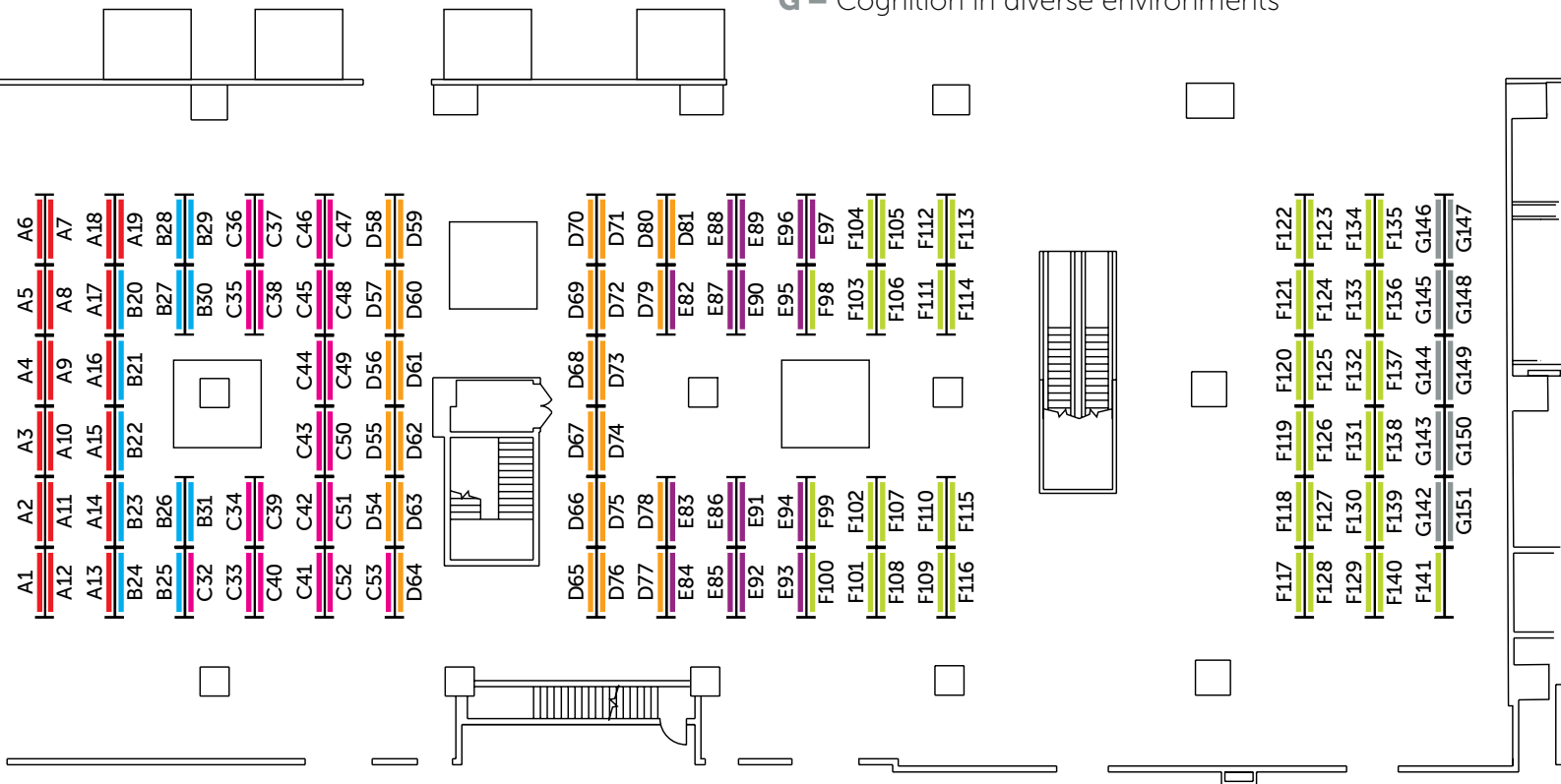
POSTER SESSION 3

Saturday October 19, 2019

1:15pm – 2:30pm

POSTER THEMES

- A** – Perception, action, attention, and cognitive control
- B** – Memory and reasoning
- C** – Spatial and numerical knowledge
- D** – Linguistic and conceptual development
- E** – Psychological and moral reasoning
- F** – Social cognition and social learning
- G** – Cognition in diverse environments



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