



**Cognitive  
Development  
Society**

# **Bi-Ennial Conference 2022**

**April 21 – 23  
Madison, Wisconsin**

**Monona Terrace  
Community &  
Convention Center**



**@cogdevsoc**

**#CDS2022**

**[www.cogdevsoc.org](http://www.cogdevsoc.org)**



## PROGRAM AT A GLANCE



Time	Thursday, April 21	Friday, April 22					Saturday, April 23											
7:00		Yoga					Yoga											
7:15																		
7:30																		
7:45																		
8:00	Pre-Conference Workshops	Coffee and Registration (8:00 – 8:45)					Coffee and Registration (8:00 – 8:30)											
8:15							Announcements and Awards (8:30 – 9:00)											
8:30		Opening Remarks (8:45 – 9:00)																
8:45		Plenary Address Steven Roberts (9:00 – 10:00)					Plenary Address Susan Goldin-Meadow (9:00 – 10:00)											
9:00																		
9:15																		
9:30																		
9:45		Refreshment Break (30mn)					Refreshment Break (30mn)											
10:00																		
10:15																		
10:30																		
10:45		Plenary Symposium (10:30 – 12:00pm)					Plenary Symposium (10:30 – 12:00)											
11:00																		
11:15																		
11:30																		
11:45		Lunch On Own (12:00 – 13:15)					Lunch On Own (12:00 – 13:15)					Professoriate Lunch						
12:00																		
12:15																		
12:30																		
12:45		Posters Session 1 & Exhibitors (14:15 – 14:30) Refreshments provided					Posters Session 3 & Exhibitors (13:15 – 14:30) Refreshments provided											
13:00																		
13:15																		
13:30																		
13:45		Symposia 1 (14:30 – 16:00)					Symposia 8 (14:30 – 16:00)					Symposia 9 (14:30 – 16:00)		Symposia 10 (14:30 – 16:00)		Symposia 11 (14:30 – 16:00)		Symposia 12 (14:30 – 16:00)
14:00																		
14:15																		
14:30																		
14:45	Transition					Transition												
15:00																		
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15:30																		
15:45	Symposia 5 (16:15 – 17:45)					Symposia 13 (16:15 – 17:45)					Symposia 14 (16:15 – 17:45)		Oral Papers IV (16:15 – 17:45)		Oral Papers V (16:15 – 17:45)		Oral Papers VI (16:15 – 17:45)	
16:00																		
16:15																		
16:30																		
16:45	President's Welcome Early Career Symposium (16:30 – 18:00)					Posters Session 2 & Exhibitors (17:45 – 19:00) Refreshments provided					Posters Session 4 & Exhibitors (17:45 – 19:00) Refreshments provided							
17:00																		
17:15																		
17:30																		
17:45	Opening Reception (18:00 – 19:00)					Student Pub Night (19:00 – 22:00)												
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# ABOUT CDS



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

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

and we attempt to characterize both biological and cultural influences on cognitive change and continuity.

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



WE SPECIALIZE IN  
Scientific, Academic & Research  
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## Need help managing your Conference or Association?



### CONFERENCE MANAGEMENT

From conception to delivery and post conference review, we are here to help you plan, prepare and deliver an outstanding conference.



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# LETTER FROM THE PRESIDENT



Welcome to the 2022 Meeting of the Cognitive Development Society!

I'm so happy to welcome you to Madison and I want to simply thank you for attending.

Since we last met in Louisville in 2019, it's humbling to reflect on the range of challenges we've encountered personally, locally, nationally and globally. It's impossible to put into words the many forms of suffering and loss that members of our community have faced these past two years. So I hope you'll find opportunities to enjoy each other and celebrate being together, and to build friendships, both old and new.

After two years of pandemic life, I want to acknowledge the many people who helped make this in-person meeting happen. First, thanks to all of you who weighed in on this decision when we sent around the survey. Many of you indicated uncertainty with a cautious but hopeful wish that we could do this together in person. Second, I want to extend my sincerest thanks to Kristina Olson and Maureen Callanan, who patiently kept countless considerations in mind as we navigated so much uncertainty. Thank you to the Podium staff who answered our many questions, and who helped us make a difficult decision. Many thanks to the CDS Board for providing a sounding board, and supporting our thinking. And thank you all again for showing your support by being here!

We have put together an exciting invited program! Our two plenary speakers, Drs. Steven Roberts and Susan Goldin-Meadow, are among the most influential researchers in our field, and their presentations will showcase the current "state of the art" in cognitive development. Our invited symposia on "Children's understanding of race and racism," and "Taking trust seriously: Sources of vulnerability and protection," integrate different theoretical approaches and methods across issues that are of central interest in our field. Thank you to all of our speakers for your participation in our plenary program!

The pre-conference workshops continue to be a powerful mainstay of our meeting. We will hold 7 workshops on Thursday. The workshops have become an impactful way for people with common interests and concerns to learn about and contribute to new developments in the field. All of the workshops will be fully attended, indicating that many of you find the extra day particularly valuable. This year, I wish to thank Drs. Jasmine DeJesus and Steven Roberts for organizing the invited workshop, "Working toward a more diverse, equitable, and inclusive cognitive developmental science," and Drs. Vanessa Simmering and Carissa Shafto for organizing, "Career paths beyond the tenure track for Cognitive and Developmental scientists." Both workshops reflect CDS's commitment to supporting a diverse set of voices and career paths, and we're grateful to the organizers for their energy and time.



I want to extend a special welcome to all of the graduate students in attendance, especially those of you who are underrepresented in the field and attending your first in-person academic meeting of your graduate career. We're so excited you're here! Since 2015, we have been developing a mentorship program, and have put together special programming that we hope ensures an inclusive and positive mentorship experience for all. This includes one-on-one meetings between mentees and mentors, a pub night for all students on Thursday, the Diversity lunch organized by Drs. Amber Williams and Tara Mandalaywala, and the CDS networking reception on Friday evening, which invites past award recipients from 2015, 2017, and 2019 to network with current recipients. We sincerely hope you'll find that CDS is a wonderful venue for sharing cutting edge research, meeting new people, and also learning about crucial aspects of professional development. With the support of the National Science Foundation, we were able to support travel grants for 44 students and postdoctoral fellows from traditionally underrepresented groups.

It is impossible to thank all of the people who have helped plan and organize this conference. I particularly want to extend a heart-felt thanks to our Program Chair, Dr. Kristina Olson, and other members of the Program Committee. I also want to thank Dr. Maureen Callanan and the many board members and officers who have attended several virtual meetings, helped make important decisions and contributed greatly to the society. Finally, I also wish to thank Cendrine De Vis, Marischal De Armond and Michelle Smith of Podium Conferences for their talent and ongoing support.

As usual, we have an exciting and packed schedule this weekend, but I hope you will find time to enjoy our host city, Madison. You will find that it is a diverse city with many cultural offerings, along with great vistas and fantastic restaurants.

My term as President will end when this conference is complete. It has been my honor to serve you all, and I know you join me in welcoming Maureen Callanan as the new President.

Thank you again for being here!

**Melissa Koenig**

*President, Cognitive Development Society*

# CDS LEADERSHIP



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

## OFFICERS

### PRESIDENT

**Melissa Koenig**, *University of Minnesota*

### PRESIDENT ELECT

**Maureen Callanan**, *University of California Santa Cruz*

### SECRETARY

**Tracy Riggins**, *University of Maryland*

### TREASURER

**Martha Alibali**, *University of Wisconsin*

### PAST PRESIDENT

**Paul Harris**, *Harvard Graduate School of Education*

### EDITOR OF THE JOURNAL OF COGNITION AND DEVELOPMENT

**Vikram Jaswal**, *University of Virginia*

## BOARD MEMBERS

### 2015 – 2021

**Deb Kelemen**, *Boston University*

**Tamar Kushnir**, *Cornell University*

### 2017 – 2023

**Cristine Legare**, *The University of Texas at Austin*

**Marjorie Rhodes**, *New York University*

### 2019 – 2025

**Elizabeth Bonawitz**, *Rutgers University – Newark*

**Kristina Olson**, *Princeton University*

## STUDENT BOARD MEMBERS

### 2019 – 2021

**Hannah Hok**, *University of Chicago*

**Annelise Pesch**, *University of Minnesota*

## 2022 PROGRAM CHAIR

**Kristina Olson**, *Princeton University*

## 2022 PROGRAM COMMITTEE MEMBERS

**Jessica Cantlon**, *Carnegie Mellon University*

**Julian Jara-Ettinger**, *Yale University*

**Mahesh Srinivasan**, *University of California, Berkeley*

## CDS ADMINISTRATION

Association Secretariat & Conference Management  
Podium Conference Specialists

**Michelle Smith**

**Cendrine De Vis**

**Sam Ferraby**

**Alaina Laflamme**

## 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

### Monona Terrace Community & Convention Center

One John Nolen Drive  
Madison, Wisconsin  
53703

All conference sessions will take place at the Monona Terrace Community & Convention Center 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 PLANS

## 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.

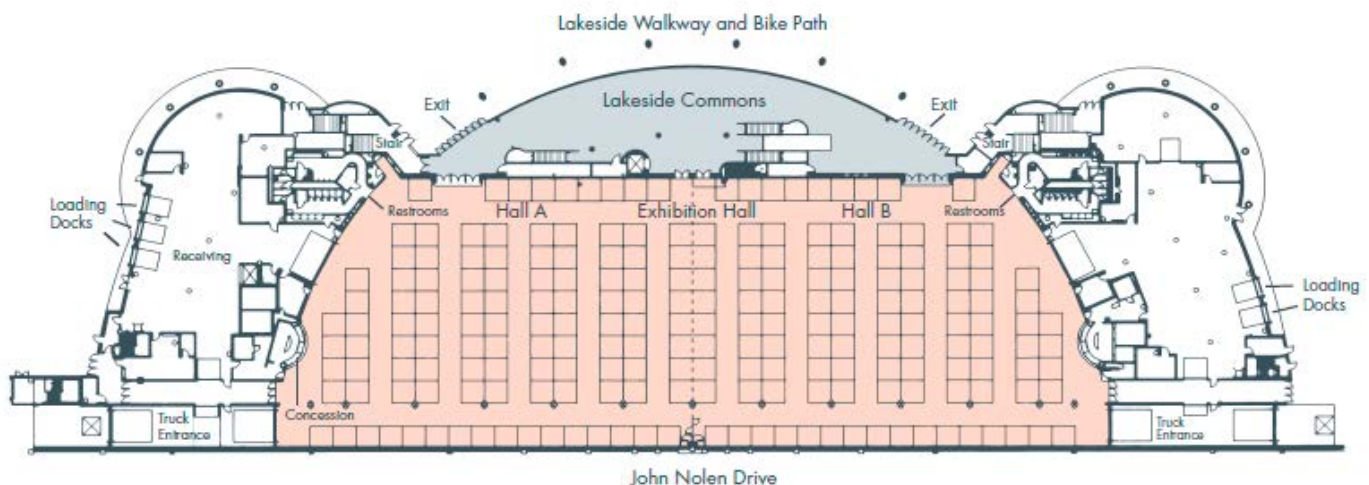
## REGISTRATION AND INFORMATION DESK HOURS

The CDS Registration and information desk, on the main floor of the Monona Terrace Community & Convention Center, will be open during the following dates and times:

<b>Thursday, April 21</b>	7:30 – 19:00
<b>Friday, April 22</b>	8:00 – 19:00
<b>Saturday, April 23</b>	8:00 – 19:00

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

## LEVEL 1 - LAKESIDE





# GENERAL CONFERENCE INFORMATION

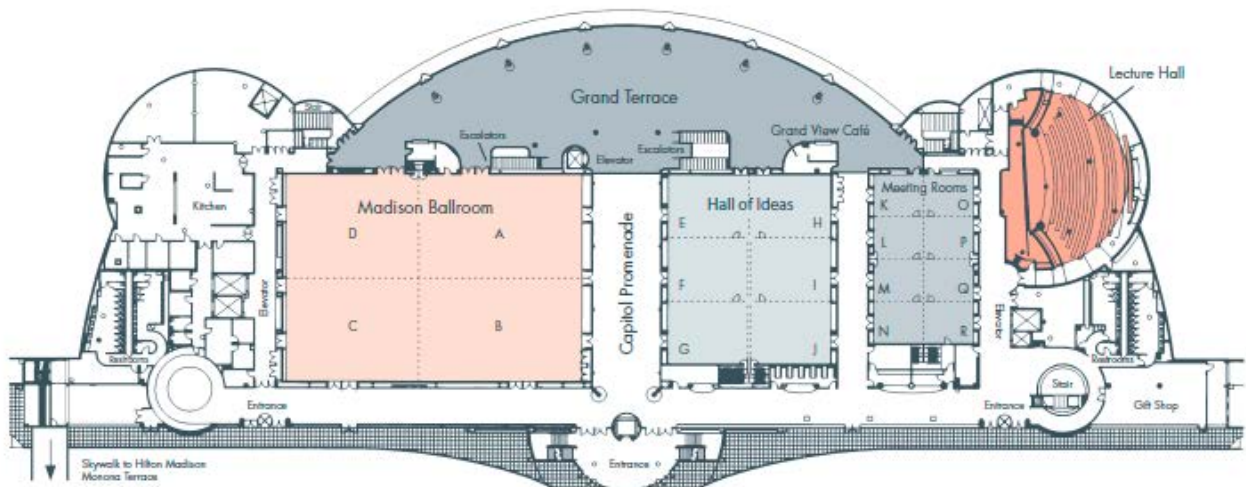


## CONFERENCE CENTER FLOOR PLANS

### LEVEL 2 - MEZZANINE



### LEVEL 4 - MEETING ROOMS / GRAND TERRACE



# 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, April 22**

*Poster hours: 13:15 – 14:30*

*Set-up: 8:00 – 13:15*

Removal of all posters immediately following the poster session at 14:30 on April 22.

#### **Poster Session 2, Friday, April 22**

*Poster hours: 17:45 – 19:00*

*Set-up: 16:00 – 17:45*

Removal of all posters immediately following the poster session at 19:00 on April 22.

#### **Poster Session 3, Saturday, April 23**

*Poster hours: 13:15 – 14:30*

*Set-up: 8:00 – 13:15*

Removal of all posters immediately following the poster session at 14:30 on April 23.

#### **Poster Session 4, Saturday, April 23**

*Poster hours: 17:45 – 19:00*

*Set-up: 16:00 – 17:45*

Removal of all posters immediately following the poster session at 19:00 on April 23.

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 page 39. Digital copies can be downloaded from the CDS website.

## 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 **monona-guest network**, the free option, and accept the terms and conditions. **No password is required.** 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 [#CDS2022 @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 Monona Terrace Community & Convention Center is a completely non-smoking venue. Smoking is permitted in designated locations outside of the hotel.

# SPECIAL MEETINGS, LUNCH WORKSHOPS & SOCIAL EVENTS



## THURSDAY APRIL 21, 2022

18:00 – 19:00

### CDS Welcome Reception

Grand Terrace

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.

19:00 – 22:00

### CDS Student Pub Night

The Great Dane Pub

123 E. Doty 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 Wisconsin is 21 years of age.

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

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: Being a person of color in the academy, How to build a mentorship team, Promoting diversity within your department and field, Doing community-engaged research, 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.

## FRIDAY APRIL 22, 2022

12:00 – 13:15

### Promoting diversity in cognitive developmental science

Community Terrace (2nd floor)

Pre-registration is required

Sponsored by:



Institute of  
Child Development

UNIVERSITY OF MINNESOTA

Driven to Discover®



## SATURDAY APRIL 23, 2022

12:00 – 13:15

### Burning questions for the professoriate luncheon

Community Terrace (2nd 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, grouped by professional topic of interest.

Bi-Ennial Conference 2022

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Madison, Wisconsin

@cogdevsoc #CDS2022  
[www.cogdevsoc.org](http://www.cogdevsoc.org)

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Cognitive  
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# AWARDS



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

## STEVE REZNICK EARLY CAREER AWARD WINNER



**Hyowon Gweon**, *Stanford University*  
*Sponsored by*



## EXCELLENCE IN COGNITIVE DEVELOPMENT RESEARCH AT UNDERGRADUATE-FOCUSED INSTITUTIONS AWARD



**Dr. Mary Wagner-Fuhs**, *University of Dayton*

## COGNITIVE DEVELOPMENT SOCIETY BOOK AWARD WINNER

***Becoming human: A theory of ontogeny***

**Michael Tomasello**, *Harvard University Press* 2019

***How you say it: Why you talk the way you do and what it says about you***

**Katherine Kinzler**, *Houghton Mifflin Harcourt* 2020

## COGNITIVE DEVELOPMENT SOCIETY JOURNAL AWARD WINNERS

**2019:**

Ramirez, G., Fries, L., Gunderson, E., Schaeffer, M. W., Maloney, E. A., Beilock, S. L., & Levine, S. C.

***Reading anxiety: An early affective impediment to children's success in reading***

**2020:**

Vollman, E., & Richland, L.

***Beyond wealth and health: The social environment as a protective factor for cognitive development of children in Nicaragua***



# 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

**8:30 – 16:00**

Meeting Rooms KLOP

### ***Working towards a more diverse, equitable, and inclusive cognitive developmental science***

*Sponsored by:*



**Cognitive  
Development  
Society**

*Organizer:*

**Steven Roberts**, *Stanford University*

**Jasmine De Jesus**, *University of North Carolina Greensboro*

*Invited Speakers:*

**Sakaria Auelua-Toomey**, *Stanford University* • **Tissyana Camacho**, *California State University*

**Clare Conry-Murray**, *Saint Joseph's University* • **Kathleen Corriveau**, *Boston University*

**Jocelyn Dautel**, *Queen's University Belfast* • **Margaret Echelbarger**, *University of Chicago*

**Liz Gunderson**, *Temple University* • **Campbell Leaper**, *University of California, Santa Cruz*

**Zoe Liberman**, *University of California, Santa Barbara* • **Elizabeth Mortenson**, *Stanford University*

**Nora Newcombe**, *Temple University* • **Mark Nielsen**, *University of Queensland*

**Moin Syed**, *University of Minnesota* • **Monica Tsethlikai**, *Arizona State University*

**Makeba Wilbourn**, *Duke University*

*Workshop Summary:*

This invited pre-conference brings together scholars from a variety of backgrounds to have an open and candid discussion about diversity, equity, and inclusion (DEI) within the field and society. There will be four panels in total, each followed by an open discussion about the issues and ways to remedy them. These panels will address DEI from: 1) international perspectives (e.g., challenges in building international collaborations; US-centric biases in the publication process), 2) race and ethnicity perspectives (e.g., perspectives of native and non-native scholars in cognitive development, the consequences of a racially homogenous leadership), 3) gender and sexuality perspectives (e.g., the past and future of women in CDS; gendered divisions of labor), and 4) institutional perspectives (e.g., R1 biases in the publication process; inequality in research funding). Each panel will leave lots of room for discussion, so that all attendees, no matter their expertise or background, can have the space and time to share their own perspectives. At the end of the day, Barbara Rogoff will integrate the perspectives from each panel, and will provide recommendations for the future.

# PRE-CONFERENCE WORKSHOPS



**8:30 – 16:30** *Balancing trust and skepticism in the times of fake news: The development of epistemic reasoning and intellectual humility*  
Ballroom B

*Organizers:*

**Azzura Ruggeri**, *Max Planck Institute for Human Development*

**Samuel Ronfard**, *University of Toronto*

**Joshua Rottman**, *Franklin & Marshall College*

**Andrei Cimpian**, *New York University*

**Candice Mills**, *The University of Texas at Dallas*

*Confirmed Invited Speakers:*

**Andrei Cimpian**, *New York University* • **Candice Mills**, *The University of Texas at Dallas*

**Caren Walker**, *University of California, San Diego* • **Simona Ghetti**, *University of California, Davis*

**David Sobel**, *Brown University* • **Tenelle Porter**, *University of Pennsylvania*

**Michal Reifen Tagar**, *Reichman University* • **Jamie Jirout**, *University of Virginia*

**Lisa Fazio**, *Vanderbilt University* • **Tamar Kushnir**, *Duke University* • **Pearl Han Li**, *University of Minnesota*

*Workshop Summary:*

The Internet has made learning new content faster than ever: You can ask your questions to Google in the same way you would ask questions to your mother, teacher, or nerdy best friend and get answers in an instant. However, this does not necessarily make finding the information one is looking for easier: One has to know what kinds of questions to ask, how to ask those questions effectively and reliably, how to filter and interpret the results one obtains, and how to use this information to determine when querying should stop. Epistemic curiosity and reasoning (i.e., the desire to resolve uncertainty about the world, as well as the competence in doing so) and intellectual humility (i.e., the disposition to recognize the fallibility and limits of our knowledge and to appreciate alternative perspectives) are both crucial to this process, and may have a strong impact on our learning at the individual and at the societal level. In this sense, fostering and supporting these competencies is of immense interest to parents, teachers, and policymakers alike. Among other benefits, developing strong epistemic reasoning skills and virtues could be the antidote for the hyper-polarization of beliefs, one of the most vexing challenges our society is facing, engendered by the information age and the advent of fake news. Extreme polarization undermines the possibility of productive compromise and can eventually lead to gridlock. This pre-conference workshop aims to stimulate interest in taking a cognitive developmental perspective on children's epistemic attitudes, and to foster a rich interdisciplinary dialogue. With this goal, the pre-conference will bring together an international group of developmental, cognitive, educational, and political psychologists at different career stages.

# PRE-CONFERENCE WORKSHOPS



**9:00 – 16:15** *Theory-Theory turns 30-something: Reflections and new directions*  
Ballroom A

*Organizers:*

**Kara Weisman**, *University of California, Riverside*

**Kirsten Lesage**, *Boston University*

**Kathleen Corriveau**, *Boston University*

**Rebekah Richert**, *University of California, Riverside*

*Confirmed Invited Speakers:*

**Kirsten Lesage**, *Boston University* • **Kara Weisman**, *University of California, Riverside*

**Susan Gelman**, *University of Michigan* • **Alison Gopnik**, *University of California, Berkeley*

**Henry Wellman**, *University of Michigan* • **Florencia Anggoro**, *College of the Holy Cross*

**Julian Jara-Ettinger**, *Yale University* • **Kristin Shutts**, *University of Wisconsin-Madison*

**Jinjing Jenny Wang**, *Rutgers University* • **Michelene Chi**, *Arizona State University*

**John Coley**, *Northeastern University* • **Tamsin German**, *University of California, Santa Barbara*

**Paul Harris**, *Harvard University* • **Chuck Kalish**, *University of Wisconsin-Madison*

*Workshop Summary:*

Theory-theory has had tremendous reach within cognitive developmental science and beyond, extending from its early roots in “folk psychology,” “folk biology,” and “naive physics,” to more recent explorations of the development of “intuitive sociology,” “folk anthropology,” “intuitive archeology,” “folk philosophy of mind,” and so on. In this pre-conference, the CDS community is invited to come together to reflect on how this theoretical perspective has evolved over the past three decades, how the diversification of our methods and content areas has pushed this collective research program forward, and what questions and controversies remain to be explored.

The day will begin with a structured mentorship program between junior and senior scholars, followed by a “fireside chat” discussion with the authors of two of the seminal papers that popularized theory-theory among cognitive developmentalists: Drs. Susan Gelman, Alison Gopnik, and Henry Wellman. In a keynote symposium we will hear from leading scholars on some of the cutting-edge research that is pushing the field’s understanding of “folk theories” forward, including work on how language and culture shape folk biology (Dr. Florencia Anggoro), work employing computational modeling and cultural comparison (Dr. Julian Jara-Ettinger), work on “folk sociology” (Dr. Kristin Shutts), and work on children’s active information seeking (Dr. Jinjing Jenny Wang). After a leisurely lunch, we will host a second “fireside chat” discussion with senior scholars whose work has defined, transformed, and challenged “theory-theory,” including Drs. Michelene Chi, John Coley, Tamsin German, Paul Harris, and Chuck Kalish. The day will conclude with a “flash talk” session and a poster session featuring new and ongoing work by early-career researchers.

# PRE-CONFERENCE WORKSHOPS



**9:00 – 16:30** *Big team science for studying small people*  
Hall of Ideas EFHI

Sponsored by:



Social Sciences and  
Humanities Research  
Council of Canada



Organizers:

**Heidi Baumgartner**, *Stanford University*

**Melissa Kline Struhl**, *Lookit & MIT*

**Michael Frank**, *Stanford University*

Confirmed Speakers:

**Heidi Baumgartner**, *ManyBabies* • **Michael Frank**, *Stanford University* • **Melissa Kline Struhl**, *Lookit & MIT*

**Krista Byers-Heinlein**, *Concordia University* • **Aaron Chuey**, *Stanford University*

**Nicholas Coles**, *Psychological Science Accelerator* • **Moirá Dillon**, *New York University*

**Rick Gilmore**, *The Pennsylvania State University* • **Casey Lew-Williams**, *Princeton University*

**Mark Sheskin**, *Minerva University* • **Kasey Soska**, *New York University*

Workshop Summary:

The growth in recent years of 'Big Team Science' (BTS) networks in developmental psychology (and beyond) has allowed scientists to come together to conduct projects and create tools that are beyond the scope of any individual lab. Collaborative networks such as the Open Science Collaboration, the Psychological Science Accelerator (PSA), and ManyBabies (MB) have produced large-scale replications and expansions of landmark findings. Further, groups like Children Helping Science (CHS), Lookit, and Databrary have created novel tools and infrastructure for collecting and sharing data.

As these developmental BTS organizations have grown and matured, they have unlocked new potential for collaborations and best practices, but they have also uncovered new challenges. These organizations are increasingly working together and incorporating insights gained from BTS collaborations beyond developmental psychology (e.g., from the PSA) to address these challenges and advance their missions. This workshop will bring these groups together as a 'network of networks' to present their findings, discuss successes and challenges, and share best practices and guidance for conducting and participating in large-scale collaborations and/or using the tools developed by these organizations.



# PRE-CONFERENCE WORKSHOPS



This pre-conference will consist of research talks and updates from members of MB, PLAY, Databrary, Lookit, and CHS, and practical tutorials on how to get involved in BTS and use the research tools and infrastructure developed by these organizations. Current members of these groups AND anyone interested in getting involved will benefit from the workshop and leave with a better understanding of the opportunities and challenges of conducting Bigger Team Science for Small People.

## MORNING WORKSHOP

**8:00 – 12:00** *Developing judgments of possibility: What have we learnt and what have we yet to discover?*  
Meeting Room MQ

*Organizers:*

**Ayse Payir**, *Boston University*

**Paul L Harris**, *Harvard University*

**Kathleen Corriveau**, *Boston University*

*Confirmed Speakers:*

**Karl Rosengren**, *University of Rochester* • **Samuel Ronfard**, *University of Toronto at Mississauga*

**David Menendez**, *University of Wisconsin-Madison* • **Deena Weisberg**, *Villanova University*

**Brandon Goulding**, *University of Toronto at Mississauga* • **Jenny Nissel**, *University of Texas at Austin*

**Andrew Shtulman**, *Occidental College* • **Ayse Payir**, *Boston University*

*Workshop Summary:*

The ability to reason about what can and cannot happen is an invaluable skill in a complex world. It guides much of our behavior in daily life, informs our understanding of the world, and helps us envision the future (Harris, 2020; Shtulman & Philips, 2017). Consequently, it is viewed as one of the key processes in cognitive development and has long been of interest to developmental researchers. In this workshop, we will communicate our latest findings in this domain to a larger audience and brainstorm fruitful avenues for future research in light of past and current evidence. We will also give junior researchers an opportunity to present their research and network with scholars in this area.

The workshop will begin with a talk from Karl Rosengren, titled “Imagining the Impossible: Past, Present, and Future.” Dr. Rosengren will reflect on how the field has changed in the 20+ years since the publication of “Imagining the Impossible” (Rosengren, Johnson, & Harris, 2000). We will continue our workshop with two consecutive panels. The speakers in the first panel (Samuel Ronfard, David Menendez, Deena Weisberg) will present research on how children judge unlikely and fantastical phenomena based on the context and/or stimuli and the implications of these judgments for children’s educational attainment. The speakers in the second panel (Brandon Goulding, Jenny Nissel, Andrew Shtulman, Ayse Payir) will present research on the possibility judgments made by children and adults from different cultures. We will conclude these panels with a discussion by Andrew Shtulman and move to data blitz talks by junior researchers. Our workshop will end with conversational roundtables that will bring together researchers at different stages of their careers. We hope that this workshop will be a catalyst for new research via fostering new collaborations among scholars from across the world.

# PRE-CONFERENCE WORKSHOPS



## AFTERNOON WORKSHOPS

**13:00 – 16:30** *Career paths beyond the tenure track for Cognitive and Developmental scientists*  
Meeting Room MQ

*Sponsored by:*



ProPhounD



*Organizer:*

**Vanessa Simmerling**, *ATLAS, University of Kansas*

*Workshop Summary:*

Research on cognition and development has far-reaching implications, but many graduate students are trained with only a faculty career in mind. Academic skills such as research design, project management, statistical analysis, publishing, grant-writing, teaching, and student mentorship are broadly applicable, but graduate and post-doctoral training often does not address translating these skills to other work environments. Scholars who want to explore non-faculty careers may not know where to turn for guidance.

The goal of this professional development workshop is to provide an opportunity for scholars to (1) learn about the process of finding and applying for appropriate positions, (2) develop ways to present their skills 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 Simmerling (research associate, ATLAS research center, University of Kansas) who have worked in both academia and industry, providing them with insights into the similarities and differences in these career paths.

The workshop will begin with a series of narrated slides from more than a dozen cognitive and developmental scientists describing their varied career paths, followed by an overview of how to match skills and interests with careers. Participants will 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 then describe the process of finding and applying for different types of jobs, concluding with an opportunity for open discussion of any remaining questions and concerns about finding the right career path for them.

**13:00 – 16:00** *Digital media and cognitive development*  
Hall of Ideas GJ

*Organizers:*

**Koeun Choi**, *Virginia Tech*

**Heather Kirkorian**, *University of Wisconsin-Madison*

*Confirmed Speakers:*

**Koeun Choi**, *Virginia Tech*

**Heather Kirkorian**, *University of Wisconsin-Madison* • **Rachel Barr**, *Georgetown University*

**Jonathan Kominsky**, *Harvard Graduate School of Education* • **Alex Bonus**, *Ohio State University*

**Cassie (Cassandra) Eng**, *Carnegie Mellon University* • **Martina Rau**, *University of Wisconsin-Madison*

**Judith Danovitch**, *University of Louisville* • **Ying Xu**, *University of California, Irvine*

*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 and 2019 CDS workshops on Digital Media & Cognitive Development, which had 91 registrants in total (47 in 2017 including 19 faculty, 10 postdocs, 18 graduate students; 44 in 2019 including 19 faculty, 3 postdocs, 22 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 while navigating challenges such as the COVID-19 pandemic. 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: Studying Digital Media and Cognitive Development During the COVID-19 Pandemic (Panel 1), Screen Media and Cognitive Development (Panel 2), and Emerging Technologies and Cognitive Development (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 and 2019, we will also match junior scholars with established researchers for informal mentoring.

# DETAILED PROGRAM



THURSDAY APRIL 21, 2022

**16:30 – 18:00** EARLY CAREER SYMPOSIUM

Ballroom CD

***Family work and agency as the building blocks of Executive Function Skills***

**Lucia Alcalá**, *California State University, Fullerton*

***Learning words in a bilingual world***

**Viridiana Benitez**, *Arizona State University*

***Metaphors in language and the mind***

**Ariel Starr**, *University of Washington*

***Ethnic-racial socialization: Motives of parents and effects on children***

**Amber Williams**, *California Polytechnic State University, San Luis Obispo*

**18:00 – 19:00** WELCOME RECEPTION

Grand Terrace

**19:00 – 22:00** STUDENT PUB NIGHT

The Great Dane Pub



# DETAILED PROGRAM



**FRIDAY APRIL 22, 2022**

**8:45 – 9:00** OPENING REMARKS

Madison Ballroom

**9:00 – 10:00** *The Psychology of American Racism*

Madison Ballroom

**Steven Roberts**, *Stanford University*

**10:00 – 10:30** REFRESHMENT BREAK

**10:30 – 12:00** PLENARY SYMPOSIUM 1

Madison Ballroom

*Children's understanding of race and racism*

*Diversifying ecological contexts to build our science on children's understanding of race and racism*

**Kristin Parker**, *University of Hawaii*

*Racial socialization messages in white parents' discussions of current events involving racism*

**Sylvia Perry**, *Northwestern University*

*How beliefs about racial inequalities shape the development of White children's racial biases*

**Mike Rizzo**, *New York University*

*It's hard because it's the cops that are killing us for stupid stuff: Racial Identity Development in the context of Black Lives Matter*

**Onnie Rogers**, *Northwestern University*

**12:00 – 13:15** LUNCH ON OWN OR LUNCH WORKSHOPS

**13:15 – 14:30** POSTER SESSION 1 & EXHIBITS

Exhibit Hall

Lecture theater

**SYMPOSIUM 1**

*Is hurting "them" okay? Children's perceptions of an reactions to outgroup harm*

Chair: **Vivian Liu**, *New York University*

14:30 – 14:52 **S1.1**

***Infants' expectations of ingroup help and outgroup harm during intergroup conflict***

Jessica Lee<sup>1</sup>, Susan Birch<sup>1</sup>, Andrew Baron<sup>1</sup>

<sup>1</sup>University of British Columbia

14:52 – 15:14 **S1.2**

***Children's (surprising) perceptions of hate crimes***

Vivian Liu<sup>1</sup>, Andrei Cimpian<sup>1</sup>

<sup>1</sup>New York University

15:14 – 15:36 **S1.3**

***Developmental differences in prosocial bystander responses to the social exclusion of immigrants: The effect of group norms***

Ayşe Sule Yuksel<sup>1</sup>, Sally B Palmer<sup>1</sup>, Eirini K. Argyri<sup>1</sup>, Joanne Smith<sup>1</sup>, Adam Rutland<sup>1</sup>

<sup>1</sup>University Of Exeter

15:36 – 16:00 **S1.4**

***The shadow of war: parental competitive victimhood and children's contact intentions in four post-conflict societies in Europe***

Bethany Corbett<sup>1</sup>, Jocelyn Dautel<sup>1</sup>, Ana Tomovska Misoska<sup>1</sup>, Jasmina Tomasic Humer<sup>1</sup>, Edona Maloku<sup>1</sup>, Laura Taylor<sup>1</sup>

<sup>1</sup>Queen's University Belfast

Hall of Ideas EFHI

**SYMPOSIUM 2**

***Children's exposure to and use of socially meaningful variation in language***

Chair: **Marisa Casillas**, University of Chicago

14:30 – 14:45 **S2.1**

***Do bilingual infants experience each language in distinct interactional contexts***

Anele Villanueva<sup>1</sup>, Margaret Cychosz<sup>2</sup>, Adriana Weisleder<sup>1</sup>

<sup>1</sup>Northwestern University, <sup>2</sup>University of Maryland, College Park

14:45 – 15:00 **S2.2**

***Wordform variability in infants' daily lives***

Charlotte Moore<sup>1</sup>, Erika Bergelson<sup>2</sup>

<sup>1</sup>Concordia University, <sup>2</sup>Duke University

15:00 – 15:15 **S2.3**

***Children's shift from CDS to ADS vocabulary across early childhood***

Kennedy Casey<sup>1</sup>, Marisa Casillas<sup>1</sup>

<sup>1</sup>University of Chicago

15:15 – 15:30 **S2.4**

***Exploring children's communicative adjustments to learners with varying needs***

Madison Fecher<sup>1</sup>, Katherine Walton<sup>2</sup>, Alayna Borowy<sup>2</sup>, Laura Wagner<sup>2</sup>

<sup>1</sup>Children's Hospital of Philadelphia, <sup>2</sup>Ohio State University

***Discussion***

Ballroom BC

**SYMPOSIUM 3**

***Exploring children's early engagement and motivation in science: Implications for cognitive development***

Chair: **Amanda Haber**, Boston University and **Sona Kumar**, Boston University

Discussant: **Julia Leonard**, Yale University

14:30 – 14:50 **S3.1**

***Teaching science as an activity rather than an identity benefits prekindergarten girls' science self-efficacy and engagement over time***

Michelle Wang<sup>1</sup>, Amanda Cardarelli<sup>1</sup>, Jonah Brenner<sup>1</sup>, Sarah-Jane Leslie<sup>2</sup>, Marjorie Rhodes<sup>1</sup>

<sup>1</sup>New York University, <sup>2</sup>Princeton University

14:50 – 15:10 **S3.2**

***Children's selective trust of achievement-oriented versus effort-oriented scientists***

Sona Kumar<sup>1</sup>, Amanda Haber<sup>1</sup>, Kathleen Corriveau<sup>1</sup>

<sup>1</sup>Boston University



**15:10 – 15:30 S3.3**

***Different opportunities to participate in science and their relationship to elementary student engagement***

Jessica Gladstone<sup>1</sup>, Lauren Cabrera<sup>1</sup>, Martinique Sealy<sup>1</sup>, Christine Bae<sup>1</sup>, Kathryn Hayes<sup>2</sup>

<sup>1</sup>Virginia Commonwealth University, <sup>2</sup>California State University, East Bay

***Discussion***

Ballroom AD

**SYMPOSIUM 4**

***Beyond deficit models of children's cognitive development: Advances in research considering culture, context, and knowledge in how children develop cognitive skills***

Chair: **Sabine Doebel**, George Mason University

Discussant: **Barbara Rogoff**, University of California Santa Cruz

**14:30 – 14:52 S4.1**

***Perceiving minds in autistic children***

Vikram Jaswal<sup>1</sup>

<sup>1</sup>University of Virginia

**14:52 – 15:14 S4.2**

***Young children use social knowledge to regulate exploration***

Sabine Doebel<sup>1</sup>, Nicole Stucke<sup>1</sup>, Fielder Wise<sup>1</sup>

<sup>1</sup>George Mason University

**15:14 – 15:36 S4.3**

***Examining relations between performance on non-verbal executive function and verbal self-regulation tasks in demographically-diverse populations***

Natalia Dutra<sup>1</sup>, Lydia Chen<sup>2</sup>, Adote Anum<sup>3</sup>, Oskar Burger<sup>2</sup>, Helen Davis<sup>4</sup>, Vivian Dzokoto<sup>5</sup>, Frankie Fong<sup>6</sup>, Sabrina Ghelardi<sup>2</sup>, Kimberly Mendez<sup>2</sup>, Emily Messer<sup>2</sup>, Morgan Newhouse<sup>2</sup>, Mark Nielsen<sup>7</sup>, Karlos Ramos<sup>2</sup>, Bruce Rawlings<sup>2</sup>, Renan dos Santos<sup>8</sup>, Lara Silveira<sup>8</sup>,

<sup>1</sup>Universidade Federal do Pará, <sup>2</sup>The University of Texas at Austin, <sup>3</sup>University of Ghana, <sup>4</sup>Harvard University, <sup>5</sup>Virginia Commonwealth University, <sup>6</sup>The University of Queensland, <sup>7</sup>The University of Queensland, <sup>8</sup>Universidade Federal do Rio Grande do Norte

***Discussion***



Hall of Ideas GJ

## ORAL PAPERS I

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

**14:30 – 14:48 O1.1**

### ***FMRI evidence that infants' brains process faces, scenes, and bodies as perceptually distinct object classes***

Heather Kosakowski<sup>1</sup>, Michael Cohen<sup>2</sup>, Atsushi Takahashi<sup>1</sup>, Boris Keil<sup>3</sup>,  
Nancy Kanwisher<sup>1</sup>, Rebecca Saxe<sup>1</sup>

<sup>1</sup>MIT, <sup>2</sup>Amherst College / MIT, <sup>3</sup>Mittelhessen University of Applied Science

**14:48 – 15:06 O1.2**

### ***Children's use of causal structure when making similarity judgments***

Alexandra Rett<sup>1</sup>, Jamie Amemiya<sup>1</sup>, Micah Goldwater<sup>2</sup>, Caren Walker<sup>1</sup>

<sup>1</sup>University of California San Diego, <sup>2</sup>The University of Sydney

**15:06 – 15:24 O1.3**

### ***No Matter if sliced? The influence of food processing and neophobia on children's edibility judgments***

Damien Foinant<sup>1</sup>, Jérémie Lafraire<sup>2</sup>, Jean-Pierre Thibaut<sup>1</sup>

<sup>1</sup>LEAD CNRS UMR-5022, Université Bourgogne Franche-Comté, <sup>2</sup>Institut Paul Bocuse Research Center, Ecully, France

**15:24 – 15:42 O1.4**

### ***What are the units for statistical learning? How different segmentations effect the prediction of vocabulary development and semantic category learning***

Andrew Flores<sup>1</sup>, Philip Huebner<sup>1</sup>, Jon Willits<sup>2</sup>

<sup>1</sup>University of Illinois at Champaign-Urbana, <sup>2</sup>University of Illinois at Urbana-Champaign

**15:42 – 16:00 O1.5**

### ***Didactic culture affects children's learning from play***

Jinyun Lyu<sup>1</sup>, Yijin Fang<sup>1</sup>, Stella Christie<sup>1</sup>

<sup>1</sup>Tsinghua University

**16:00 – 16:15 TRANSITION TIME**



Ballroom AD

## SYMPOSIUM 5

### *Investigating how children relate knowledge and social affiliation*

Chair: **Claudia Sehl**, University of Waterloo

Discussant: **Lindsay Powell**, University of California San Diego

16:15 – 16:35 S5.1

#### *Wearing your knowledge on your sleeve: Young children's reasoning about clothing as a marker of social group*

Drew Weatherhead<sup>1</sup>, Shaylene Nancekivell<sup>2</sup>, Andrew Baron<sup>3</sup>

<sup>1</sup>Dalhousie University, <sup>2</sup>University of North Carolina Greensboro, <sup>3</sup>University of British Columbia

16:35 – 16:55 S5.2

#### *Investigating the Types of Secrets That Promote Friendship Evaluations in Children*

Alisa Bedrov<sup>1</sup>, Zoe Liberman<sup>1</sup>

<sup>1</sup>University of California, Santa Barbara

16:55 – 17:15 S5.3

#### *Children Use Mutual Relationships to Infer Affiliation*

Claudia Sehl<sup>1</sup>, Stephanie Denison<sup>1</sup>, Ori Friedman<sup>1</sup>

<sup>1</sup>University of Waterloo

#### *Discussion*

Hall of Ideas EFHI

## SYMPOSIUM 6

### *Misunderstanding and misalignment in children and machines*

Chair: **Sophie Bridgers**, Massachusetts Institute of Technology

16:15 – 16:35 S6.1

#### *Loopholes, a window into value alignment and the learning of meaning*

Sophie Bridgers<sup>1</sup>, Laura Schulz<sup>1</sup>, Tomer Ullman<sup>2</sup>

<sup>1</sup>Massachusetts Institute of Technology, <sup>2</sup>Harvard University

16:35 – 16:55 S6.2

#### *Children's evaluations of the hypocritical moral inconsistency in principled rule use*

Hannah Kim Hok<sup>1</sup>, Alex Shaw<sup>1</sup>

<sup>1</sup>University of Chicago

16:55 – 17:15 S6.3

***Human-AI (mis)communication: challenges and tools for successfully communicating what we want to computers***

Elena Glassman<sup>1</sup>

<sup>1</sup>Harvard University

***Discussion***

Ballroom BC

**SYMPOSIUM 7**

***How and for whom: The relations between self-regulation and academic success for children living in poverty***

Chairs: **Andrew Ribner**, University of Delaware &  
**Dana Miller-Coto**, University of Maryland

Discussant: **Geetha Ramani**, University of Maryland

16:15 – 16:40 S7.1

***Examining latent profiles of early life stress and executive functions at age 5***

Sarah Vogel<sup>1</sup>, Seulki Ku<sup>2</sup>, Meriah DeJoseph<sup>3</sup>, Annie Brandes-Aitken<sup>1</sup>,  
Daniel Berry<sup>3</sup>, Clancy Blair<sup>2</sup>

<sup>1</sup>New York University, <sup>2</sup>New York University School of Medicine, <sup>3</sup>University of Minnesota

16:40 – 17:05 S7.2

***The longitudinal associations between and within poverty-related risks and executive function***

Jill Gandhi<sup>1</sup>, Tyler Watts<sup>2</sup>, Chen Li<sup>3</sup>, Dana McCoy<sup>4</sup>

<sup>1</sup>Columbia University, <sup>2</sup>Teachers College, Columbia University, <sup>3</sup>University of Pennsylvania, <sup>4</sup>Harvard University

17:05 – 17:30 S7.3

***The role of EF skills in mathematics skills for children living in poverty***

Andrew Ribner<sup>1</sup>, Miriam Rosenberg-Lee<sup>2</sup>, Luis Rivera<sup>2</sup>, Rebecca Merkley<sup>3</sup>, Dana Miller-Cotto<sup>4</sup>

<sup>1</sup>University of Pittsburgh, <sup>2</sup>Rutgers University, <sup>3</sup>Carleton University, <sup>4</sup>University of Delaware

***Discussion***

Hall of Ideas GJ

## ORAL PAPERS II

### *Numerical Cognition*

Chair: **Jessica Cantlon**, *Carnegie Mellon University*

**16:15 – 16:33 O2.1**

#### *Individual differences in children's mathematics learning from instructional gestures*

Andrew Young<sup>1</sup>, Jan Rodriguez - Cruz<sup>1</sup>, Jackelyn Castaneda<sup>1</sup>, Michele Villa<sup>1</sup>, Samantha Macksey<sup>1</sup>, Kayla Nuszen<sup>1</sup>, R.B Church<sup>1</sup>

<sup>1</sup>*Northeastern Illinois University*

**16:33 – 16:51 O2.2**

#### *A unified model of arithmetic*

David Braithwaite<sup>1</sup>, Lauren Sprague<sup>1</sup>, Robert Siegler<sup>2</sup>

<sup>1</sup>*Florida State University*, <sup>2</sup>*Teacher's College, Columbia University*

**16:51 – 17:09 O2.3**

#### *Mechanisms supporting children's estimation in number, length, and area*

Denitza Dramkin<sup>1</sup>, Darko Odic<sup>1</sup>

<sup>1</sup>*University of British Columbia*

**17:09 – 17:27 O2.4**

#### *Intuitive beliefs about others' numerical judgments*

Rahma Mbarki<sup>1</sup>, Dora Kampis<sup>2</sup>, Jinjing (Jenny) Wang<sup>1</sup>

<sup>1</sup>*Rutgers University-New Brunswick*, <sup>2</sup>*University of Copenhagen*

**17:27 – 17:45 O2.5**

#### *Children's spontaneous gesture use predicts their propensity to learn from instructional gesture: a story of individual differences*

Eliza Congdon<sup>1</sup>, Elizabeth Wakefield<sup>2</sup>, Miriam Novack<sup>3</sup>, Susan Goldin-Meadow<sup>4</sup>

<sup>1</sup>*Williams College*, <sup>2</sup>*Loyola University Chicago*, <sup>3</sup>*Northwestern University*, <sup>4</sup>*University of Chicago*

Lecture theater

## ORAL PAPERS III

### ***Attitudes and Beliefs***

Chair: **Kristin Shutts**, *University of Wisconsin-Madison*

**16:15 – 16:33 O3.1**

#### ***Children rate English speakers as more likeable and more knowledgeable than foreign language speakers, but these judgements varied by neighborhood linguistic diversity***

Diqi Zeng<sup>1</sup>, Hyesung Hwang<sup>1</sup>, Nicole Burke<sup>2</sup>, Amanda Woodward<sup>1</sup>

<sup>1</sup>University of Chicago, <sup>2</sup>New York University

**16:33 – 16:51 O3.2**

#### ***A new measure of children's attitudes and beliefs about the internet***

Lauren Girouard-Hallam<sup>1</sup>, Yu Tong<sup>2</sup>, Fuxing Wang<sup>2</sup>, Judith Danovitch<sup>1</sup>

<sup>1</sup>University of Louisville, <sup>2</sup>Central China Normal University

**16:51 – 17:09 O3.3**

#### ***Do children have an intuitive belief in God(s)? Children's teleological explanation preferences and intentional design***

Sehrang Joo<sup>1</sup>, Sami Yousif<sup>1</sup>, Frank Keil<sup>1</sup>

<sup>1</sup>Yale University

**17:09 – 17:27 O3.4**

#### ***Developmental origins of preferences for powerful vs. prestigious leaders***

Isobel Heck<sup>1</sup>, Jesús Bas<sup>2</sup>, Katherine Kinzler<sup>1</sup>

<sup>1</sup>University of Chicago, <sup>2</sup>Pompeu Fabra University

**17:27 – 17:45 O3.5**

#### ***Can people believe whatever they want? Children and adults' intuitions of the controllability of beliefs***

Joshua Confer<sup>1</sup>, Hanna Schleihau<sup>1</sup>, Jan Engelmann<sup>1</sup>

<sup>1</sup>University of California, Berkeley

**17:45 – 19:00 POSTER SESSION 2 & EXHIBITS**

Exhibit Hall



# DETAILED PROGRAM



## SATURDAY APRIL 23, 2022

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

Madison Ballroom

### 9:00 – 10:00 PLENARY SPEAKER

Madison Ballroom

#### *The mind hidden in our hands*

**Susan Goldin-Meadow**, *The University of Chicago*

### 10:00 – 10:30 REFRESHMENT BREAK

### 10:30 – 12:00 PLENARY SYMPOSIUM 2

Madison Ballroom

#### *Taking trust seriously: Sources of vulnerability and protection*

#### *Essentialism as a source of vulnerability in children's social learning*

**Tara Mandalaywala**, *University of Massachusetts Amherst*

#### *Trust in the digital age: Sources of Opportunity and Vulnerability in children's learning from technology*

**Judith Danovitch**, *University of Louisville*

#### *Critical or Cynical? When adults choose to distrust experts*

**Asheley Landrum**, *Texas Tech University*

#### *Discussion*

**Melissa Koenig**, *University of Minnesota*

### 12:00 – 13:15 LUNCH ON OWN OR LUNCH WORKSHOPS

### 13:15 – 14:30 POSTER SESSION 3 & EXHIBITS

Exhibit Hall

Ballroom AD

## SYMPOSIUM 8

### *How children think about power, social status, and inequality*

Chair: **Megan Norris**, *University of Louisville*

**14:30 – 14:50 S8.1**

#### *Children's sensitivity to gender- and race-based inequality*

Megan Norris<sup>1</sup>, Nicholas Noles<sup>1</sup>

<sup>1</sup>*University of Louisville*

**14:50 – 15:10 S8.2**

#### *Navigating an unequal world: Children's understanding of social inequalities across cultures*

Xin Yang<sup>1</sup>, Ilayda Orhan<sup>2</sup>, Yarrow Dunham<sup>1</sup>

<sup>1</sup>*Yale University*, <sup>2</sup>*Yale University & New York University*

**15:10 – 15:30 S8.3**

#### *Children's inferences about and explanations for occupation-based wealth*

Tara Mandalaywala<sup>1</sup>, Yuchen Tian<sup>1</sup>

<sup>1</sup>*University of Massachusetts Amherst*

**15:30 – 15:50 S8.4**

#### *Who is admired and who should help?: Children's evaluations of knowledge, prestige, and wealth*

Andrea Yuly-Youngblood<sup>1</sup>, Kimberly Marble<sup>1</sup>, Janet Boseovski<sup>1</sup>

<sup>1</sup>*University of North Carolina at Greensboro*

#### *Discussion*

Hall of Ideas EFHI

## SYMPOSIUM 9

### *Cognitive development and the law*

Chair: **Larisa Heiphetz**, *Columbia University*

**14:30 – 14:50 S9.1**

#### *Prominence, property, and the legal principle of accession*

Ori Friedman<sup>1</sup>, Emily Stonehouse<sup>1</sup>

<sup>1</sup>*University of Waterloo*

**14:50 – 15:10 S9.2**

***Moral cognition among and about children of incarcerated parents***

Larisa Heiphetz<sup>1</sup>, James Dunlea<sup>1</sup>, Devyani Goel<sup>1</sup>, Redeate Wolle<sup>1</sup>

<sup>1</sup>Columbia University

**15:10 – 15:30 S9.3**

***Student perspectives on police and fairness in schools***

Yael Granot<sup>1</sup>, Maryse Richards<sup>2</sup>, Ogechi Onyeka<sup>2</sup>, David Iglozzi<sup>2</sup>, Yelyzaveta DiStefano<sup>2</sup>, Akila Raoul<sup>2</sup>

<sup>1</sup>Smith College, <sup>2</sup>Loyola University Chicago

**15:30 – 15:50 S9.4**

***Pleading guilty in juvenile court: Youth defendants' experiences, understanding, and engagement***

Jodi Quas<sup>1</sup>, Kirsten Domagalski<sup>1</sup>, Allison Redlch<sup>2</sup>

<sup>1</sup>University of California, Irvine, <sup>2</sup>George Mason University

***Discussion***

Hall of Ideas GJ

**SYMPOSIUM 10**

***Inferences about interpersonal utility across human development***

Chair: **Brandon Woo**, Harvard University

**14:30 – 14:52 S10.1**

***Emotion responses to others' goal-directed actions***

Alexis Smith-Flores<sup>1</sup>, Isabel Herrera-Guevara<sup>1</sup>, Lindsey Powell<sup>1</sup>

<sup>1</sup>University of California, San Diego

**14:52 – 15:14 S10.2**

***Toddlers' understanding of help and need***

Tess Fulcher<sup>1</sup>, Josselin Martinez<sup>1</sup>, Moritz Köster<sup>2</sup>, Amanda Woodward<sup>1</sup>

<sup>1</sup>University of Chicago, <sup>2</sup>Freie Universität Berlin

**15:14 – 15:36 S10.3**

***Toddlers evaluate helpers based on others' needs***

Brandon Woo<sup>1</sup>, Shari Liu<sup>2</sup>, Hyowon Gweon<sup>3</sup>, Elizabeth Spelke<sup>1</sup>

<sup>1</sup>Harvard University, <sup>2</sup>Massachusetts Institute of Technology, <sup>3</sup>Stanford University

**15:36 – 15:58 S10.4**

***Children and adults utilize cost and need in generosity evaluations***

Mia Radovanovic<sup>1</sup>, Emily Onyshko<sup>1</sup>, Quang (David) Tri Huynh<sup>1</sup>, Yang (Leona) Liu<sup>1</sup>,  
Tim (Wei-Ting) Chao<sup>1</sup>, Jessica Sommerville<sup>1</sup>

<sup>1</sup>University of Toronto

Lecture theater

**SYMPOSIUM 11**

***Automated gaze-tracking and gaze-annotation for online studies of cognition and development***

Chair: **Joshua Hartshorne**, *Boston College* &  
**Shari Liu**, *MIT*

**14:30 – 14:50 S11.1**

***Webcam-based online eye-tracking for behavioral research***

Xiaozhi Yang<sup>1</sup>, Ian Krajbich<sup>1</sup>

<sup>1</sup>The Ohio State University

**14:50 – 15:10 S11.2**

***What paradigms can webcam eye-tracking be used for?  
Attempted replications of 5 classic cognitive science experiments***

Ariel James<sup>1</sup>, Rachel Ryskin<sup>2</sup>, Joshua Hartshorne<sup>3</sup>, Haylee Backs<sup>4</sup>, Nandeeta Bala<sup>4</sup>, Laila Barcenas-Meade<sup>4</sup>, Samata Bhattarai<sup>4</sup>, Tessa Charles<sup>4</sup>, Gerasimos Copoulos<sup>4</sup>, Claire Coss<sup>4</sup>, Alexander Eisert<sup>4</sup>, Elena Furuhashi<sup>4</sup>, Keara Ginell<sup>4</sup>, Anna Guttman-McCabe<sup>4</sup>, Chaz Harrison<sup>4</sup>, Laura Hoban<sup>4</sup>, William Hwang<sup>4</sup>, Claire Iannetta<sup>4</sup>, Kristen Koenig<sup>4</sup>, Chauncey Lo<sup>4</sup>, Victoria Palone<sup>4</sup>, Gina Pepitone<sup>4</sup>, Margaret Ritzau<sup>4</sup>, Yi Hua Sung<sup>4</sup>, Orcun Tasdemir<sup>4</sup>, Lauren Thompson<sup>4</sup>

<sup>1</sup>Macalester College, <sup>2</sup>University of California, Irvine, <sup>3</sup>Boston College, <sup>4</sup>Vassar College

**15:10 – 15:30 S11.3**

***Validation of an open source, web-based, eye-tracking method (WebGazer) for research on cognitive development: Comparison of anticipatory looking behavior in toddlers tested via web-based vs. in-lab eye-tracking***

Adrian Steffan<sup>1</sup>, Lucie Zimmer<sup>1</sup>, Natalia Arias-Trejo<sup>2</sup>, Addison Billing<sup>3</sup>, Manuel Bohn<sup>4</sup>, Rodrigo Dal Ben<sup>5</sup>, Laura Franchin<sup>6</sup>, Kiley Hamlin<sup>7</sup>, Naomi Havron<sup>8</sup>, Krisztina V. Jakobsen<sup>9</sup>, Louisa Kulke<sup>10</sup>, Liquan Liu<sup>11</sup>, Julien Mayor<sup>12</sup>, Marek Meristo<sup>13</sup>, Elizabeth A. Simpson<sup>14</sup>, Sylvain Sirois<sup>15</sup>, Eleanor S. Smith<sup>5</sup>, Karin Strid<sup>13</sup>, Maleen Thiele<sup>4</sup>, Francis Yuen<sup>7</sup>, Tobias Schuwerk<sup>4</sup>

<sup>1</sup>Ludwig-Maximilians-Universität München, <sup>2</sup>Universidad Nacional Autónoma de México, UNAM, <sup>3</sup>University of Cambridge, <sup>4</sup>Max Planck Institute for Evolutionary Anthropology, <sup>5</sup>Concordia University, <sup>6</sup>University of Trento, <sup>7</sup>University of British Columbia, <sup>8</sup>University of Haifa, <sup>9</sup>James Madison University, <sup>10</sup>Friedrich-Alexander University Erlangen-Nürnberg, <sup>11</sup>Western Sydney University, <sup>12</sup>University of Oslo, <sup>13</sup>University of Gothenburg, <sup>14</sup>University of Miami, <sup>15</sup>Université du Québec à Trois-Rivières

**15:30 – 15:50 S11.4**

***iCatcher: Robust and automated annotation of infant gaze from video collected via webcam***

Yotam Erel<sup>1</sup>, Kat Adams Shannon<sup>2</sup>, Peter Hart<sup>3</sup>, Peng Cao<sup>3</sup>, Xincheng Tan<sup>4</sup>, Kim Scott<sup>3</sup>, Junyi Chu<sup>3</sup>, Melissa Kline Struhl<sup>3</sup>, Sagi Jaffe-Dax<sup>1</sup>, Christine Potter<sup>5</sup>, Casey Lew-Williams<sup>6</sup>, Katherine Fairchild<sup>3</sup>, Amit Bermanto<sup>1</sup>, Joshua Tenenbaum<sup>3</sup>, Shari Liu<sup>3</sup>

<sup>1</sup>Tel Aviv University, <sup>2</sup>Stanford University, <sup>3</sup>MIT, <sup>4</sup>Harvard, <sup>5</sup>University of Texas at El Paso, <sup>6</sup>Princeton University

***Discussion***

Ballroom BC

**SYMPOSIUM 12**

***Barriers and supports for cognitive development and academic outcomes among marginalized youth***

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

**14:30 – 14:50 S12.1**

***An asset based quantitative framework to characterize cognitive development of African-American children***

Richard Prather<sup>1</sup>, Devon Payne Sturges<sup>1</sup>, Josh Medrano<sup>1</sup>, Lauren Kendall Brooks<sup>1</sup>, Cameron Johnson<sup>1</sup>, Natalie Crnosija<sup>1</sup>

<sup>1</sup>University of Maryland





**14:50 – 15:10 S12.2**

***Mathematics Identity and Sense of Belonging to Mathematics: Unique or overlapping constructs?***

Dana Miller-Cotto<sup>1</sup>, Casey Griffin<sup>1</sup>, Christina Barbieri<sup>1</sup>, Julie Booth<sup>2</sup>

<sup>1</sup>University of Delaware, <sup>2</sup>Temple University

**15:10 – 15:30 S12.3**

***"We are going to be stranded": Marginalized High School Students' Beliefs about Math***

Ashli-Ann Douglas<sup>1</sup>, Rebecca Adler<sup>1</sup>, Bethany Rittle-Johnson<sup>1</sup>

<sup>1</sup>Vanderbilt University

**15:30 – 15:50 S12.4**

***Family social capital helps protect Black and Latinx students' academic outcomes and beliefs from racial-ethnic discrimination***

Christia Brown<sup>1</sup>, Ellen Usher<sup>1</sup>

<sup>1</sup>University of Kentucky

***Discussion***

**16:00 – 16:15 TRANSITION TIME**

Ballroom AD

**SYMPOSIUM 13**

***Understanding social structures: The inputs of caregivers, temperaments, and racial identity***

Chairs: **Ashley Thomas**, Harvard University &

**Hyesung Hwang**, University of California, Santa Cruz

Discussant: **Arianne Easan**, Massachusetts Institute of Technology

**16:17 – 16:37 S13.1**

***Infants use the interactions between their parents and new people to infer social connections***

Ashley Thomas<sup>1</sup>, Rebecca Saxe<sup>1</sup>, Elizabeth Spelke<sup>2</sup>

<sup>1</sup>Massachusetts Institute of Technology, <sup>2</sup>Harvard

**16:37 – 16:39 S13.2**

***Children's social wariness toward a different race peer depends on individual differences in social fearfulness***

Hyesung Grace Hwang<sup>1</sup>, Courtney Filippi<sup>2</sup>, Santiago Morales<sup>3</sup>, Nathan Fox<sup>4</sup>, Amanda Woodward<sup>1</sup>

<sup>1</sup>University of Chicago, <sup>2</sup>National Institute of Mental Health, <sup>3</sup>University of Southern California, <sup>4</sup>University of Maryland, College Park

**16:39 – 17:19 S13.3**

***Learning to see the ingroup: Categorization of ambiguous faces by white, black, and biracial children and parents***

Analia Albuja<sup>1</sup>, Mercedes Muñoz<sup>1</sup>, Katherine Kinzler<sup>2</sup>, Amanda Woodward<sup>2</sup>, Sarah Gaither<sup>1</sup>

<sup>1</sup>Duke University, <sup>2</sup>University of Chicago

***Discussion***

Hall of Ideas GJ

**SYMPOSIUM 14**

***Advancing methods in developmental cognitive neuroscience***

Chair: **Lindsay Bowman**, University of California Davis

**16:15 – 16:37 S14.1**

***Parameterizing neural power spectra: An innovative approach to studying the development of brain activity***

Marco McSweeney<sup>1</sup>, Santiago Morales<sup>2</sup>, Emilio Valadez<sup>1</sup>, George Buzzell<sup>3</sup>, Lydia Yoder<sup>1</sup>, William Fifer<sup>4</sup>, Nicolò Pini<sup>4</sup>, Amy Elliott<sup>5</sup>, Nathan Fox<sup>1</sup>

<sup>1</sup>University of Maryland, College Park, <sup>2</sup>University of Southern California, <sup>3</sup>Florida International University, <sup>4</sup>Columbia University New York, <sup>5</sup>Avera Research Institute

**16:37 – 16:59 S14.2**

***Advantages of linear mixed effects models for analyzing event-related potentials in developmental research***

Lindsay Bowman<sup>1</sup>, Megan Heise<sup>1</sup>, Serena Mon<sup>1</sup>

<sup>1</sup>University of California Davis

**16:59 – 17:21 S14.3**

***Using functional near-infrared spectroscopy to study developmental aspects of naturalistic narrative comprehension***

Chi-Lin Yu<sup>1</sup>, Rachel Eggleston<sup>1</sup>, Ioulia Kovelman<sup>1</sup>, Jonathan Brennan<sup>1</sup>

<sup>1</sup>University of Michigan

**17:21 – 17:45 S14.4**

***Insight on early memory development from Functional Neuroimaging of the sleeping toddler brain***

Simona Ghetti<sup>1</sup>, Lindsey Mooney<sup>1</sup>, Alireza Kazemi<sup>1</sup>

<sup>1</sup>University of California, Davis

***Discussion***

Ballroom BC

**ORAL PAPERS IV**

***Emotions, Morality, and Prosociality***

Chair: **Julian Jara Ettinger**, Yale University

**16:15 – 16:33 O4.1**

***Considering cultural-ethnic background as a factor in the development of U.S. infants' prosocial behavior***

Rodolfo Cortes Barragan<sup>1</sup>, Andrew Meltzoff<sup>1</sup>

<sup>1</sup>University of Washington

**16:33 – 16:51 O4.2**

***Children's understanding of temporally mediated emotions***

Matthew Johnston<sup>1</sup>, Teresa McCormack<sup>1</sup>, Agnieszka Jaroslawska<sup>1</sup>, Sara Lorimer<sup>1</sup>, Sarah Beck<sup>2</sup>, Christoph Hoerl<sup>3</sup>, Aidan Feeney<sup>1</sup>

<sup>1</sup>Queen's University Belfast, <sup>2</sup>University of Birmingham, <sup>3</sup>University of Warwick

**16:51 – 17:09 O4.3**

***"No fair!": Children's and adults' perceptions of fairness norms***

Meltem Yucel<sup>1</sup>, Marissa Drell<sup>2</sup>, Vikram Jaswal<sup>2</sup>, Amrisha Vaish<sup>2</sup>

<sup>1</sup>Duke University, <sup>2</sup>University of Virginia

17:09 – 17:27 O4.4

***Love the group as the self: Children value and promote the interests of their group***

Fan Yang<sup>1</sup>, Margaret Wolfson<sup>1</sup>

<sup>1</sup>The University of Chicago

17:27 – 17:45 O4.5

***Children deny that God could change morality***

Madeline Reinecke<sup>1</sup>, Larisa Heiphetz<sup>2</sup>

<sup>1</sup>Yale University, <sup>2</sup>Columbia University

Hall of Ideas EFHI

**ORAL PAPERS V**

***Word Learning***

Chair: **Kristin Read**, Santa Clara University

16:15 – 16:33 O5.1

***No frills: Simple regularities in language can go a long way in the development of word knowledge***

Layla Unger<sup>1</sup>, Hyungwook Yim<sup>2</sup>, Olivera Savic<sup>1</sup>

<sup>1</sup>Ohio State University, <sup>2</sup>Hanyang University

16:33 – 16:51 O5.2

***Infants who mostly overhear nonetheless show knowledge of nouns and fine-grained social language***

Ruthe Foushee<sup>1</sup>, Mahesh Srinivasan<sup>2</sup>

<sup>1</sup>University of Chicago, <sup>2</sup>University of California, Berkeley

16:51 – 17:09 O5.3

***Does the public know what researchers know? Perceived task difficulty impacts adults' intuitions about children's early word learning***

Melina Knabe<sup>1</sup>, Christina Schonberg<sup>2</sup>, Haley Vlach<sup>1</sup>

<sup>1</sup>University of Wisconsin-Madison, <sup>2</sup>IXL



**17:09 – 17:27 O5.4**

***The development of spoken- and written-word recognition during the school-age years: The Growing Words Project***

Keith Apfelbaum<sup>1</sup>, Jamie Klein-Packard<sup>1</sup>, Bob McMurray<sup>1</sup>

<sup>1</sup>University of Iowa

**17:27 – 17:45 O5.5**

***The impact of vocabulary ability on word learning in a playful intervention setting***

Molly Scott<sup>1</sup>, Jessica Lawson-Adams<sup>2</sup>, Emily Hopkins<sup>3</sup>, Haley Weaver<sup>4</sup>, Jacob Schatz<sup>5</sup>, Rebecca Dore<sup>6</sup>, Marcia Shirilla<sup>7</sup>, Molly Collins<sup>2</sup>, Tamara Spiewak-Toub<sup>1</sup>, David Dickinson<sup>2</sup>, Roberta Golinkoff<sup>7</sup>, Kathy Hirsh-Pasek<sup>1</sup>

<sup>1</sup>Temple University, <sup>2</sup>Vanderbilt University, <sup>3</sup>University of Scranton, <sup>4</sup>University of Wisconsin-Madison, <sup>5</sup>New York University, <sup>6</sup>Ohio State University, <sup>7</sup>University of Delaware

Lecture theater

**ORAL PAPERS VI**

***Interventions, Learning, and Education***

Chair: **Elizabeth Bonawitz**, Harvard University

**16:15 – 16:33 O6.1**

***Reading high quality science books as an avenue for early science learning***

Hilary Miller-Goldwater<sup>1</sup>, Melanie Hanft<sup>1</sup>, Lucy Cronin-Golomb<sup>1</sup>, Patricia Bauer<sup>1</sup>

<sup>1</sup>Emory University

**16:33 – 16:51 O6.2**

***The impact of IXL on Hispanic students' ELA achievement***

Christina Schonberg<sup>1</sup>, Xiaozhu An<sup>1</sup>, Bozhidar Bashkov<sup>1</sup>

<sup>1</sup>IXL Learning

**16:51 – 17:09 O6.3**

***Fostering executive function and prefrontal cortex development through combined cognitive-exercise contexts in preschool-aged children: An fNIRS study***

Cassondra Eng<sup>1</sup>, Erik Thiessen<sup>1</sup>, Anna Fisher<sup>1</sup>

<sup>1</sup>Carnegie Mellon University



**17:09 – 17:27 O6.4**

***Theory-based bayesian models of elementary school children's belief revision & pupillary surprise during science learning***

Joseph Colantonio<sup>1</sup>, Igor Bascandziev<sup>2</sup>, Maria Theobald<sup>3</sup>, Garvin Brod<sup>3</sup>, Elizabeth Bonawitz<sup>2</sup>

<sup>1</sup>Rutgers University - Newark, <sup>2</sup>Harvard University, <sup>3</sup>The DIPF | Leibniz Institute for Educational Research and Educational Information

**17:45 - 19:00 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 April 22, 2022**

Session Time: 13:15 – 14:30

### POSTER SESSION 2

**Friday April 22, 2022**

Session Time: 17:45 – 19:00

### POSTER SESSION 3

**Saturday April 23, 2022**

Session Time: 13:15 – 14:30

Please note, the undergraduate poster session is taking place in Poster session 3

### POSTER SESSION 4

**Saturday April 23, 2022**

Session Time: 17:45 – 19:00

## POSTER KEYWORDS

The posters were grouped together using common keywords while also trying to ensure more than one poster of a similar keyword were together when possible.

- A** – Action
- B** – Attention
- C** – Categorization
- D** – Computational approaches
- E** – Conceptual development
- F** – Cross-cultural approaches
- G** – Diversity
- H** – Education
- I** – Face perception
- J** – Identity

- K** – Language
- L** – Learning
- M** – Memory
- N** – Methods and statistics
- O** – Miscellaneous
- P** – Morality
- Q** – Neuroscience
- R** – Numerical & spatial cognition
- S** – Pretend
- T** – Prosocial behavior
- U** – Reasoning
- V** – Self
- W** – Social categories and groups
- X** – Social cognition & social learning
- Z** – Undergraduate poster

## POSTER SESSION 1 FRIDAY, APRIL 22, 2022 13:15 – 14:30

### B - Attention

#### **1-B-1** *Language leads to longer looks: Novel labels lengthen fixation duration in two-year-old children*

Miriam Novack<sup>1</sup>, Alexander LaTourrette<sup>2</sup>, Sandra Waxman<sup>1</sup>  
<sup>1</sup>Northwestern University, <sup>2</sup>University of Pennsylvania

#### **1-B-2** *Parental depressive symptoms moderate associations between sleep and executive function in preschool children*

Arcadia Ewell<sup>1</sup>, Tralucia Powell<sup>1</sup>, Ashley St. John<sup>1</sup>, Amanda Tarullo<sup>1</sup>  
<sup>1</sup>Boston University

#### **1-B-3** *The role of executive functioning skills in predicting individual differences in children's motor timing in complex perception-action tasks*

Morgan Di Napoli Parr<sup>1</sup>, Jodie Plumert<sup>1</sup>  
<sup>1</sup>University of Iowa

#### **1-B-4** *Does childhood executive function predict social, health and behavioral outcomes? A meta-analysis*

Nicole Stucke<sup>1</sup>, Sabine Doebel<sup>1</sup>  
<sup>1</sup>George Mason University

#### **1-B-5** *The effect of interactivity on toddlers' object search following real-life versus video demonstrations*

Mengguo Jing<sup>1</sup>, Heather Kirkorian<sup>2</sup>, Tiffany Pempek  
<sup>1</sup>Boston College, <sup>2</sup>University of Wisconsin-Madison

# POSTER SESSIONS I



## C - Categorization

### **1-C-6** *Investigating the role of sleep on mnemonic discrimination in napping vs. non-napping preschool-age children*

Jade Dunstan<sup>1</sup>, Angela Ji<sup>1</sup>, Kelsey Canada<sup>1</sup>, Tracy Riggins<sup>1</sup>  
<sup>1</sup>University of Maryland

### **1-C-7** *Not yesterday but maybe tomorrow: Children's openness to possibility in the past and future*

Umang Khan<sup>1</sup>, Christina Starmans<sup>1</sup>  
<sup>1</sup>University of Toronto

### **1-C-8** *Supporting children's word learning from storybooks with emotional variability*

Michelle Luna<sup>1</sup>, Marissa Ogren<sup>2</sup>, Catherine Sandhofer<sup>1</sup>  
<sup>1</sup>University of California, Los Angeles, <sup>2</sup>Rutgers University

### **1-C-9** *How early does object naming influence object representations?*

Dana Chan<sup>1</sup>, Alexander LaTourrette<sup>2</sup>, Sandra Waxman<sup>1</sup>  
<sup>1</sup>Northwestern University, <sup>2</sup>University of Pennsylvania

### **1-C-10** *Do young children spontaneously group dolls according to salient social categories?*

Kristy vanMarle<sup>1</sup>, Aubrielle Maginness<sup>1</sup>  
<sup>1</sup>University of Missouri

## D - Computational approaches

### **1-D-13** *Differences in caregiver sensitivity related to varied patterns of infant engagement of the vagal brake during spontaneous distress.*

Anna Madden-Rusnak<sup>1</sup>, Megan Micheletti<sup>1</sup>, Neha Momin<sup>1</sup>, Kaya de Barbaro<sup>1</sup>  
<sup>1</sup>University of Texas at Austin

## E - Conceptual development

### **1-E-14** *Conceptual prerequisites for analogical reasoning: The case of proportions*

Shuyuan Yu<sup>1</sup>, Ho-Chieh Lin<sup>1</sup>, John Opfer<sup>1</sup>  
<sup>1</sup>The Ohio State University

### **1-E-15** *Are humans part of the natural world? Children's concept of nature and its role in promoting environmental concern*

Lizette Pizza<sup>1</sup>, Deborah Kelemen<sup>1</sup>  
<sup>1</sup>Boston University

### **1-E-16** *The development of a naïve psychology of superstition*

Paola Baca<sup>1</sup>, Kelsey Kelley<sup>1</sup>, Jacqueline Woolley<sup>1</sup>  
<sup>1</sup>University of Texas at Austin

### **1-E-17** *The temporal dynamics of belief revision in preschoolers*

Brooke Hilton<sup>1</sup>, Mark Sabbagh<sup>1</sup>  
<sup>1</sup>Queen's University

### **1-E-18** *Developing beliefs in God's intervention in real-world affairs*

Jacqueline Woolley<sup>1</sup>, Kelsey Kelley, Jenny Nissel<sup>1</sup>, Paola Baca<sup>1</sup>  
<sup>1</sup>University of Texas

### **1-E-19** *Conversations about Santa: Children's questions and parental explanations*

Candice Mills<sup>1</sup>, Thalia Goldstein<sup>2</sup>  
<sup>1</sup>The University of Texas at Dallas, <sup>2</sup>George Mason University

### **1-E-20** *Surprise! Minimally-counterintuitive stimuli trigger greater curiosity than merely improbable stimuli*

Casey Lewry<sup>1</sup>, Sera Gorucu, Emily Liquin<sup>2</sup>, Tania Lombrozo<sup>1</sup>  
<sup>1</sup>Princeton University, <sup>2</sup>New York University

### **1-E-21** *Looks like a horsie with stripes: The use of comparison in parent-toddler conversation about categories*

Wenyan Feng<sup>1</sup>, Amanda Brandone<sup>1</sup>  
<sup>1</sup>Lehigh University

### **1-E-22** *Comparing the occurrence of impossible content in Chinese and U.S. picture books*

Adine DeLeon<sup>1</sup>, Jenny Nissel<sup>2</sup>, Yao Lu<sup>2</sup>, Jacqueline Woolley<sup>2</sup>, Jennifer Clegg<sup>1</sup>  
<sup>1</sup>Texas State University, <sup>2</sup>University of Texas at Austin

### **1-E-23** *Uncovering the hidden meaning of canny consumption practices in Guatemalan families' routines: Links to Indigenous children's development of environmental ideas*

Claudia Castañeda<sup>1</sup>, Maureen Callanan<sup>1</sup>  
<sup>1</sup>University of California, Santa Cruz

### **1-E-24** *Children's perception of gender constancy in others*

Shira Kahn-Samuelson<sup>1</sup>, Natalie Gallagher<sup>1</sup>, Kristina Olson<sup>1</sup>, Marjorie Rhodes<sup>2</sup>  
<sup>1</sup>Princeton University, <sup>2</sup>New York University

### **1-E-25** *Infants' knowledge of object functions and word meanings*

Haley Weaver<sup>1</sup>, Jenny Saffran<sup>1</sup>  
<sup>1</sup>University of Wisconsin Madison

### **1-E-26** *Learning to draw depth: Comparing adults' and children's drawings of layouts and objects*

Eli Mitnick<sup>1</sup>, Théo Morfousse<sup>1</sup>, Moira Dillon<sup>1</sup>  
<sup>1</sup>New York University

## F - Cross-cultural approaches

### **1-F-27** *'The scientists are going to figure it out': Parent explanations in times of pandemic uncertainty*

Jocelyn Dautel<sup>1</sup>, Hannah Kramer<sup>1</sup>, Kathleen Corriveau<sup>2</sup>, Gordon Ingram<sup>3</sup>, Camilo Moreno Romero<sup>3</sup>, Jasmine DeJesus<sup>4</sup>  
<sup>1</sup>Queen's University Belfast, <sup>2</sup>Boston University, <sup>3</sup>Universidad de los Andes, <sup>4</sup>University of North Carolina Greensboro



# POSTER SESSIONS I



## **1-F-28** *Children's essentialist beliefs about religious identity in Northern Ireland and the Republic of Ireland*

Hannah Kramer<sup>3</sup>, John Coley<sup>2</sup>, Aidan Feeney<sup>3</sup>, Laura Taylor<sup>4</sup>, Jocelyn Dautel<sup>3</sup>

<sup>2</sup>Northeastern University, <sup>3</sup>Queen's University Belfast, <sup>4</sup>University College Dublin

## **1-F-29** *US and Chinese young children's sensitivity to inequality: The case of household labor*

Lucy Stowe<sup>1</sup>, Danyang Ma<sup>2</sup>, Allegra Midgett<sup>3</sup>, Nadia Chernyak<sup>1</sup>

<sup>1</sup>UC Irvine, <sup>2</sup>UC Riverside, <sup>3</sup>Texas A&M

## **G - Diversity**

### **1-G-30** *Leveraging racialized experiences to acknowledge expressions of self-regulated learning: the twice-as phenomenon*

Hannah Valdiviejas<sup>1</sup>, Michelle Perry<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign

### **1-G-31** *Tinkering at home: Creating equitable engineering and spatial learning opportunities for Latine children and families during the COVID-19 pandemic*

Diana Acosta<sup>1</sup>, Catherine Haden<sup>1</sup>, Kim Koin<sup>2</sup>

<sup>1</sup>Loyola University Chicago, <sup>2</sup>Chicago Children's Museum

### **1-G-32** *The face inversion effect in toddlers with Williams syndrome: A study of featural, holistic, and 2nd-order configural processing*

Kaelin Kinney<sup>1</sup>, Cara Cashon<sup>1</sup>, Oh-Ryeong Ha<sup>2</sup>, Carolyn Mervis<sup>1</sup>

<sup>1</sup>University of Louisville, <sup>2</sup>University of Missouri-Kansas City

## **H - Education**

### **1-H-33** *Variability's impact on children's pattern practice*

Tongyao Zhang<sup>1</sup>, Emily Fyfe<sup>1</sup>

<sup>1</sup>Indiana University

### **1-H-34** *Conceptual and empirical overlap in early childhood education self-regulation research: An interdisciplinary systematic review*

Robbie Ross<sup>1</sup>, Kate Ascetta<sup>1</sup>

<sup>1</sup>University of South Carolina

### **1-H-35** *Sense of belonging as a predictor of perceived helpfulness in a college statistics course discussion forum*

Amos Jeng<sup>1</sup>

<sup>1</sup>University of Illinois Urbana-Champaign

### **1-H-36** *Bridging the environment and neurodevelopment for children's health: A study*

Josh Medrano<sup>1</sup>, Natalie Crnosija<sup>1</sup>, Richard Prather<sup>1</sup>, Devon Payne-Sturges<sup>1</sup>

<sup>1</sup>University of Maryland

### **1-H-37** *Museum facilitation and families narratives about tinkering in a children's museum*

Graciela Solis<sup>1</sup>, Diana Acosta<sup>1</sup>, Bianca Aldrich<sup>1</sup>, Lauren Pagano<sup>1</sup>, Gaby Perdomo<sup>1</sup>, Naomi Polinsky<sup>1</sup>, Catherine Haden<sup>1</sup>

<sup>1</sup>Loyola University

### **1-H-38** *Associations between preschool activity contexts and children's developing language*

Lynn Perry<sup>1</sup>, Nicole Vershov<sup>1</sup>, Stephanie Custode<sup>1</sup>, Batya Elbaum<sup>1</sup>, Daniel Messinger<sup>1</sup>

<sup>1</sup>University of Miami

### **1-H-39** *Promoting learning agency outside of the classroom: Effects of autonomy-supportive language on child engagement in informal STEM learning*

Claire Manley<sup>1</sup>, Ian Chandler-Campbell<sup>2</sup>, Shirley Duong<sup>3</sup>, Alexis Pickering<sup>2</sup>, Kathleen Corriveau<sup>2</sup>

<sup>1</sup>Massachusetts Eye and Ear, Harvard Medical School, <sup>2</sup>Boston University, <sup>3</sup>University of Pittsburgh

### **1-H-40** *Changes to schooling due to the COVID-19 pandemic are affecting parents and children in the US*

Caitlin Brez<sup>1</sup>

<sup>1</sup>University of North Carolina - Asheville

### **1-H-41** *Independent exploration and instructions support problem-solving in 6-year-olds*

Natalie Brezack<sup>1</sup>, Lauren Kingsly<sup>1</sup>, Melissa Gaviria<sup>1</sup>, Amanda Woodward<sup>1</sup>

<sup>1</sup>University of Chicago

### **1-H-42** *Does a substitutive conception of the equal sign enhance students understanding of equivalence and algebraic problem solving?*

Andrea Marquardt Donovan<sup>1</sup>, Burcu Alapala<sup>1</sup>, Ana Stephens<sup>1</sup>, Allison Monday<sup>1</sup>, Emily Szkudlarek<sup>1</sup>, Martha Alibali<sup>1</sup>, Percival Matthews<sup>1</sup>

<sup>1</sup>University of Wisconsin- Madison

### **1-H-43** *Are you listening? A pilot study on parent-child conversation while listening to podcasts*

Emily Neer<sup>1</sup>, Urvi Shah<sup>1</sup>, Catherine Sandhofer<sup>1</sup>

<sup>1</sup>University of California, Los Angeles

### **1-H-44** *Exploring the interplay of metamemory and teacher language on mathematics and memory performance*

Jennifer Coffman<sup>1</sup>, Amber Westover<sup>1</sup>, Sydney Revell<sup>1</sup>, Olivia Cook<sup>1</sup>, KellyAnn Bonanno<sup>2</sup>, Keadija Wiley<sup>1</sup>, Peter Ornstein<sup>2</sup>

<sup>1</sup>University of North Carolina at Greensboro, <sup>2</sup>University of North Carolina at Chapel Hill

### **1-H-45** *Elementary school teachers' views of young children's capacity to learn complex scientific concepts*

Sarah Brown<sup>1</sup>, Niki Gatzionis<sup>1</sup>, Emma Pitt<sup>2</sup>, Deborah Kelemen<sup>1</sup>

<sup>1</sup>Boston University, <sup>2</sup>Northeastern University

# POSTER SESSIONS I



## **1-H-114** *In a covid-19 world, ensuring that play is a part of every school day is more important than ever before*

Cara DiYanni<sup>1</sup>

<sup>1</sup>Rider University

## **K - Language**

### **1-K-46** *Close is not good enough: Semantic similarity does not facilitate cross-situational word-learning from caregivers ambiguous utterances*

Sandy LaTourrette<sup>1</sup>, Charles Yang<sup>1</sup>, John Trueswell<sup>1</sup>

<sup>1</sup>University of Pennsylvania

### **1-K-47** *How activity context and parental language input support toddler use of math talk during play*

Lillian Masek<sup>1</sup>, Mackenzie Swirbul<sup>1</sup>, Daniel Suh<sup>1</sup>, Alex Silver<sup>2</sup>, Yu Chen<sup>3</sup>, Jessica Ferraro<sup>2</sup>, Alexandra Mendelsohn<sup>1</sup>, Natasha Cabrera<sup>3</sup>, Melissa Libertus<sup>2</sup>, Catherine Tamis-LeMonda<sup>1</sup>

<sup>1</sup>New York University, <sup>2</sup>University of Pittsburgh, <sup>3</sup>University of Maryland

### **1-K-48** *The prosodic cues of pedagogical and information-seeking questions during parent-child interactions*

Igor Bascandzic<sup>1</sup>, Patrick Shafto, Elizabeth Bonawitz<sup>1</sup>

<sup>1</sup>Harvard Graduate School of Education

### **1-K-49** *Structural integrity of the brain underlies associations between maternal language input and child vocabulary knowledge*

Julie Schneider<sup>1</sup>, Grace McIlvain<sup>2</sup>, Jessica Harrison<sup>2</sup>, Curtis Johnson<sup>2</sup>

<sup>1</sup>Louisiana State University, <sup>2</sup>University of Delaware

### **1-K-50** *Shared book reading practices and potential implications for cognitive development*

Jessica Montag<sup>1</sup>, Trisha Patel<sup>1</sup>, Alyssa Choi<sup>1</sup>

<sup>1</sup>University of Illinois, Urbana-Champaign

### **1-K-51** *Knowledge vs. belief: Young children produce 'know' earlier and more often than 'think'*

Michał Miaskiewicz<sup>1</sup>, Yuchen Jin<sup>1</sup>, Paul Harris<sup>1</sup>

<sup>1</sup>Harvard University

### **1-K-52** *Social and referential cues shape 8-month-old's processing of talker variability during word learning*

Federica Bulgarelli<sup>1</sup>, Erika Bergelson<sup>1</sup>

<sup>1</sup>Duke University

### **1-K-53** *Use of cognitively-rich personal narratives by children with and without brain injuries and their families*

Rebecca Frausel<sup>1</sup>, Susan Goldin-Meadow<sup>2</sup>, Susan Levine<sup>1</sup>

<sup>1</sup>Penn State Erie, The Behrend College, <sup>2</sup>The University of Chicago

### **1-K-54** *Using children's errors to learn about word inferencing strategies*

Kathleen Denicola-Precht<sup>1</sup>, Aliza Abbas<sup>1</sup>, Mandy Maguire<sup>1</sup>

<sup>1</sup>University of Texas at Dallas

### **1-K-55** *How words can be learned by observation depends on what is meant by "learned"*

Nina Schoener<sup>1</sup>, Sara Johnson<sup>2</sup>, Sumarga Suanda<sup>1</sup>

<sup>1</sup>UConn, <sup>2</sup>National Institutes of Health

### **1-K-56** *Language frequently used in best-selling storybooks can thwart their intent to inspire girls*

Marianna Zhang<sup>1</sup>, Aarthi Popat<sup>2</sup>, Melissa Santos<sup>3</sup>, Pooja Mottl, Lin Bian<sup>4</sup>, Ellen Markman<sup>1</sup>

<sup>1</sup>Stanford University, <sup>2</sup>University of California San Diego, <sup>3</sup>Yale University, <sup>4</sup>The University of Chicago

### **1-K-57** *Do preschoolers ask questions about words in online formats?*

Laura Janakieffski<sup>1</sup>, Isabelle Guicherit<sup>1</sup>, Megan Saylor<sup>1</sup>

<sup>1</sup>Vanderbilt University

### **1-K-58** *Single language speaker preference among bilingual children in Lebanon: Implications for pedagogy in multilingual settings*

Maliki Ghossainy<sup>1</sup>

<sup>1</sup>Boston University

### **1-K-59** *Parent and child math language and relations to child spatial ability*

Diamond Overton<sup>1</sup>, LaTree Hall<sup>1</sup>, Melanie Rengel<sup>1</sup>, Hannah Bowely<sup>1</sup>, Daniela Alvarez-Vargas<sup>2</sup>, Carla Abad<sup>1</sup>, Shannon Pruden<sup>1</sup>

<sup>1</sup>Florida International University, <sup>2</sup>University of California, Irvine

### **1-K-60** *Choosing the right book: Assessing the textual characteristics of Spanish-English bilingual storybooks*

Yi Tong<sup>1</sup>, Melina Knabe<sup>1</sup>, Haley Vlach<sup>1</sup>

<sup>1</sup>University of Wisconsin - Madison

### **1-K-61** *Person reference by pronouns and verbs in toddlers predicts later false belief understanding in preschoolers*

Anna Chromá<sup>1</sup>, Filip Smolik<sup>2</sup>

<sup>1</sup>Faculty of Arts, Charles University, <sup>2</sup>Institute of Psychology of the Czech Academy of Sciences

### **1-K-62** *The development of real-time phonological competition and semantic activation in adolescence*

Charlotte Jeppsen<sup>1</sup>, Keith Apfelbaum<sup>1</sup>, J. Bruce Tomblin<sup>1</sup>, Jamie Klein-Packard<sup>1</sup>, Alex Fell<sup>1</sup>, Sneha Jhaveri<sup>1</sup>, Bob McMurray<sup>1</sup>

<sup>1</sup>University of Iowa

### **1-K-63** *What features of parental language influence children's gender beliefs?*

Josie Benitez<sup>1</sup>, Emily Foster-Hanson<sup>2</sup>, Marjorie Rhodes<sup>1</sup>

<sup>1</sup>New York University, <sup>2</sup>Princeton University

### **1-K-64** *Metavocabulary: Do children understand the implications of knowing words?*

Benjamin Barmore<sup>1</sup>, Christina Schonberg<sup>1</sup>, Haley Vlach<sup>1</sup>

<sup>1</sup>University of Wisconsin-Madison

# POSTER SESSIONS I



## L - Learning

### **1-L-65** *Rethinking the gap between exploratory learning and scientific reasoning: Causal logic within the control of variables task*

Elizabeth Lapidow<sup>1</sup>, Caren Walker<sup>1</sup>

<sup>1</sup>University of California San Diego

### **1-L-66** *Improving fraction magnitude knowledge: Is analogy or partitioning more effective?*

Alexandria Viegut<sup>1</sup>, Percival Matthews<sup>1</sup>

<sup>1</sup>University of Wisconsin - Madison

### **1-L-67** *Childhood maltreatment alters explore-exploit decision making and action learning in adolescents*

Yuyan (Lillian) Xu<sup>1</sup>, Seth Pollak<sup>1</sup>

<sup>1</sup>University of Wisconsin-Madison

### **1-L-68** *Anecdotal: children's and adults' evaluation of statistical and anecdotal evidence*

Jenny Nissel<sup>1</sup>, Claire Perkins<sup>1</sup>, Avery Largent<sup>1</sup>, Jacqueline Woolley<sup>1</sup>

<sup>1</sup>University of Texas at Austin

### **1-L-69** *The transmission of negative information through naturalistic parent-child conversations: Implications for fear learning*

Elise Mahaffey<sup>1</sup>, Lori Reider<sup>1</sup>, Brian Barylski<sup>1</sup>, Vanessa LoBue<sup>1</sup>

<sup>1</sup>Rutgers University, Newark

### **1-L-70** *Get a hint: An investigation of the development of help-seeking behaviors during learning*

Michelle Shields<sup>1</sup>, Donna Garcia<sup>1</sup>

<sup>1</sup>University of Colorado, Colorado Springs

### **1-L-71** *"This is hard!": Children's and parents' talk about difficulty during dyadic interactions in two observational datasets*

Grace Bennett-Pierre<sup>1</sup>, Marsha Weinraub<sup>1</sup>, Nora Newcombe<sup>1</sup>, Elizabeth Gunderson<sup>1</sup>

<sup>1</sup>Temple University

### **1-L-72** *The link between 4- to 6-year-old children's numerical confidence and active information seeking*

Grace Grmek<sup>1</sup>, Clara Angioletti<sup>1</sup>, Rahma Mbarki<sup>1</sup>, Marta Mielicki<sup>1</sup>, Jinjing (Jenny) Wang<sup>1</sup>

<sup>1</sup>Rutgers University-New Brunswick

### **1-L-73** *The development of kindergartners' deliberate memory skills: The moderating role of metamnemonic knowledge*

Olivia Cook<sup>1</sup>, Miranda Denham<sup>1</sup>, Abigail Knight<sup>1</sup>, Catherine Ricci<sup>1</sup>, Peter Ornstein<sup>2</sup>, Jennifer Coffman<sup>1</sup>

<sup>1</sup>University of North Carolina - Greensboro, <sup>2</sup>University of North Carolina at Chapel Hill

### **1-L-74** *Children's strategy variability affects responsiveness to math instruction*

Andrew Mistak<sup>1</sup>, Theodora Koumoutsakis<sup>2</sup>, Amena Khan<sup>3</sup>, Hannah Valdiviejas<sup>4</sup>, Saba Amman-Nolly<sup>3</sup>, Melissa Singer<sup>5</sup>, Alyssa Mogil<sup>6</sup>, Andrew Young<sup>3</sup>, R. Breckinridge Church<sup>3</sup>

<sup>1</sup>University of Iowa, <sup>2</sup>University of Chicago, <sup>3</sup>Northeastern Illinois University, <sup>4</sup>University of Illinois at Urbana-Champaign, <sup>5</sup>Bridgewater State University, <sup>6</sup>Erikson Institute

### **1-L-75** *The development of children's spatial, fraction number line estimation, and calculation skill: A latent growth curve approach*

Robert Quintana<sup>1</sup>, Percival Matthews<sup>1</sup>, Edward Hubbard<sup>1</sup>

<sup>1</sup>University of Wisconsin-Madison

## N - Methods and statistics

### **1-N-76** *Reciprocal associations between parenting behaviors and children's self-regulation in the transition from early to middle childhood*

Qingyang Liu<sup>1</sup>, Rachel Razza<sup>1</sup>, Gabriel Merrin<sup>1</sup>

<sup>1</sup>Syracuse University

### **1-N-77** *Comparing analytic approaches to infant functional near-infrared spectroscopy data*

Yiyu Liu<sup>1</sup>, Fernando Sánchez Hernández<sup>1</sup>, Francisca Ting<sup>2</sup>, Daniel Hyde<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana Champaign, <sup>2</sup>Boston University

### **1-N-78** *Comparing methods of social category preference assessment in childhood*

Benjamin deMayo<sup>1</sup>, Kristina Olson<sup>1</sup>

<sup>1</sup>Princeton University

## O - Miscellaneous

### **1-O-79** *Relations between fearfulness and inhibitory control in emotionally salient contexts*

Aryn Vaughan<sup>1</sup>, Sammy Perone<sup>1</sup>, Maria Gartstein<sup>1</sup>

<sup>1</sup>Washington State University

### **1-O-80** *"It's okay if you flap your hands": Non-autistic children do not object to individual unconventional behaviors associated with autism*

Zoe Sargent<sup>1</sup>, Vikram Jaswal<sup>1</sup>

<sup>1</sup>University of Virginia

### **1-O-81** *Why parents intervene in their young children's struggles*

Reut Shachnai<sup>1</sup>, Mika Asaba<sup>1</sup>, Melissa Santos<sup>1</sup>, Julia Leonard<sup>1</sup>

<sup>1</sup>Yale University

## P - Morality

### **1-P-82** *To whom should punishment communicate? Children's and adults' divergent perceptions of punishment's message*

Young-eun Lee<sup>1</sup>, Larisa Heiphetz<sup>1</sup>

<sup>1</sup>Columbia University

# POSTER SESSIONS I



## **1-P-83** When do children and adults repair past injustices?

Inderpreet Gill<sup>1</sup>, Christina Starmans<sup>1</sup>

<sup>1</sup>University of Toronto

## **1-P-84** Do 2.5-year-old toddlers understand obligatory and supererogatory actions?

Renée Baillargeon<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign

## **1-P-85** Children's moral judgments about necessary and luxury resource inequality in unprovoked and retaliatory situations

Jessica Caporaso<sup>1</sup>, Courtney Ball<sup>1</sup>, Janet Boseovski<sup>1</sup>, Stuart Marcovitch<sup>1</sup>, Madelyn Church<sup>2</sup>

<sup>1</sup>University of North Carolina at Greensboro, <sup>2</sup>University of Mississippi

## **Q - Neuroscience**

### **1-Q-86** Predicting individual differences in executive function during early childhood from functional brain networks

Sammy Perone<sup>1</sup>, Stephanie Carlson<sup>2</sup>

<sup>1</sup>Washington State University, <sup>2</sup>University of Minnesota

### **1-Q-87** Neural correlates of attention to emotional faces and evocative scenes predicts childhood anxiety

Zoe Pestana<sup>1</sup>, Mariya Chernenok<sup>1</sup>, Jessica Burris<sup>2</sup>, Susan Rivera<sup>1</sup>, Lindsay Bowman<sup>1</sup>

<sup>1</sup>University of California Davis, <sup>2</sup>Rutgers University

### **1-Q-88** Contingent and responsive caregiving shapes the infant brain to support their emerging social behavior

Serena Mon<sup>1</sup>, Tahl Frenkel<sup>2</sup>, Lindsay Bowman<sup>1</sup>

<sup>1</sup>University of California Davis, <sup>2</sup>Ziama Arkin Infancy Institute, Reichman University (IDC) Herzliya

### **1-Q-89** The neurocognitive mechanisms of arithmetic verification in children

Brian Rivera<sup>1</sup>

<sup>1</sup>University of Alabama

## **S - Pretend**

### **1-S-90** Early childhood understanding of prayer and imaginary companions

Hea Jung Lee<sup>1</sup>, Rebekah Richert<sup>1</sup>

<sup>1</sup>University of California, Riverside

### **1-S-91** Young children and parents do not prefer magical solutions to magical problems

Jennifer Van Reet<sup>1</sup>

<sup>1</sup>Providence College

### **1-S-92** Pretending to be a dedicated scientist boosts young girls' persistence in science

Yuqing Liu<sup>1</sup>, Gabrielle Montiel<sup>1</sup>, Lin Bian<sup>1</sup>

<sup>1</sup>The University of Chicago

## **1-S-93** Fantasy engagement and imaginary companions: Parents' attitudes and relation to theory of mind and executive functions

Natalia Velludo<sup>1</sup>, Debora Souza<sup>1</sup>

<sup>1</sup>Universidade Federal de Sao Carlos

## **T - Prosocial behavior**

### **1-T-94** The ontogeny of children's social emotions in response to (un)fairness

Stella Gerdemann<sup>1</sup>, Katherine McAuliffe<sup>2</sup>, Peter Blake<sup>3</sup>, Daniel Haun<sup>4</sup>, Robert Hepach<sup>5</sup>

<sup>1</sup>Leipzig University, <sup>2</sup>Boston College, <sup>3</sup>Boston University, <sup>4</sup>Max Planck Institute for Evolutionary Anthropology, <sup>5</sup>University of Oxford

### **1-T-95** The impact of household pets on children's daily lives: Differences in parent-child conversations and implications for children's emotional development

Lori Reider<sup>1</sup>, Emily Kim<sup>1</sup>, Elise Mahaffey<sup>1</sup>, Vanessa LoBue<sup>1</sup>

<sup>1</sup>Rutgers University - Newark

### **1-T-96** When is it okay not to share? The effects of the origin of the resources on prescriptive sharing decisions

Pinar Aldan<sup>1</sup>, Yarrow Dunham<sup>1</sup>

<sup>1</sup>Yale University

## **U - Reasoning**

### **1-U-97** Living in a digital world: Children's reasoning about how social history influences the value of virtual and real-life objects

Keiana Price<sup>1</sup>, Shaylene Nancekivell<sup>1</sup>

<sup>1</sup>University of North Carolina Greensboro

### **1-U-98** Children are sensitive toward the lack of significance in activities

Yilin Liu<sup>1</sup>, Fan Yang<sup>1</sup>

<sup>1</sup>University of Chicago

### **1-U-99** Is there a common resource for reasoning about confidence in childhood?

Carolyn Baer<sup>1</sup>, Darko Odic<sup>2</sup>

<sup>1</sup>University of California, Berkeley, <sup>2</sup>University of British Columbia

## **V - Self**

### **1-V-113** Implicit and explicit self-esteem diverge from each other during childhood: Implications for social-cognitive development

Dario Cvencek<sup>1</sup>, Ruzica Brecic<sup>2</sup>, Dora Gacesa<sup>2</sup>, David Skala<sup>2</sup>, Andrew Meltzoff<sup>1</sup>

<sup>1</sup>University of Washington, <sup>2</sup>University of Zagreb



## W - Social categories and groups

### **1-W-100** *The development of social group concepts and stereotypes about wealth and urban-rural geography*

Rachel King<sup>1</sup>, Katherine Kinzler<sup>2</sup>

<sup>1</sup>Cornell University, <sup>2</sup>University of Chicago

### **1-W-101** *Effects of learning about systemic racism on children's reasoning about unequal outcomes*

Rachael Silberstein<sup>1</sup>, Steven Dessenberger<sup>1</sup>, Lori Markson<sup>1</sup>

<sup>1</sup>Washington University in St. Louis

### **1-W-102** *The effects of racial in-group biases on white American children's social learning and social preferences*

Pearl Han Li<sup>1</sup>, Charisse Pickron<sup>1</sup>, Melissa Koenig<sup>1</sup>

<sup>1</sup>University of Minnesota

### **1-W-103** *Tell me more! Children's use of evidence to evaluate negative claims about social groups*

Jenna Alton<sup>1</sup>, Lucas Butler<sup>1</sup>

<sup>1</sup>University of Maryland

### **1-W-104** *Children's evaluations of helped students across academic domains*

Lesenia Fish<sup>1</sup>, Lindsey Hildebrand<sup>1</sup>, Shannon Hayes<sup>1</sup>, Sara Cordes<sup>1</sup>

<sup>1</sup>Boston College

### **1-W-105** *Young children associate both competence and confidence with boys more than girls: Evidence for the early emergence of gender stereotypes about agency*

Lindsey Hildebrand<sup>1</sup>, Lesenia Fish<sup>1</sup>, Sara Cordes<sup>1</sup>

<sup>1</sup>Boston College

## X - Social cognition & social learning

### **1-X-106** *The doctor doesn't know anything, but he should answer this question: How inaccuracy affects children's judgments of expert knowledge*

Allison Williams<sup>1</sup>, Judith Danovitch<sup>1</sup>

<sup>1</sup>University of Louisville

### **1-X-107** *Conversations from Arendelle: How do children construct musical meaning in a narrative context?*

Sara Beck<sup>1</sup>

<sup>1</sup>Randolph College

### **1-X-108** *Children's trust of an inaccurate robot depends on the robot's motives*

Teresa Flanagan<sup>1</sup>, Nicholas Georgiou<sup>2</sup>, Brian Scassellati<sup>2</sup>, Tamar Kushnir<sup>3</sup>

<sup>1</sup>Cornell University, <sup>2</sup>Yale University, <sup>3</sup>Duke University

### **1-X-109** *Dialogic reading promotes parent mental state talk during shared reading*

Georgene Troseth<sup>1</sup>, Zachary Stuckelman<sup>1</sup>, Gabrielle Strouse<sup>2</sup>

<sup>1</sup>Peabody College, Vanderbilt University, <sup>2</sup>University of South Dakota

### **1-X-110** *Why do people experience failure? Perceptions of the rich and poor*

Kriss-Ann Gayle<sup>1</sup>, Nicholas Noles<sup>1</sup>

<sup>1</sup>University of Louisville

### **1-X-111** *Perspective taking on relationship quality: Parent versus child beliefs about child attachment security*

Maritza Miramontes<sup>1</sup>, Hannah Kramer<sup>2</sup>, Karen Lara<sup>3</sup>, Kristin Lagattuta<sup>1</sup>

<sup>1</sup>University of California, Davis, <sup>2</sup>Queens University Belfast, <sup>3</sup>Southwestern University

### **1-X-112** *Parental authoritarianism negatively predicts accuracy in identifying children's interests*

Anthony Monroe<sup>1</sup>, Kristen Damico<sup>1</sup>, Judith Danovitch<sup>2</sup>, Candice Mills<sup>1</sup>

<sup>1</sup>The University of Texas at Dallas, <sup>2</sup>University of Louisville



# POSTER SESSIONS II



## POSTER SESSION 2 FRIDAY, APRIL 22, 2022 17:45 – 19:00

### A - Action

#### **2-A-1** *Instruction in the eye of the beholder: How children interpret gesture and action strategies in a math lesson*

Elizabeth Wakefield<sup>1</sup>, Alyssa Kersey<sup>2</sup>, Cristina Carrazza<sup>3</sup>, Susan Goldin-Meadow<sup>2</sup>

<sup>1</sup>Loyola University Chicago, <sup>2</sup>University of Chicago, <sup>3</sup>NORC at the University of Chicago

#### **2-A-2** *Human factors for children: optimizing buttoning in relation to children's spatial and motor skills*

Blair Youmans<sup>1</sup>, Annabelle Reese<sup>1</sup>, Melanie DelAngelo<sup>1</sup>, Brooke Rovner<sup>1</sup>, Isabella Trachtenberg<sup>1</sup>, Jeffrey Lockman<sup>1</sup>

<sup>1</sup>Tulane University

#### **2-A-3** *It takes two: Process praise during trying and success is associated with greater infant persistence*

Antonia Soldovieri<sup>1</sup>, Mia Radovanovic<sup>1</sup>, Shraddha Bhatt<sup>1</sup>, Meixuan (Anastasia) Liu<sup>1</sup>, Zixi (Mary) Su<sup>1</sup>, Jessica Sommerville<sup>1</sup>

<sup>1</sup>University of Toronto

#### **2-A-4** *A parent-based intervention program for training prospective control skills in children*

Nam-yoon Kim<sup>1</sup>, Elizabeth O'Neal<sup>1</sup>, Iman Noferesti<sup>1</sup>, Jessica Wang<sup>1</sup>, Jessica Pauley<sup>1</sup>, Hanxi Tang<sup>1</sup>, Joseph Kearney<sup>1</sup>, Jodie Plumert<sup>1</sup>

<sup>1</sup>University of Iowa

### B - Attention

#### **2-B-5** *Longitudinal executive function skills in youth: Relations to age, puberty, and ADHD*

Blaire Porter<sup>1</sup>, Mary Abbe Roe<sup>1</sup>, Mackenzie Mitchell<sup>2</sup>, Jessica Church<sup>1</sup>

<sup>1</sup>University of Texas at Austin, <sup>2</sup>University of North Carolina at Chapel Hill

#### **2-B-6** *The relation between memory for temporal context and executive function in preschool and school-age children*

Kathleen Bettencourt<sup>1</sup>, Stuart Marcovitch<sup>1</sup>

<sup>1</sup>University of North Carolina at Greensboro

#### **2-B-7** *Between-task and between-year intraindividual variability in cognitive performance: associations with children's attention problems*

Ann Folker<sup>1</sup>, Stephen Petrill<sup>2</sup>, Kirby Deater-Deckard<sup>1</sup>

<sup>1</sup>University of Massachusetts Amherst, <sup>2</sup>Ohio State University

#### **2-B-8** *The effects of distraction on attention and math and phonics performance in kindergarteners and 2nd graders*

Kathleen Kannass<sup>1</sup>, Laurie Pogorzelski<sup>1</sup>, Kristine Kovack-Lesh<sup>2</sup>

<sup>1</sup>Concordia University Wisconsin, <sup>2</sup>Ripon College

#### **2-B-9** *Yawning with the cool kids: Children's contagious yawning to infants, kids, and adults*

Alyssa Williamson<sup>1</sup>, Paige Fischer, Elizabeth Simpson, Krisztina Jakobsen

<sup>1</sup>Beth Israel Deaconess Medical Center

### C - Categorization

#### **2-C-10** *The development of conceptual knowledge about food and its links with food rejection in young children (3-7-years-old)*

Abigail Pickard<sup>1</sup>, Jean-Pierre Thibaut<sup>2</sup>, Jérémie Lafraire<sup>1</sup>

<sup>1</sup>Institut Paul Bocuse Research Center, <sup>2</sup>Université de Bourgogne

#### **2-C-11** *Spacing and variability in children's word learning*

Gwendolyn Price<sup>1</sup>, Catherine Sandhofer<sup>2</sup>

<sup>1</sup>Developmental Psychology, <sup>2</sup>University of California, Los Angeles

#### **2-C-12** *Beliefs on category membership for foods and non-foods based on their origins*

Helana Girgis<sup>1</sup>, Simone Nguyen<sup>2</sup>, Tania Gafanha<sup>3</sup>, Veronica Campbell<sup>4</sup>, Jérémie Lafraire<sup>5</sup>, Jean-Pierre Thibaut<sup>6</sup>, Camille Rioux<sup>7</sup>

<sup>1</sup>Stockton University, <sup>2</sup>University of North Carolina Wilmington,

<sup>3</sup>Rutgers University, Newark, School of Health Professions (SHP),

<sup>4</sup>Rutgers University New Brunswick, <sup>5</sup>Institute Paul Bocuse,

<sup>6</sup>Université Bourgogne Franche-Comté, <sup>7</sup>Max Planck Institute for Human Development

#### **2-C-13** *Parent generic language input about categories in a sample of North American English*

Elise Breitfeld<sup>1</sup>, Haley Weaver<sup>1</sup>, Gary Lupyan<sup>1</sup>

<sup>1</sup>University of Wisconsin-Madison

#### **2-C-14** *Development of gradiency in phoneme categorization: Implications from the first year of the Growing Words Project*

Alexandra Fell<sup>1</sup>, Ethan Kutlu<sup>1</sup>, Keith Apfelbaum<sup>1</sup>, Bob McMurray<sup>1</sup>

<sup>1</sup>University of Iowa

### D - Computational approaches

#### **2-D-15** *Fun is not easy: Children optimize for difficulty when playing for fun vs. playing to win*

Mariel Goddu<sup>1</sup>, Joshua Rule<sup>2</sup>, Elizabeth Bonawitz<sup>1</sup>, Alison Gopnik<sup>2</sup>, Tomer Ullman<sup>1</sup>

<sup>1</sup>Harvard University, <sup>2</sup>UC Berkeley

#### **2-D-16** *Learning causal overhypotheses through exploration in children and computational models*

Eliza Kosoy<sup>1</sup>, Adrian Liu<sup>2</sup>, Jasmine Collins<sup>2</sup>, David Chan<sup>2</sup>, Jessica Hamrick<sup>3</sup>, Sandy Huang<sup>3</sup>, Rosemary Ke<sup>3</sup>, Bryanna Kaufmann<sup>2</sup>, Alison Gopnik<sup>2</sup>

<sup>1</sup>Eliza Dolls, <sup>2</sup>UC Berkeley, <sup>3</sup>DeepMind



# POSTER SESSIONS II



## **2-D-17** *Háblame Mamá: Acoustic detection of vocal affect in Spanish speaking mothers*

Annissa Saleh<sup>1</sup>, Priyanka Khante<sup>1</sup>, Xuewen Yao<sup>1</sup>, Kaya de Barbaro<sup>1</sup>

<sup>1</sup>University of Texas at Austin

## **E - Conceptual development**

### **2-E-18** *An inconvenient truth: Educational media increases preschoolers' worry about the environment, but not their knowledge*

Aarti Bodas<sup>1</sup>, Natasha Chlebuch<sup>2</sup>, Deena Weisberg<sup>3</sup>

<sup>1</sup>Boston University, <sup>2</sup>University of Pennsylvania, <sup>3</sup>Villanova University

### **2-E-19** *Scene and heard: Infants categorize scenes with language*

Yi Lin<sup>1</sup>, Agata Bochynska<sup>2</sup>, Daniel Dilks<sup>3</sup>, Moira Dillon<sup>4</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, <sup>2</sup>University of Oslo, <sup>3</sup>Emory University, <sup>4</sup>New York University

### **2-E-20** *Children's acquisition of deictic time words*

Katherine Williams<sup>1</sup>, Katharine Tillman<sup>1</sup>

<sup>1</sup>University of Texas at Austin

### **2-E-21** *Exploring the similarity in reality status assessments for god among secular parent-child dyads*

Anondah Saide<sup>1</sup>

<sup>1</sup>University of North Texas

### **2-E-22** *Characterizing exact arithmetic abilities before formal schooling*

Chi-Chuan Chen<sup>1</sup>, Selim Jang<sup>1</sup>, Daniel Hyde<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana Champaign

### **2-E-23** *Three- and 4-year-olds recognize the optimal strategy for acting on multiple possibilities.*

Esra Küçük<sup>1</sup>, Melissa Kibbe<sup>1</sup>

<sup>1</sup>Boston University

### **2-E-24** *Relational scaffolding to support young children's learning in a science museum*

Benjamin Jee<sup>1</sup>, Florencia Anggoro<sup>2</sup>, Mary Grace Harris<sup>2</sup>

<sup>1</sup>Worcester State University, <sup>2</sup>College of the Holy Cross

### **2-E-25** *Connecting faces to emotional events in early childhood: The benefit of emotion labels*

Marissa Ogren<sup>1</sup>, Catherine Sandhofer<sup>2</sup>

<sup>1</sup>Rutgers University, <sup>2</sup>University of California Los Angeles

### **2-E-26** *Longitudinal investigation of the early development of metacognitive monitoring and control*

Qianqian Wan<sup>1</sup>, Mengcun Gao<sup>1</sup>, Olivera Savic<sup>1</sup>, O'Leary Allison<sup>2</sup>, Vladimir Sloutsky<sup>1</sup>

<sup>1</sup>Ohio State University, <sup>2</sup>Brevard College

### **2-E-27** *Becoming word meaning experts: Infants' processing of familiar words in the context of typical and atypical exemplars*

Martin Zetttersten<sup>1</sup>, Haley Weaver<sup>2</sup>, Jenny Saffran<sup>2</sup>

<sup>1</sup>Princeton University, <sup>2</sup>University of Wisconsin-Madison

### **2-E-28** *Preschoolers' adaptive strategy-choice when identifying non-symbolic number partners*

Brianna Devlin<sup>1</sup>, Nancy Jordan<sup>1</sup>

<sup>1</sup>University of Delaware

### **2-E-29** *In reference identification, children rely on descriptions, but adults prioritize grammar*

Gabor Brody<sup>1</sup>, Roman Feiman<sup>1</sup>

<sup>1</sup>Brown University

### **2-E-30** *Bland images, rich talk: The role of perceptual richness in informal science learning*

David Menendez<sup>1</sup>, David Menendez<sup>2</sup>, Martha Alibali<sup>1</sup>

<sup>1</sup>University of Wisconsin-Madison, <sup>2</sup>University of Rochester,

## **F - Cross-cultural approaches**

### **2-F-31** *From outcome to process: a developmental shift in judgments of rational reasoning*

Hanna Schleihau<sup>1</sup>, Zhen Zhang<sup>2</sup>, Alissa Gomez<sup>1</sup>, Jan Engelmann<sup>1</sup>

<sup>1</sup>UC Berkeley & Göttingen University, <sup>2</sup>Chinese Academy of Science

### **2-F-32** *Characterizing the complete language environment: What could children learn by 'listening in'?*

Grace Horton<sup>1</sup>, Ruthe Foushee<sup>2</sup>, Mahesh Srinivasan<sup>1</sup>

<sup>1</sup>University of California, Berkeley, <sup>2</sup>University of Chicago

### **2-F-33** *Rates of gender representation in children's literature across cultures: A comparison of US vs. Chinese children's books*

Qi Sun<sup>1</sup>, Ching-I Huang<sup>1</sup>, Kennedy Casey, Tianlin Wang<sup>1</sup>

<sup>1</sup>SUNY at Albany

## **G - Diversity**

### **2-G-34** *Preschoolers benefit from sentential context when listening to familiar- and unfamiliar-accented speech*

Naz Deniz Atik<sup>1</sup>, Alexander LaTourrette<sup>2</sup>, Victoria Vizzini<sup>3</sup>, Sandra Waxman<sup>1</sup>

<sup>1</sup>Northwestern University, <sup>2</sup>University of Pennsylvania,

<sup>3</sup>University of Massachusetts Amherst

### **2-G-35** *Development of speech perception in multilingual and monolingual social networks*

Ethan Kutlu<sup>1</sup>, Alex Fell<sup>1</sup>, Keith Apfelbaum<sup>1</sup>, Bob McMurray<sup>1</sup>

<sup>1</sup>University of Iowa



## H - Education

### **2-H-36** *The effects of person vs. computer feedback on children's performance and motivation in mathematics*

Megan Merrick<sup>1</sup>, Emily Fyfe<sup>1</sup>

<sup>1</sup>Indiana University

### **2-H-37** *How exploration supports children's pattern learning*

Tricia Ngoon<sup>1</sup>, Vivian Leung<sup>2</sup>, Caren Walker<sup>2</sup>

<sup>1</sup>Carnegie Mellon University, <sup>2</sup>UC San Diego

### **2-H-38** *Young adolescents' positive perceptions of science and scientists decline during the Covid-19 pandemic*

Kelly Runyon<sup>1</sup>, Vanessa Diaz<sup>1</sup>, Carolyn Kroehler<sup>1</sup>

<sup>1</sup>Virginia Tech

### **2-H-39** *How does experience with equivalent fractions support algebra proficiency? A test of possible mechanisms*

Victoria Jay<sup>1</sup>, Martha Alibali<sup>1</sup>

<sup>1</sup>University of Wisconsin-Madison

### **2-H-40** *Nonverbal expression may be a harbinger of representational flexibility in fraction knowledge*

Shereen Beilstein<sup>1</sup>, Yeo Yun<sup>2</sup>, Christian Palaguachi<sup>2</sup>, Steven Montalvo<sup>3</sup>, Ashley Lebrón Vázquez<sup>2</sup>, Paul Beilstein<sup>2</sup>, Michelle Perry<sup>2</sup>, Ruth Church<sup>3</sup>

<sup>1</sup>University of Illinois System, <sup>2</sup>University of Illinois at Urbana-Champaign, <sup>3</sup>Northeastern Illinois University

### **2-H-41** *Individual differences in how parents and children discuss future concepts*

Kathryn Leech<sup>1</sup>, Elizabeth Reynolds<sup>1</sup>, Miranda Black<sup>1</sup>, Nadin Abu Khalaf<sup>1</sup>

<sup>1</sup>University of North Carolina at Chapel Hill

### **2-H-42** *The Kindness Project: Impact of mindfulness training on preschoolers' executive function, cognitive development, and academic performance*

Kathy Phillippi-Immel<sup>1</sup>, Beth Haines<sup>2</sup>, Liliam Ocampos<sup>2</sup>, Molly Ruffing<sup>2</sup>, Sharon Edamala<sup>2</sup>, Callie Greene<sup>2</sup>, Zhi Li<sup>2</sup>, Noely Ruiz<sup>2</sup>, Olivia Sibbet<sup>2</sup>

<sup>1</sup>University of Wisconsin-Oshkosh, Fox Cities Campus, <sup>2</sup>Lawrence University

### **2-H-43** *Tracing the origins of the STEM gender gap: Childhood spatial skills contribute to women's underrepresentation in STEM college majors*

Jing Tian<sup>1</sup>, Kexin Ren, Nora Newcombe<sup>1</sup>, Marsha Weinraub<sup>1</sup>, Deborah Vandell<sup>2</sup>, Elizabeth Gunderson<sup>1</sup>

<sup>1</sup>Temple University, <sup>2</sup>University of California, Irvine

### **2-H-44** *Measurement overlap in self-regulation and executive function research in schools*

Fang Wang<sup>1</sup>, Robbie Ross<sup>1</sup>, Kate Ascetta<sup>1</sup>

<sup>1</sup>University of South Carolina

### **2-H-45** *Language in the early years: Exploring dual language learning and its impact on working memory and math achievement for kindergarteners using ECLS-K:2011*

Melody Mann<sup>1</sup>, Vera Umansky<sup>1</sup>, Emily Daubert<sup>1</sup>

<sup>1</sup>University of Hawaii at Manoa

### **2-H-46** *What is a Pangolin?: The role of prompts in integrating new information with prior knowledge*

Jayantika Chakraborty<sup>1</sup>, Alena Esposito<sup>1</sup>

<sup>1</sup>Clark University

### **2-H-47** *Elementary school teachers' philosophies of classroom instruction: A thematic analysis*

KellyAnn Bonanno<sup>1</sup>, Keadija Wiley<sup>2</sup>, Abigail Ward Jarvis<sup>1</sup>, Allegra Midgette<sup>3</sup>, Peter Ornstein<sup>1</sup>, Jennifer Coffman<sup>2</sup>

<sup>1</sup>University of North Carolina at Chapel Hill, <sup>2</sup>University of North Carolina at Greensboro, <sup>3</sup>Texas A&M University

### **2-H-48** *Bilingualism and mindset: Relations between parents' beliefs about fixedness of ability and raising children who speak a second language*

Sandra El Hadi<sup>1</sup>, Meredith Rowe<sup>1</sup>

<sup>1</sup>Harvard University

### **2-H-49** *Understanding teacher reflection to improve teacher learning online: What factors influence who offers suggestions for improvement after classroom video review?*

Katy Curry<sup>1</sup>, Shereen Oca Beilstein<sup>1</sup>, Meg Bates<sup>2</sup>, Joseph Cimpian<sup>3</sup>, Cheryl Moran<sup>4</sup>, Hana Kearfott<sup>1</sup>, Michelle Perry<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana-Champaign, <sup>2</sup>University of Illinois at Chicago, <sup>3</sup>New York University, <sup>4</sup>University of Chicago

### **2-H-50** *Metacognitive monitoring in gesture-based digital video learning environments*

Yeo Eun (Grace) Yun<sup>1</sup>, Jason Morphew, Shereen Beilstein, Michelle Perry, Robb Lindgren

<sup>1</sup>University of Illinois, Urbana-Champaign

### **2-H-51** *Preliminary evaluation of a "Smart Speaker" app to increase parent-child conversation during shared book reading*

Sarah Pedonti<sup>1</sup>, Kathryn Leech<sup>1</sup>, Grace Lin<sup>2</sup>, Ilana Schoenfeld<sup>2</sup>, Cigdem Uz Bilgin<sup>2</sup>

<sup>1</sup>University of North Carolina at Chapel Hill, <sup>2</sup>Massachusetts Institute of Technology

## I - Face perception

### **2-I-52** *The socialization of emotion understanding: Effects of parental emotionality on neural correlates of emotion perception in preschoolers*

Ruohan Xia<sup>1</sup>, Megan Heise<sup>1</sup>, Lindsay Bowman<sup>1</sup>

<sup>1</sup>University of California, Davis

## J - Identity

### **2-J-53 Gender identity importance in cisgender, transgender, and nonbinary children**

Natalie Wittlin<sup>1</sup>, Natalie Gallagher<sup>1</sup>, Kristina Olson<sup>1</sup>

<sup>1</sup>Princeton University

### **2-J-54 Gender identity and gender-typed preferences in 46, XX girls with congenital adrenal hyperplasia**

Rachel Horton<sup>1</sup>, Shira Kahn-Samuelson<sup>1</sup>, Elizabeth McCauley<sup>2</sup>, Margaret Shnorhavorian<sup>2</sup>, Patricia Fechner<sup>2</sup>, Anne-Marie Amies<sup>2</sup>, Margaret Adam<sup>2</sup>, Maria Vogiatzi<sup>3</sup>, Kristina Olson<sup>1</sup>

<sup>1</sup>Princeton University, <sup>2</sup>Seattle Children's Hospital, <sup>3</sup>Children's Hospital of Philadelphia

## K - Language

### **2-K-55 Infant's word learning ability: Effects of maternal work status and educational level**

Rong Huang<sup>1</sup>, Wenqian Robertson<sup>1</sup>, Tianlin Wang<sup>1</sup>

<sup>1</sup>University at Albany, State University of New York

### **2-K-56 Associations between parental and child mental-state language, household chaos, and theory of mind in father-preschooler dyads**

Sarah McCormick<sup>1</sup>, Juliet Barry<sup>1</sup>, Mamatha Chary<sup>2</sup>, Kirby Deater-Deckard<sup>1</sup>

<sup>1</sup>University of Massachusetts Amherst, <sup>2</sup>UMass Amherst

### **2-K-57 Learning about differences: The roles of comparison and contrasting language**

Yinyuan Zheng<sup>1</sup>, Micah Goldwater<sup>2</sup>, Dedre Gentner<sup>1</sup>

<sup>1</sup>Northwestern University, <sup>2</sup>The University of Sydney

### **2-K-58 The many meanings of "um": Children interpret disfluencies differently across contexts**

Benjamin Morris<sup>1</sup>, Daniel Yurovsky<sup>2</sup>, Alex Shaw<sup>1</sup>

<sup>1</sup>University of Chicago, <sup>2</sup>Carnegie Mellon University

### **2-K-59 Social robot effects on child speech characteristics during structured interaction**

Izabela Jamsek<sup>1</sup>, Kristina Bowdrie<sup>1</sup>, Melike Baspinar<sup>1</sup>, Devan Lander<sup>1</sup>, Laura Wagner<sup>1</sup>

<sup>1</sup>Ohio State University

### **2-K-60 Children's story world absorption in avid and occasional readers**

MG Prezioso<sup>1</sup>, Paul Harris<sup>1</sup>

<sup>1</sup>Harvard University

### **2-K-61 Do parents' spatial talk and spatial activities matter for preschoolers' spatial skills?**

Danielle Fox<sup>1</sup>, Leanne Elliott<sup>1</sup>, Heather Bachman<sup>1</sup>, Elizabeth Votruba-Drzal<sup>1</sup>, Melissa Libertus<sup>1</sup>

<sup>1</sup>University of Pittsburgh

### **2-K-62 The relationship between children's metacognitive judgments of knowledge and verbal disfluency**

Eloise West<sup>1</sup>, Darko Odic<sup>1</sup>

<sup>1</sup>University of British Columbia

### **2-K-63 Can nine- and twelve-month-olds predict a speaker's goal based on her verbal information?**

Youjung Choi<sup>1</sup>, Eun Young Kim<sup>2</sup>, Hyuna Lee<sup>3</sup>, Hyun-joo Song<sup>3</sup>

<sup>1</sup>Southern Illinois University, <sup>2</sup>Soonchunhyang University,

<sup>3</sup>Yonsei University

### **2-K-64 The role of object novelty in children's and adults' disambiguation and retention of novel words**

Natalie Bleijlevens<sup>1</sup>, Tanya Behne<sup>1</sup>

<sup>1</sup>Georg-Elias-Müller Institute for Psychology, University Göttingen, Germany

### **2-K-65 Children's understanding of whispering**

Christina Barnes<sup>1</sup>, Christina Barnes<sup>1</sup>

<sup>1</sup>Psychology

### **2-K-66 Did you say bottleneck? The development of lexical inhibition**

Abby Fergus<sup>1</sup>, Keith Apfelbaum<sup>1</sup>, Jamie Klein-Packard<sup>1</sup>, Bob McMurray<sup>1</sup>

<sup>1</sup>University of Iowa

### **2-K-67 Mean length of utterance and index of productive syntax in Czech children**

Petra Cechová<sup>1</sup>, Jolana Kouhoutková<sup>1</sup>, Klára Matiasovitsová<sup>1</sup>, Jakub Sláma<sup>1</sup>, Filip Smolík<sup>1</sup>, Kamila Homolková<sup>1</sup>

<sup>1</sup>Faculty of Arts, Charles University

### **2-K-68 Developmental changes in gamma and theta engagement during sentence processing continue into early adolescence**

Mohammad Hossein Behboudi<sup>1</sup>, Carlos Benitez-Barrera<sup>1</sup>, Stephanie Castro<sup>1</sup>, Mandy Maguire<sup>1</sup>

<sup>1</sup>The University of Texas at Dallas

### **2-K-69 Phonological productivity and voicing assimilation in children's productions of novel words**

John Ross<sup>1</sup>, Kristina Bowdrie<sup>1</sup>, Izabela Jamsek<sup>1</sup>, Laura Wagner<sup>1</sup>

<sup>1</sup>Ohio State University

### **2-K-70 What do preschoolers know about number gestures?**

Dominic Gibson<sup>1</sup>, Jacob Butts<sup>2</sup>, Susan Goldin-Meadow<sup>2</sup>, Susan Levine<sup>2</sup>

<sup>1</sup>University of Washington, <sup>2</sup>The University of Chicago

### **2-K-71 Lexical tone serves as a cue during bilingual statistical word learning**

Ye Li<sup>1</sup>, Benitez Viridiana<sup>1</sup>

<sup>1</sup>Arizona State University

# POSTER SESSIONS II



## **2-K-72 Interpreting number words in context: Do children have a large number word bias when making magnitude comparisons in story contexts?**

Sarah Pan<sup>1</sup>, Michele Mazzocco<sup>1</sup>

<sup>1</sup>University of Minnesota

## **2-K-73 "But I think she left because she thought I was following her, but I wasn't": the impact of story-sharing circles on preschoolers' character representation**

Kiren Khan<sup>1</sup>, Leticia Rosas<sup>1</sup>, Emilie Blais<sup>1</sup>, Veronica Houle<sup>1</sup>, Abby Hultquist<sup>1</sup>, Marsha Walton<sup>1</sup>

<sup>1</sup>Rhodes College

## **2-K-74 Spoons, Stoppers, and Spiles: Do mothers favor familiar objects for playtime?**

Catanya Stager<sup>1</sup>, Rachel Evans<sup>2</sup>, Sherry Nguyen<sup>1</sup>, Samantha Wiley<sup>1</sup>, Griffin Howard<sup>1</sup>, Mason Craft<sup>1</sup>, Kaitlyn May<sup>1</sup>, Lily Wiedmer<sup>1</sup>, Lucy Gideon<sup>1</sup>, Selena Ortega<sup>1</sup>, Jason Scofield<sup>1</sup>

<sup>1</sup>University of Alabama, <sup>2</sup>Louisiana State University

## **L - Learning**

### **2-L-75 Cognitive correlates of self-derivation of new knowledge in elementary school classrooms**

Jessica Dugan<sup>1</sup>, Patricia Bauer<sup>1</sup>

<sup>1</sup>Emory University

### **2-L-76 Social-emotional touch as a window into children's STEM engagement during parent-child interaction**

Heyang Yin<sup>1</sup>, David Sobel<sup>1</sup>

<sup>1</sup>Brown University

### **2-L-77 Helping children see patterns: Visual support as a tool for understanding repeating patterns**

Camille Msall<sup>1</sup>, Jamie Klinenberg<sup>1</sup>, Bethany Rittle-Johnson<sup>1</sup>

<sup>1</sup>Vanderbilt University

### **2-L-78 Can children manipulate the outputs of non-symbolic arithmetic computations?**

Chen Cheng<sup>1</sup>, Melissa Kibbe<sup>2</sup>

<sup>1</sup>Boston University, <sup>2</sup>Boston University

### **2-L-79 Using self-report to study mental rotation strategy in middle childhood**

Yvonne Ralph<sup>1</sup>, Danyah Ahmed<sup>2</sup>, Mandy Maguire<sup>2</sup>

<sup>1</sup>Florida International University, <sup>2</sup>University of Texas at Dallas

### **2-L-80 Training perspective taking and mental rotation abilities in typically and atypically developing children and adolescents: A demonstration study**

Stephanie Grinshpun<sup>1</sup>, Aria Smith<sup>1</sup>, Nadia Dahimene, Karima Elgamal<sup>1</sup>, Amanda Sandy<sup>1</sup>, Hannah Sliman<sup>2</sup>, Samantha Zakrzewski<sup>1</sup>, Brooke Kent<sup>2</sup>, Lauren O'Meara<sup>2</sup>, Yingying Yang<sup>1</sup>, Frances Connors<sup>2</sup>, Beverly Roskos<sup>2</sup>, Edward Merrill<sup>2</sup>

<sup>1</sup>Montclair State University, <sup>2</sup>University of Alabama

### **2-L-81 Examining the developmental trajectory of relational learning in early childhood**

Apoorva Shivaram<sup>1</sup>, Elsa Brundige<sup>1</sup>, Lucas Guy<sup>1</sup>, Susan Hespos<sup>1</sup>, Dedre Gentner<sup>1</sup>

<sup>1</sup>Northwestern University

### **2-L-82 Connections between digital storytelling and children's narrative and engineering talk**

Lauren Pagano<sup>1</sup>, Riley George<sup>1</sup>, Afnan Amdeen<sup>1</sup>, Catherine Haden<sup>1</sup>

<sup>1</sup>Loyola University Chicago

### **2-L-83 Working to remember: An exploration of spontaneous strategic study behaviors in elementary school students**

Amber Westover<sup>1</sup>, Shelby Finch<sup>1</sup>, KellyAnn Bonanno<sup>2</sup>, Peter Ornstein<sup>2</sup>, Jennifer Coffman<sup>1</sup>

<sup>1</sup>University of North Carolina at Greensboro, <sup>2</sup>University of North Carolina at Chapel Hill

### **2-L-84 Evaluating a relational reasoning intervention for graph comprehension in middle school**

Elena Leib<sup>1</sup>, Hana Massab<sup>1</sup>, Royalle Hurney<sup>1</sup>, Michelle Wilkerson<sup>1</sup>, Silvia Bunge<sup>1</sup>

<sup>1</sup>University of California, Berkeley

### **2-L-85 Tinkering and storytelling to promote engineering learning opportunities at home**

Maria Marcus<sup>1</sup>, Graciela Solis<sup>2</sup>, Shelby Sellars<sup>1</sup>, Catherine Haden<sup>2</sup>

<sup>1</sup>Roosevelt University, <sup>2</sup>Loyola University Chicago

## **M - Memory**

### **2-M-86 Evaluating the neural signatures of event segmentation and memory in children**

Susan Benear<sup>1</sup>, Ingrid Olson<sup>1</sup>, Nora Newcombe<sup>1</sup>

<sup>1</sup>Temple University

### **2-M-87 Do children spontaneously encode cues to status?**

Jordan Legaspi<sup>1</sup>, Henry Pareto<sup>1</sup>, Seda Korroch<sup>1</sup>, Tara Mandalaywala<sup>1</sup>

<sup>1</sup>University of Massachusetts Amherst

## **P - Morality**

### **2-P-88 Gender-based exclusion in STEM classrooms: Exploring the role of theory of mind, critical consciousness, and gender-equitable attitudes in expected bystander responses**

Emily Herry<sup>1</sup>, Secil Gonultas<sup>2</sup>, Kelly Lynn Mulvey<sup>1</sup>

<sup>1</sup>North Carolina State University, <sup>2</sup>University of Exeter

### **2-P-89 5- to 8- year-olds' moral evaluations of curiosity about religion and science**

Sophie Charles<sup>1</sup>, Ariel Mosley<sup>1</sup>, Cindel White<sup>2</sup>, Larisa Heiphetz<sup>1</sup>

<sup>1</sup>Columbia University, <sup>2</sup>York University



# POSTER SESSIONS II



## **2-P-90** *Adolescents' expectations for retaliation against bullying*

Christina Marlow<sup>1</sup>, Secil Gonultas<sup>2</sup>, Kelly Lynn Mulvey<sup>1</sup>  
<sup>1</sup>North Carolina State University, <sup>2</sup>Bilkent University

## **2-P-91** *Where does moral character come from? The role of early experience in adults and children's lay beliefs about moral development*

Alexa Sacchi<sup>1</sup>, Umang Khan<sup>1</sup>, Christina Starmans<sup>1</sup>  
<sup>1</sup>University of Toronto

## **R - Numerical & spatial cognition**

### **2-R-92** *Remote assessment of the association between early executive function and specific math skills*

Jasmine Ernst<sup>1</sup>, Sarah Pan<sup>1</sup>, Stephanie Carlson<sup>1</sup>  
<sup>1</sup>University of Minnesota - Twin Cities

### **2-R-93** *Developmental differences in monitoring accuracy and cue use when estimating whole-number and fraction magnitudes*

Charles Fitzsimmons<sup>1</sup>, Clarissa Thompson<sup>1</sup>  
<sup>1</sup>Kent State University

### **2-R-94** *Weak influence of nonsymbolic ratio processing ability to symbolic fractions equation error detection ability*

Yunji Park<sup>1</sup>, Percival Matthews<sup>2</sup>  
<sup>1</sup>Stanford University, <sup>2</sup>University of Wisconsin-Madison

## **T - Prosocial behavior**

### **2-T-95** *The role of values, perspective taking, environmental awareness, and childhood nature experiences in development of nature empathy among children*

Pooja Sahni<sup>1</sup>, Sunita Bhatt<sup>1</sup>, Michael Warren, Karsheet Negi<sup>1</sup>, Pulkit Khanna<sup>2</sup>  
<sup>1</sup>Indian Institute of Technology Delhi, <sup>2</sup>Jindal Institute of Behavioral Sciences

### **2-T-96** *Quantity and quality of parent-child spatial talk: The roles of prosocial talk and negative talk*

LaTree Hall<sup>1</sup>, Melanie Rengel<sup>1</sup>, Hannah Bowley<sup>1</sup>, Daniela Alvarez-Vargas<sup>2</sup>, Carla Abad<sup>1</sup>, Dyanmond Overton<sup>1</sup>, Shannon Pruden<sup>1</sup>  
<sup>1</sup>Florida International University, <sup>2</sup>University of California Irvine

### **2-T-97** *The development of 4-8-year-olds' tolerance for unequal outcomes*

Nadia Chernyak<sup>1</sup>  
<sup>1</sup>UC - Irvine

## **U - Reasoning**

### **2-U-98** *How actual versus anticipated wait time influences children's and adults' emotions*

Karen Lara<sup>1</sup>, Alexis Bawcom<sup>1</sup>, Hannah Hanson<sup>1</sup>, Juliana Hooper<sup>1</sup>, Arturo Jimenez<sup>1</sup>, Emily Utley<sup>1</sup>, Hannah Kramer<sup>1</sup>  
<sup>1</sup>Southwestern University

## **2-U-99** *Did she wave her arm or a magic wand? Examining when children use magic to explain outcomes*

Natalie Quintero-Flores<sup>1</sup>, Jeanene Jackson<sup>2</sup>, Kathleen Corriveau<sup>3</sup>, Jennifer Clegg<sup>4</sup>

<sup>1</sup>The University of Texas at Dallas, <sup>2</sup>The University of Texas at Austin, <sup>3</sup>Boston University, <sup>4</sup>Texas State University

## **2-U-100** *Differences in spatial ability development: degree of recorded confidence towards resolving mental rotation tests & perspective-taking/spatial orientation tasks contribute to individual differences observed within small-scale & large-scale spatial ability*

Carlos Desme<sup>1</sup>, Teresa Fernandez<sup>1</sup>, Shannon Pruden<sup>1</sup>  
<sup>1</sup>Florida International University

## **W - Social categories and groups**

### **2-W-101** *Why does parent gender matter? An exploration of effects of gender vs. effects of parenthood in adult-child interactions*

Darcy Smith<sup>1</sup>, Klaus Libertus<sup>1</sup>, Sarah Necciai<sup>1</sup>  
<sup>1</sup>University of Pittsburgh

### **2-W-102** *The role of gender stereotypes on Brazilian children's preferences for animated cartoons*

Mariana Viviani<sup>1</sup>, Ana Messias<sup>1</sup>, Debora Souza<sup>1</sup>  
<sup>1</sup>Universidade Federal de São Carlos

### **2-W-103** *Children's use of rituals in thinking about group membership*

Bailey Immel<sup>1</sup>, Zoe Liberman<sup>1</sup>  
<sup>1</sup>University of California-Santa Barbara

### **2-W-104** *Examining U.S. parents' comfort surrounding their children's peer interactions: The role of race, gender, and social class*

Ellen Kneeskern<sup>1</sup>, Laura Elenbaas<sup>1</sup>, Aline Hitti<sup>2</sup>, Amanda Ackerman<sup>1</sup>  
<sup>1</sup>University of Rochester, <sup>2</sup>University of San Francisco

### **2-W-105** *Examining factors that promote social connections between children interacting online*

Eren Fukuda<sup>1</sup>, Rachel King<sup>2</sup>, Kristin Shutts<sup>1</sup>, Katherine Kinzler<sup>2</sup>  
<sup>1</sup>University of Wisconsin-Madison, <sup>2</sup>University of Chicago

### **2-W-106** *Gender and negotiation: Examining children's perceptions of negotiating with women and men*

Sophie Arnold<sup>1</sup>, Katherine McAuliffe<sup>2</sup>, Andrei Cimpian<sup>1</sup>  
<sup>1</sup>New York University, <sup>2</sup>Boston College

## **X - Social cognition & social learning**

### **2-X-107** *Does social competence predict epistemic preferences?*

Erika DeAngelis<sup>1</sup>, Melody Altschuler<sup>1</sup>, Jed Elison<sup>1</sup>, Melissa Koenig<sup>1</sup>  
<sup>1</sup>University of Minnesota Twin Cities

# POSTER SESSIONS II



**2-X-108 Longitudinal analysis of executive function and social skills in adolescents**

Eliya Ben-Asher<sup>1</sup>, Blaire Porter<sup>1</sup>, Mary Abbe Roe, Mackenzie Mitchell<sup>2</sup>, Jessica Church<sup>1</sup>

<sup>1</sup>University of Texas at Austin, <sup>2</sup>University of North Carolina at Chapel Hill

**2-X-109 No Signs of Automatic Perspective-Taking in an Object Retrieval Task for Toddlers**

Qianhui Ni<sup>1</sup>, Bella Fascendini<sup>2</sup>, Jake Shoyer<sup>1</sup>, Henrike Moll<sup>1</sup>

<sup>1</sup>University of Southern California, <sup>2</sup>Stanford University

**2-X-110 Let's roar like a dinosaur: How young children engage in virtual shared book Reading**

Gabrielle Strouse<sup>1</sup>, Taylor Stone<sup>2</sup>, Isabella Stoto<sup>2</sup>, Lauren Myers<sup>2</sup>

<sup>1</sup>University of South Dakota, <sup>2</sup>Lafayette College

**2-X-111 The influence of child maltreatment and socio-cognitive factors on children's trust decisions**

Norwood Glaspie<sup>1</sup>, Isaac Bisla<sup>1</sup>, Pearl Han Li<sup>1</sup>, Melissa Koenig<sup>1</sup>

<sup>1</sup>University of Minnesota-Twin Cities

**2-X-112 More than just agreement: Children's understanding that the power of consensus stems from group composition**

Karen Levush<sup>1</sup>, Jenna Alton<sup>1</sup>, Lucas Butler<sup>1</sup>

<sup>1</sup>University of Maryland, College Park

**2-X-113 Group norms moderate children's expectations about status based on wealth and popularity**

Kathryn Yee<sup>1</sup>, Jacquelyn Glidden<sup>1</sup>, Melanie Killen<sup>1</sup>

<sup>1</sup>University of Maryland College Park



# POSTER SESSIONS III



## POSTER SESSION 3 SATURDAY, APRIL 23, 2022 13:15 – 14:30

### B - Attention

#### **3-B-1** *Learning during a pandemic: Teachers' and parents' perspectives*

Freya Kaur<sup>1</sup>, Susan Sonnenschein<sup>1</sup>, Karrie Godwin<sup>1</sup>  
<sup>1</sup>University of Maryland Baltimore County

#### **3-B-2** *Age-related differences in emotion interference*

Andrei Semenov<sup>1</sup>, Philip Zelazo<sup>1</sup>  
<sup>1</sup>University of Minnesota

#### **3-B-3** *The emergence of procrastination behaviour in early childhood relations with future-oriented cognition and executive control*

Taissa Fuke<sup>1</sup>, Melissa Alunni<sup>1</sup>, Caitlin Mahy<sup>1</sup>  
<sup>1</sup>Brock University

#### **3-B-4** *Decreasing spatial proximity between text and illustrations improves children's learning and attention: An eye tracking study*

Morgan Boyd<sup>1</sup>, Karrie Godwin<sup>2</sup>, Anna Fisher<sup>1</sup>, Cassondra Eng<sup>1</sup>  
<sup>1</sup>Carnegie Mellon University, <sup>2</sup>University of Maryland Baltimore County

#### **3-B-5** *Concentration in free-choice preschool settings: Relation with behavioral measures, physiological response, and parent and teacher report*

Ian Becker<sup>1</sup>, Angeline Lillard<sup>1</sup>  
<sup>1</sup>University of Virginia

### D - Computational approaches

#### **3-D-112** *Exploring the opportunities and limitations of natural language processing in understanding parent-child mathematical language*

Chris Chi<sup>1</sup>, Qianru Yang<sup>1</sup>, Paul Harris<sup>1</sup>  
<sup>1</sup>Harvard University

### E - Conceptual development

#### **3-E-6** *Integrating quantities across fractions and decimals predicts math achievement: the role of math anxiety and symbolic versus non-symbolic representation*

Sangmi Park<sup>1</sup>, Alena Esposito<sup>1</sup>  
<sup>1</sup>Clark University

#### **3-E-7** *Are core knowledge principles revisable? Evidence from preschoolers*

Rongzhi Liu<sup>1</sup>, Fei Xu<sup>1</sup>  
<sup>1</sup>University of California, Berkeley

#### **3-E-8** *The development of beliefs about time*

James Daly<sup>1</sup>, Katharine Tillman<sup>1</sup>  
<sup>1</sup>University of Texas at Austin

#### **3-E-9** *Children's museum exploration provides a window into their belief revision and understanding of learning*

Deena Weisberg<sup>1</sup>, David Sobel<sup>2</sup>  
<sup>1</sup>Villanova University, <sup>2</sup>Brown University

#### **3-E-10** *Children's thinking about asymptomatic carriers of illness*

Shruthi Venkatesh<sup>1</sup>, Jasmine DeJesus<sup>1</sup>, Shaylene Nancekivell<sup>1</sup>  
<sup>1</sup>UNC Greensboro

#### **3-E-11** *Relational language predicts children's science knowledge through child and family science talk frequency*

Emma Lazaroff<sup>1</sup>, Haley Vlach<sup>1</sup>  
<sup>1</sup>University of Wisconsin-Madison

#### **3-E-12** *Children's interest in complex phenomena: The development of sustained question-asking*

Whitney Sandford, Susan Engel<sup>1</sup>  
<sup>1</sup>Williams College

#### **3-E-13** *Young infants can learn physical causation-at-a-distance with light switch events*

Phuong (Phoebe) Dinh<sup>1</sup>, David Rakison<sup>1</sup>  
<sup>1</sup>Carnegie Mellon University

#### **3-E-14** *Stereotypes as prototypes for children's gender concepts*

Emily Foster-Hanson<sup>1</sup>, Marjorie Rhodes<sup>2</sup>  
<sup>1</sup>Princeton University, <sup>2</sup>New York University

#### **3-E-15** *Children's understanding of COVID-19: Acquiring knowledge about germs and contagion amidst a global pandemic*

Amanda Brandone<sup>1</sup>, Eugene Rohrer<sup>1</sup>  
<sup>1</sup>Lehigh University

### F - Cross-cultural approaches

#### **3-F-16** *Making sense of the pandemic: Parent-child conversations in three cultural contexts*

Pirko Tõugu<sup>1</sup>, Lisa Schröder<sup>2</sup>, Tiia Tulviste<sup>1</sup>, Alison Sparks<sup>3</sup>  
<sup>1</sup>University of Tartu, <sup>2</sup>Magdeburg-Stendal University of Applied Sciences, <sup>3</sup>Amherst College

#### **3-F-17** *Religiosity, valuation of science, and belief in scientific phenomena in Turkey*

Oya Serbest<sup>1</sup>, Ayse Payir<sup>2</sup>, Gaye Soley<sup>1</sup>, Paul Harris<sup>3</sup>, Kathleen Corriveau<sup>2</sup>  
<sup>1</sup>Bogazici University, <sup>2</sup>Boston University, <sup>3</sup>Harvard University

# POSTER SESSIONS III



## H - Education

### **3-H-18 Transactional model and measurement of child behavior problems**

Kate Ascetta<sup>1</sup>, Robbie Ross<sup>1</sup>

<sup>1</sup>University of South Carolina

### **3-H-19 Assessing early informal fraction knowledge**

Dana Miller-Cotto<sup>1</sup>, Emma Kassan<sup>1</sup>, Dianna Wambach<sup>1</sup>, Nora Newcombe<sup>2</sup>, Nancy Jordan<sup>1</sup>

<sup>1</sup>University of Delaware, <sup>2</sup>Temple University

### **3-H-20 Context-dependent variability in children's conceptual models of division**

Julie Shirah<sup>1</sup>, Jessica Blake<sup>1</sup>, Amanda Kruczkowski<sup>1</sup>, Pooja Sidney<sup>1</sup>

<sup>1</sup>University of Kentucky

### **3-H-21 The impact of social interaction on virtual learning of numerical knowledge in Kindergarteners**

Vera Umansky<sup>1</sup>, Emily Daubert<sup>1</sup>

<sup>1</sup>University of Hawaii at Manoa

### **3-H-22 Children's attributions of scientific knowledge to potential informants who vary by race and gender**

Khushboo S Patel<sup>1</sup>, Judith H Danovitch<sup>1</sup>, Nicholas N Noles<sup>1</sup>

<sup>1</sup>University of Louisville

### **3-H-23 Draw a mathematician: Understanding children's gender representation of mathematicians and its relation to math anxiety**

Gillian Grose<sup>1</sup>, Caroline Hornburg<sup>2</sup>, Lisa Fazio<sup>3</sup>

<sup>1</sup>University of Maryland, College Park, <sup>2</sup>Virginia Polytechnic Institute and State University, <sup>3</sup>Vanderbilt

### **3-H-24 "What if you were not nervous at all?": Relations between parent and child math anxiety, home activities, and parent attitudes towards play**

Mary DePascale<sup>1</sup>, Geetha Ramani<sup>1</sup>

<sup>1</sup>University of Maryland

### **3-H-25 Sing, act, and dance with robots: A child-robot musical theater afterschool program for STEAM education**

Shuqi Yu<sup>1</sup>, Jiayuan Dong<sup>1</sup>, Jisun Kim<sup>1</sup>, YeaJi Lee<sup>1</sup>, Devanshu Vajir<sup>1</sup>, Chelsea Lyles<sup>1</sup>, Phyllis Newbill<sup>1</sup>, Tanner Uptegrove<sup>1</sup>, Ariana Wyatt<sup>1</sup>, Myounghoon Jeon<sup>1</sup>, Koeun Choi<sup>1</sup>

<sup>1</sup>Virginia Tech

### **3-H-26 The effect of tactile versus non-tactile counting books on children's number talk during shared book reading**

Micaela Maron<sup>1</sup>, Isabella Seip<sup>1</sup>, Shannon Celeste<sup>1</sup>, Joanna Azar<sup>1</sup>, Connor O'Rear<sup>2</sup>, Jisel Gomez<sup>1</sup>, Ellyn Jarrell<sup>1</sup>, Patrick Kirkland<sup>1</sup>, W. Trey Cobb, Nicole McNeil<sup>1</sup>

<sup>1</sup>University of Notre Dame, <sup>2</sup>Purdue University

## K - Language

### **3-K-27 Children prefer novelty, do parents?**

Jason Scofield<sup>1</sup>, Catanya Stager<sup>1</sup>, Rachel Evans<sup>1</sup>, Kaitlyn May<sup>1</sup>, Audrey Stelmach<sup>1</sup>, Samantha Wiley<sup>1</sup>, Lily Wiedmer<sup>1</sup>, Lucy Gideon<sup>1</sup>, Sherry Nguyen<sup>1</sup>, Griffin Howard<sup>1</sup>, Mason Craft<sup>1</sup>, Selena Ortega<sup>1</sup>

<sup>1</sup>University of Alabama

### **3-K-28 What does it mean to learn a word, and what is the best way to do it in grade school?**

Tina Melamed<sup>1</sup>, Prasanth Chalamalasetty<sup>1</sup>, Stephanie Castro<sup>1</sup>, Kate Berinhout, Mandy Maguire<sup>1</sup>

<sup>1</sup>University of Texas at Dallas

### **3-K-29 Early bilingualism protects children from poverty: Enhanced Theory of Mind**

Rong Huang<sup>1</sup>, Erin Baker<sup>1</sup>

<sup>1</sup>University at Albany, State University of New York

### **3-K-30 Building semantic networks through play supports early vocabulary**

Mine Muezzinoglu<sup>1</sup>, Candace Jarzombek<sup>1</sup>, Claney Outzen<sup>1</sup>, Justin Kueser<sup>1</sup>, Arielle Borovsky<sup>1</sup>

<sup>1</sup>Purdue University

### **3-K-31 Children's social judgments of others on the basis of dialect**

Madison Myers-Burg<sup>1</sup>, Douglas Behrend<sup>1</sup>

<sup>1</sup>University of Arkansas

### **3-K-32 Gesture acts as compensatory mechanism during narrative retell in former Late Talkers**

Murielle Standley<sup>1</sup>, Miriam Novack<sup>1</sup>, Philip Curtis<sup>1</sup>, Magda Slowakiewicz<sup>1</sup>, Abigail Holthaus<sup>1</sup>, Adriana Weisleder<sup>1</sup>

<sup>1</sup>Northwestern University

### **3-K-33 Q&A on Zoom for preschoolers: The impact of on-screen partner's questions on preschoolers' word learning and memory of content from shared book reading over video chat**

Jisun Kim<sup>1</sup>, Koeun Choi<sup>1</sup>

<sup>1</sup>Virginia Tech

### **3-K-34 The development of lexical inhibition in written word recognition: Insight from a new superimposed words paradigm**

Emily Phalen<sup>1</sup>, Keith Apfelbaum<sup>1</sup>, Jamie Klein-Packard<sup>1</sup>, Bob McMurray<sup>1</sup>

<sup>1</sup>University of Iowa

### **3-K-35 A preliminary investigation of perspective taking in children who stutter**

Katherine Winters<sup>1</sup>, Courtney Byrd<sup>1</sup>

<sup>1</sup>The University of Texas at Austin

### **3-K-36 Language complexity shapes stereotypes about competence**

Roya Baharloo<sup>1</sup>, Mahesh Srinivasan<sup>1</sup>

<sup>1</sup>University of California Berkeley

# POSTER SESSIONS III



## **3-K-37** *The relationship between speaking rate and executive function in young children*

Zoe Ka Pui Cheung<sup>1</sup>, Michael Farrar

<sup>1</sup>University of Florida

## **L - Learning**

## **3-L-39** *Older but not younger, children adapt their decisions about which game to practice more to maximize test performance.*

Daniil Serko<sup>1</sup>, Julia Leonard<sup>2</sup>, Azzurra Ruggeri<sup>1</sup>

<sup>1</sup>Max Planck Institute for Human Development, <sup>2</sup>Yale University

## **3-L-40** *Exploring patterns of parents' number talk engagement and preschoolers math skills*

Shirley Duong<sup>1</sup>, Leanne Elliott<sup>1</sup>, Heather Bachman<sup>1</sup>, Elizabeth Votruba-Drzal<sup>1</sup>, Melissa Libertus<sup>1</sup>

<sup>1</sup>University of Pittsburgh

## **3-L-41** *Museum practices that support children's engineering learning*

Bianca Aldrich<sup>1</sup>, Catherine Haden<sup>1</sup>, Diana Acosta<sup>1</sup>, Lauren Pagano<sup>1</sup>

<sup>1</sup>Loyola University Chicago

## **3-L-42** *The interactive effect of working memory and spatial anxiety on spatial skills changes with children's age*

Xinhe Zhang<sup>1</sup>, Elizabeth Gunderson<sup>1</sup>

<sup>1</sup>Temple University

## **3-L-43** *Fraction sense intervention improves number line estimation skills in students with diagnosed learning disabilities*

Taylor-Paige Guba<sup>1</sup>, Nancy Dyson<sup>1</sup>, Nancy Jordan<sup>1</sup>

<sup>1</sup>University of Delaware

## **3-L-44** *What is Coronavirus? Content analysis of children's books about COVID-19 in Turkey and the U.S.*

Graciela Trujillo-Hernandez<sup>1</sup>, Burcu Ünlütürk, Ilayda Velioglu, David Menendez<sup>2</sup>, Karl Rosengren<sup>1</sup>

<sup>1</sup>University of Rochester, <sup>2</sup>University of Wisconsin-Madison

## **3-L-45** *Comparing learning capacity across species and age to identify origins of human uniqueness*

Julia Conti<sup>1</sup>, Margaret Bryer<sup>2</sup>, Steven Piantadosi<sup>3</sup>, Jessica Cantlon<sup>1</sup>

<sup>1</sup>Carnegie Mellon University, <sup>2</sup>Carnegie Mellon University / University of California, Berkeley, <sup>3</sup>University of California, Berkeley

## **3-L-46** *Explaining and exploring the dynamics of parent-child interaction and children's causal reasoning at a children's museum*

Maureen Callanan<sup>1</sup>, Garrett Jaeger<sup>2</sup>, Cristine Legare<sup>3</sup>, David Sobel<sup>4</sup>

<sup>1</sup>University of California - Santa Cruz, <sup>2</sup>The LEGO Foundation,

<sup>3</sup>The University of Texas at Austin, <sup>4</sup>Brown University

## **3-L-47** *Worth the wait: the role of cognitive and physical effort in shaping children's value judgements, preferences, and behavior*

Kelsey Lucca<sup>1</sup>, Sarah Kiefer<sup>1</sup>, Alejandro Caballero<sup>1</sup>

<sup>1</sup>Arizona State University

## **M - Memory**

## **3-M-48** *The emergence of future-oriented cognition in toddlerhood*

Ege Kamber<sup>1</sup>, Tessa Mazachowsky<sup>1</sup>, Caitlin Mahy<sup>1</sup>

<sup>1</sup>Brock University

## **3-M-49** *The unique contribution of episodic memory on community adaptive behavior skills in young adults with Down syndrome*

Chelsea Chen<sup>1</sup>, Kristina Baggett<sup>1</sup>, Gayle Fought<sup>1</sup>, Frances Conners<sup>1</sup>

<sup>1</sup>University of Alabama

## **O - Miscellaneous**

## **3-O-50** *Embodied learning of fractions in 4th-grade classrooms*

Tiffany Reyes<sup>1</sup>, Michelle Perry<sup>1</sup>, Jerny Walls<sup>1</sup>

<sup>1</sup>University of Illinois - Urbana-Champaign

## **3-O-51** *Parents' stimulation and its association with cognitive abilities, social communication, attentional control, and executive functioning of children in rural areas*

Chun-Hao Chiu<sup>1</sup>

<sup>1</sup>Northern Illinois University

## **P - Morality**

## **3-P-52** *Young children's considerations of contribution and effort for reward distribution*

Emily Kim<sup>1</sup>, Vanessa LoBue<sup>1</sup>

<sup>1</sup>Rutgers University-Newark

## **3-P-53** *Children's and adults' reasoning about science resource inequalities between gender groups*

Riley Sims<sup>1</sup>, Amanda Burkholder<sup>1</sup>, Melanie Killen<sup>1</sup>

<sup>1</sup>University of Maryland, College Park

## **3-P-54** *Mean or mad? Children's trait inference from behaviour and facial expression*

Denise Arefhaghi<sup>1</sup>, Rebekah Gelpi<sup>1</sup>, Jessica Sommerville<sup>1</sup>

<sup>1</sup>University of Toronto

## **3-P-55** *Clean up with mom or keep building blocks? Young children's and parents' judgments about helping at home*

Marie Grace Martinez<sup>1</sup>, Audun Dahl<sup>1</sup>

<sup>1</sup>University of California, Santa Cruz

# POSTER SESSIONS III



## R - Numerical & spatial cognition

### 3-R-56 *Predicting wayfinding performance using perspective-taking abilities in four- to nine-year-old children*

Daria Lasc<sup>1</sup>, Arielle HersHKovich<sup>1</sup>, Sarah Shah<sup>1</sup>, Amy Adickes<sup>1</sup>, Christopher Simmen<sup>1</sup>, Sonia Conde<sup>1</sup>, Nima Patel<sup>1</sup>, Julia Hauss<sup>1</sup>, Hafsa Abid<sup>1</sup>, Rachel Freeman<sup>1</sup>, Kaitlynn Bohr<sup>1</sup>, Jessica Charles<sup>1</sup>, Nardin Yacoub<sup>1</sup>, Marya Nemeh<sup>1</sup>, Rachelle Gorczynski<sup>1</sup>, Stefan Zivanovi

<sup>1</sup>Montclair State University

### 3-R-57 *Investigating 3- to 9-month-old infants' processing of abstract numerical information*

Miaofan Chen<sup>1</sup>, Jarin-atu Aminu<sup>1</sup>, Rahma Mbarki<sup>1</sup>, Jinjing (Jenny) Wang<sup>1</sup>

<sup>1</sup>Rutgers University-New Brunswick

## T - Prosocial behavior

### 3-T-59 *The development of epistemic partisanship and its relation to intellectual humility*

Natalie Hutchins<sup>1</sup>, Andrei Cimpian<sup>1</sup>

<sup>1</sup>New York University

### 3-T-60 *Children's prosocial sharing decisions: Influence of internalizing behaviors and cognitive empathy*

Jarrold Sotos<sup>1</sup>, Haley Killian<sup>1</sup>, Samuel Nelson<sup>1</sup>, Seung-Lark Lim<sup>1</sup>, Tina Malti<sup>2</sup>, Oh-Ryeong Ha<sup>1</sup>

<sup>1</sup>University of Missouri - Kansas City, <sup>2</sup>University of Toronto Mississauga

## U - Reasoning

### 3-U-61 *The role of meta-representation in children's development of recursive theory of mind and mental time travel*

Lydia Schidelko<sup>1</sup>, Leonie Baumann<sup>1</sup>, Marina Proft<sup>1</sup>, Hannes Rakoczy<sup>1</sup>

<sup>1</sup>University of Göttingen, Germany

### 3-U-62 *Children's understanding of involuntary behaviors as a mechanism for inferring deception based on nonverbal cues*

Maliki Ghossainy<sup>1</sup>, Allison Chodes<sup>1</sup>, Kathleen Corriveau<sup>1</sup>

<sup>1</sup>Boston University

## V - Self

### 3-V-63 *Effects of personal pronouns on children's numerical problem solving*

Karen Golden<sup>1</sup>, Joshua March<sup>1</sup>, Zahra Ahmed<sup>1</sup>, Janet McLean<sup>1</sup>, Josephine Ross<sup>2</sup>, Sheila Cunningham<sup>1</sup>

<sup>1</sup>Abertay University, <sup>2</sup>University of Dundee

### 3-V-65 *Who is motivating? Students evaluate encouragement based on speaker's knowledge*

Mika Asaba<sup>1</sup>, Melissa Santos<sup>1</sup>, Julian Jara-Ettinger<sup>1</sup>, Julia Leonard<sup>1</sup>

<sup>1</sup>Yale University

### 3-V-66 *Exploring developmental changes in children's social-cognitive imaginations, emerging self-concept, and their motivations to learn.*

Mary Simpson<sup>1</sup>, Sofia Urquiola<sup>1</sup>, Abby Siegel<sup>1</sup>, Euna Carpenter<sup>1</sup>, Judy Liu<sup>1</sup>, Yue Yu<sup>2</sup>, Tamar Kushnir<sup>3</sup>

<sup>1</sup>Cornell University, <sup>2</sup>National Institute of Education, <sup>3</sup>Duke University

## W - Social categories and groups

### 3-W-67 *Parent authoritarianism and children's beliefs*

Megan Norris<sup>1</sup>, Sarah French<sup>1</sup>, Nicholas Noles<sup>1</sup>

<sup>1</sup>University of Louisville

### 3-W-68 *Parent and self-socialization of gender attitudes in young children*

Stats Atwood<sup>1</sup>, May Ling Halim<sup>2</sup>, Alisha Osornio<sup>2</sup>, Kristin Pauker<sup>3</sup>, Yarrow Dunham<sup>4</sup>, Kristina Olson<sup>1</sup>, Sarah Gaither<sup>5</sup>

<sup>1</sup>Princeton University, <sup>2</sup>California State University, Long Beach, <sup>3</sup>University of Hawaii at Manoa, <sup>4</sup>Yale University, <sup>5</sup>Duke University

### 3-W-69 *Considering immigration disrupts children's essentialist beliefs about nationality*

Shreya Sodhi<sup>1</sup>, Zoe Liberman<sup>1</sup>

<sup>1</sup>University of California, Santa Barbara

### 3-W-70 *Young children's racialized expectations of police encounters with peers*

Gorana Gonzalez<sup>1</sup>, Tara Mandalaywala<sup>1</sup>

<sup>1</sup>University of Massachusetts Amherst

### 3-W-71 *Children's considerations of wealth status in perceiving others' physical and psychological pain*

Vanessa Lazaro<sup>1</sup>, Yuhang Shu<sup>2</sup>, Huisi Jessica Li<sup>3</sup>, Lin Bian<sup>1</sup>

<sup>1</sup>University of Chicago, <sup>2</sup>University of Virginia, <sup>3</sup>Georgia Institute of Technology

### 3-W-72 *Children's evaluations of others' gendered preferences*

Ashley Jordan<sup>1</sup>, Josie Benitez<sup>2</sup>, Kristina Olson<sup>1</sup>, Marjorie Rhodes<sup>2</sup>

<sup>1</sup>Princeton University, <sup>2</sup>New York University

## X - Social cognition & social learning

### 3-X-73 *Parent-child interaction during a home-based STEM activity relates to children's behaviors: The case of handwashing*

David Sobel<sup>1</sup>, Laura Stricker<sup>1</sup>

<sup>1</sup>Brown University

### 3-X-74 *Effects of COVID-19 pandemic social isolation on children's Theory of Mind development*

E. Emory Davis<sup>1</sup>, Nafisa Haque<sup>1</sup>

<sup>1</sup>Johns Hopkins University



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## **3-X-75** *How do mothers and fathers socialize safety values in sons and daughters?*

Elizabeth O'Neal<sup>1</sup>, Megan Noonan<sup>1</sup>, Hanxi Tang<sup>1</sup>, Jodie Plumert<sup>1</sup>  
<sup>1</sup>University of Iowa

## **3-X-76** *Still face in dogs*

Molly Byrne<sup>1</sup>, Kayla Sawyer<sup>1</sup>, Angie Johnston<sup>1</sup>  
<sup>1</sup>Boston College

## **3-X-77** *Another test of the stability of theory of mind from infancy to preschool*

Diane Poulin-Dubois<sup>1</sup>, Elizabeth Goldman<sup>1</sup>, Alexandra Meltzer<sup>1</sup>, Elaine Psaradellis<sup>2</sup>  
<sup>1</sup>Concordia University, <sup>2</sup>Queens University

## **Z - Undergraduate poster**

## **3-Z-78** *Age-related changes in equitable resource collection and relations to resource distribution*

Mary Rose Yockel<sup>1</sup>, David Sobel<sup>1</sup>  
<sup>1</sup>Brown University

## **3-Z-79** *Teachers' scientific questions differ by child gender in preschool classrooms*

Yuhan Wang<sup>1</sup>, Sona Kumar<sup>2</sup>, Amanda Haber<sup>2</sup>, Kathleen Corriveau<sup>2</sup>  
<sup>1</sup>Beijing Normal University, <sup>2</sup>Boston University

## **3-Z-80** *Behavior, not appearance, drives 4- and 5-year-olds' inferences about trustworthiness*

Natalie Hobbs<sup>1</sup>, Carolyn Palmquist<sup>1</sup>  
<sup>1</sup>Amherst College

## **3-Z-81** *What does it mean? The role of social contingency in word learning through digital media*

Natalie Freitag<sup>1</sup>, Kelsey Notestein<sup>1</sup>, Grace Witecha<sup>1</sup>, Megan Lorenz<sup>1</sup>, Sarah Kucker<sup>2</sup>  
<sup>1</sup>Augustana College, <sup>2</sup>Oklahoma State University

## **3-Z-82** *The apple doesn't fall far from the tree: Parental hostile attribution bias predicts preschoolers' social decision making*

Sylvia Lanni<sup>1</sup>, Carolyn Palmquist<sup>1</sup>  
<sup>1</sup>Amherst College

## **3-Z-83** *The effects of mindfulness meditation training on children with trauma*

Brittany Addison<sup>1</sup>, Christine Ziemer<sup>1</sup>  
<sup>1</sup>Missouri State University

## **3-Z-84** *Training "close" and "far" during shared book reading*

Summer Hall<sup>1</sup>, Kayla Dillon<sup>2</sup>, Megan Lorenz<sup>1</sup>  
<sup>1</sup>Augustana College, <sup>2</sup>University of Wisconsin Madison

## **3-Z-85** *Verb learning in Japanese and English: Importance of similarity and comparisons*

Akari Notsu<sup>1</sup>, Marissa Young<sup>2</sup>, Victoria Bell<sup>2</sup>, Jane Childers<sup>2</sup>, Mutsumi Imai<sup>1</sup>  
<sup>1</sup>Keio University, <sup>2</sup>Trinity University

## **3-Z-86** *Individual differences in cognitive resources predict math learning: Working memory helps, but strategy variability hurts*

Samantha Macksey<sup>1</sup>  
<sup>1</sup>Northeastern Illinois University

## **3-Z-87** *Correlates of hope in children and adolescents*

Kelly Drogan<sup>1</sup>, Jennifer Van Reet<sup>1</sup>  
<sup>1</sup>Providence College

## **3-Z-88** *"Me, myself, and I:" An analysis of underrepresented students' perspectives on their postsecondary trajectories*

Aarushi Rohila<sup>1</sup>, Rebecca Adler<sup>1</sup>, Bethany Rittle-Johnson<sup>1</sup>  
<sup>1</sup>Vanderbilt University

## **3-Z-89** *Exploring context-specific variation in parent's and children's higher-order thinking talk*

Alyssa Guillu<sup>1</sup>, Ran Wei, Joseph Blatt<sup>2</sup>, Meredith Rowe<sup>2</sup>  
<sup>1</sup>University of Chicago, <sup>2</sup>Harvard Graduate School of Education

## **3-Z-90** *The relation between verbal intelligence and creative potential in early childhood*

Sophie Richardson<sup>1</sup>, Julie Vaisarova<sup>1</sup>, Stephanie Carlson<sup>1</sup>  
<sup>1</sup>University of Minnesota

## **3-Z-91** *Parental Involvement in New and Novel Word Learning and Comprehension*

Madison Dill<sup>1</sup>, Sarah Kucker<sup>1</sup>  
<sup>1</sup>Oklahoma State University

## **3-Z-92** *"Because it's a little bit more my language": Metalinguistic explanations for language-based biases in young monolingual and bilingual children*

Isabella Iven<sup>1</sup>, Catherine Walsh<sup>1</sup>, Aylin Fernandez<sup>1</sup>, Aleyda Arreola<sup>1</sup>, Jennifer Clegg<sup>1</sup>, Amy Weimer<sup>1</sup>, Katherine Warnell<sup>1</sup>  
<sup>1</sup>Texas State University

## **3-Z-93** *The roles of overconfidence, overclaiming, and cognitive reflection in children's beliefs in animal myths*

Candice Ma<sup>1</sup>, Jenny Nissel<sup>1</sup>, Jacqueline Woolley<sup>1</sup>  
<sup>1</sup>University of Texas

## **3-Z-94** *Children's evaluations of intentions regarding novel public-health measures*

Amy Nowack<sup>1</sup>, Sarah Probst<sup>1</sup>, Felix Warneken<sup>1</sup>  
<sup>1</sup>University of Michigan

## **3-Z-95** *Playful virtual microsystems: Triadic play interactions between pandemic-era babies, parents and their grandparents*

Lucinda Neely<sup>1</sup>, Isabella Stoto<sup>1</sup>, Krystyna Keller<sup>1</sup>, Lauren Myers<sup>1</sup>, Gabrielle Strouse<sup>2</sup>, Jennifer Zosh<sup>3</sup>, Elisabeth McClure<sup>4</sup>, Georgene Troseth<sup>5</sup>, Rachel Barr<sup>6</sup>  
<sup>1</sup>Lafayette College, <sup>2</sup>University of South Dakota, <sup>3</sup>Penn State Brandywine, <sup>4</sup>The LEGO Foundation, <sup>5</sup>Vanderbilt University, <sup>6</sup>Georgetown University

## **3-Z-96 How do cognitive and social factors contribute to math learning?**

Michele Villacres<sup>1</sup>, Jan Rodriguez-Cruz, Jackelyn Castaneda, Samantha Macksey<sup>2</sup>, Kayla Nuszen, R.B. Church, Andrew Young  
<sup>1</sup>MARC Scholar Program, <sup>2</sup>MARC Scholar Program, NEIU

## **3-Z-97 Being me in times of change: The underlying resilience of children through the COVID-19 pandemic**

Euna Carpenter<sup>1</sup>, Sofia Urquiola<sup>1</sup>, Abby Siegal<sup>1</sup>, Mary Simpson<sup>1</sup>, Tamar Kushnir<sup>2</sup>  
<sup>1</sup>Cornell University, <sup>2</sup>Duke University

## **3-Z-98 The impact of COVID-19 on children's play**

Jessica Kardasz<sup>1</sup>, Dominique White<sup>1</sup>, Cara DiYanni<sup>1</sup>  
<sup>1</sup>Rider University

## **3-Z-99 Children's use of math elicitation supports their own math learning**

Kalina McNeil<sup>1</sup>, Alex Silver<sup>1</sup>, Melissa Libertus<sup>1</sup>  
<sup>1</sup>University of Pittsburgh

## **3-Z-100 Impacts of gender stereotypes, storybooks, and socioeconomic status on children's development**

Madeline Hulsing<sup>1</sup>, Sarah Ziehme<sup>1</sup>, Sarah Kucker<sup>1</sup>  
<sup>1</sup>Oklahoma State University

## **3-Z-101 Bilingualism, what is it good for? Children's math learning**

Jan Rodriguez - Cruz<sup>1</sup>, Jackelyn Castaneda<sup>1</sup>, Samantha Macksey<sup>1</sup>, Michele Villacres<sup>1</sup>, Kayla Nuszen<sup>1</sup>, R. B. Church<sup>1</sup>, Andrew Young<sup>1</sup>  
<sup>1</sup>Northeastern Illinois University

## **3-Z-102 Why do you like to (not) share? Exploring how egocentric reasoning and object value relate to children's motivations to share.**

Adanna Iloabachie<sup>1</sup>, Madison Pesowski<sup>2</sup>, Shaylene Nancekivell<sup>1</sup>  
<sup>1</sup>University of North Carolina at Greensboro, <sup>2</sup>University of California San Diego

## **3-Z-103 Setting preschool children up for success: Early math assessments predict global math achievement**

Maya Quale<sup>1</sup>, Joseph Boateng<sup>1</sup>, Mackenzie Henry<sup>1</sup>, Marissa Brown<sup>1</sup>, Mary Fuhs<sup>1</sup>  
<sup>1</sup>University of Dayton

## **3-Z-104 Exploring the nature of children's number and letter reversals**

Jordan Hassani<sup>1</sup>, Sabine Doebel<sup>1</sup>  
<sup>1</sup>George Mason University

## **3-Z-105 How a mother's question-use scaffolds their child's syntactic development**

Grace Buckalew<sup>1</sup>, Alexis Ramirez<sup>1</sup>, Julie Schneider<sup>2</sup>  
<sup>1</sup>University of Delaware, <sup>2</sup>Louisiana State University

## **3-Z-106 Do preschoolers engage in rational non-reconsideration?**

Sofia Serafina Riskin<sup>1</sup>, Junyi Chu<sup>1</sup>, Laura Schulz<sup>1</sup>  
<sup>1</sup>Massachusetts Institute of Technology

## **3-Z-107 How contextual clues during STEM-based exploration impact caregiver-child dialogue?**

Lauren Ezell<sup>1</sup>, Sarah Kucker<sup>1</sup>  
<sup>1</sup>Oklahoma State University

## **3-Z-108 Emotion responses following failed goals**

Isabel Herrera Guevara<sup>1</sup>, Alexis Smith-Flores<sup>1</sup>, Lindsey Powell<sup>1</sup>  
<sup>1</sup>UC San Diego

## **3-Z-109 A naturalistic analysis of parent-child 'know' and 'think' questions in early childhood**

Rebecca Ruger<sup>1</sup>  
<sup>1</sup>Bradley University

## **3-Z-110 Four-year-old children fail to identify teacher-led analogies in mathematics**

Nicholas Kendall<sup>1</sup>, Marie Amalric<sup>1</sup>, Elizabeth Spelke<sup>1</sup>  
<sup>1</sup>Harvard University

## **3-Z-111 The universality of the gender brilliance stereotype and its negative impact on children's motivation**

Seowoo Kim<sup>1</sup>, Lin Bian<sup>2</sup>, Kyong-sun Jin<sup>1</sup>  
<sup>1</sup>Sungshin Women's University, <sup>2</sup>The University of Chicago



# POSTER SESSIONS IV



## POSTER SESSION 4 SATURDAY, APRIL 23, 2022 17:45 – 19:00

### A - Action

#### **4-A-1** *Early tool use: Chopstick use by young Chinese children*

Giselle Yao<sup>1</sup>, Caroline Mayberry<sup>1</sup>, Katarina Patton<sup>1</sup>, Brooke Rovner<sup>1</sup>, Isabella Trachtenberg<sup>1</sup>, Jeffrey Lockman<sup>1</sup>

<sup>1</sup>Tulane University

#### **4-A-2** *How do children ascribe intentional action in a moral dilemma?*

Isa Garbisch<sup>1</sup>, Britta Schünemann<sup>1</sup>, Marina Proft<sup>1</sup>, Hannes Rakoczy<sup>1</sup>

<sup>1</sup>University of Göttingen

#### **4-A-3** *Foundations of literacy: An eye tracking study of letter copying*

Caroline Mayberry<sup>1</sup>, Riana Gaudet<sup>1</sup>, Jeffrey Lockman<sup>1</sup>

<sup>1</sup>Tulane University

### B - Attention

#### **4-B-4** *Mom, I am bored!: A mixed methods exploration into boredom in early childhood and links to self-regulation*

Alana Anderson<sup>1</sup>, Sammy Perone<sup>1</sup>

<sup>1</sup>Washington State University

#### **4-B-5** *"Paying Attention Gets Twice the Result with Half the Effort": Teacher's perception of children's attention in Chinese kindergarten classrooms*

Zoe Mao<sup>1</sup>, Jennie Grammer<sup>1</sup>

<sup>1</sup>University of Virginia

#### **4-B-6** *Differential eye gaze cue processing in autism spectrum disorder*

Maximillian Soares Miehlestein<sup>1</sup>, Scott Sinnett<sup>1</sup>, Emily Daubert<sup>1</sup>

<sup>1</sup>University of Hawaii at Manoa

#### **4-B-7** *Proactive interference from LTM hinders retrieval from visual working memory in 3-year-olds*

Mollie Hamilton<sup>1</sup>, Tessiya Roper<sup>1</sup>, Erik Blaser<sup>1</sup>, Zsuzsa Kaldy<sup>1</sup>

<sup>1</sup>UMass Boston

### D - Computational approaches

#### **4-D-8** *How child-directed input affects the acquisition of semantic categories: A recurrent neural network model*

Philip Huebner<sup>1</sup>, Jon Willits<sup>1</sup>

<sup>1</sup>University of Illinois at Urbana Champaign

#### **4-D-9** *People's use of numerical versus proportional comparison strategies across development*

Michelle Hurst<sup>1</sup>, Steven Piantadosi<sup>2</sup>

<sup>1</sup>University of Chicago, <sup>2</sup>University of California Berkeley

#### **4-D-10** *A formal approach to dissociating triggers of children's curiosity*

Emily Liquin<sup>1</sup>, Frederick Callaway<sup>2</sup>, Casey Lewry<sup>2</sup>, Tania Lombrozo<sup>2</sup>

<sup>1</sup>New York University, <sup>2</sup>Princeton University

#### **4-D-11** *Children, adults, and machines use the geometric centroids of objects to judge physical stability*

Yaxin Liu<sup>1</sup>, Vladislav Ayzenberg<sup>2</sup>, Stella Lourenco<sup>1</sup>

<sup>1</sup>Emory University, <sup>2</sup>Carnegie Mellon University

#### **4-D-12** *The foundation and design of an interpretable transformer knowledge tracing model*

Ruiwei Xiao<sup>1</sup>, Chris Chi<sup>2</sup>

<sup>1</sup>Washington University in St. Louis, <sup>2</sup>Harvard University

#### **4-D-113** *Contextual modulation of parent-child conversation: Semantic network connectivity and children's vocabulary development*

Wonkyung Jang<sup>1</sup>, Kathryn Leech<sup>1</sup>

<sup>1</sup>The University of North Carolina at Chapel Hill

### E - Conceptual development

#### **4-E-13** *I dunno - I guess - I mean whatever: Children form a many-to-many pragmatic mapping of shrug gestures between early and late childhood*

Natalie Dowling<sup>1</sup>, Marisa Casillas<sup>1</sup>, Susan Goldin-Meadow<sup>1</sup>

<sup>1</sup>University of Chicago

#### **4-E-14** *Children draw on a concept's central form to understand ambiguous sentences*

Paul Haward<sup>1</sup>, Mahesh Srinivasan<sup>1</sup>

<sup>1</sup>University of California, Berkeley

#### **4-E-15** *A milestone in the development of verbal reference: learning words for unseen objects*

Elena Luchkina<sup>1</sup>, Sandra Waxman<sup>1</sup>

<sup>1</sup>Northwestern University

#### **4-E-16** *Children's representations of coincidences*

Qiong Cao<sup>1</sup>, Lisa Feigenson<sup>1</sup>

<sup>1</sup>Johns Hopkins University

#### **4-E-17** *Surface-to-structure shifts in rational number categories*

Pooja Sidney<sup>1</sup>, Julie Shirah<sup>1</sup>

<sup>1</sup>University of Kentucky

#### **4-E-18** *Learning words from context: Development in abilities to learn word meaning from simple regularities of word use in language*

Olivera Savic<sup>1</sup>, Layla Unger<sup>1</sup>, Vladimir Sloutsky<sup>1</sup>

<sup>1</sup>The Ohio State University



## **4-E-19** *The development of temporal effects on the perceived strength of ownership claims*

Xiaou (Mia) Jin<sup>1</sup>, Isabella Maehl, Peter Blake<sup>1</sup>

<sup>1</sup>Boston University

## **4-E-20** *The influence of culture and development on the understanding of illness: A comparison of Chinese and American children and adults*

Melanie Nyhof<sup>1</sup>, Christina Hu<sup>1</sup>

<sup>1</sup>Carthage College

## **4-E-21** *Building blocks of recursive pattern processing in human children and adults*

Abhishek Dedhe<sup>1</sup>, Steven Piantadosi<sup>2</sup>, Jessica Cantlon<sup>1</sup>

<sup>1</sup>Carnegie Mellon University, <sup>2</sup>University of California, Berkeley

## **4-E-22** *Uncovering childrens' category representations*

Pablo Leon Villagra<sup>1</sup>, Isaac Ehrlich<sup>2</sup>, Christopher Lucas<sup>3</sup>, Daphna Buchsbaum<sup>1</sup>

<sup>1</sup>Brown University, <sup>2</sup>University of Toronto, <sup>3</sup>University of Edinburgh

## **4-E-23** *Multimodal representational affordances within concreteness fading foster cognitive flexibility in STEM's geometry*

John D McGinty<sup>1</sup>, Mitchell Nathan<sup>1</sup>

<sup>1</sup>University of Wisconsin - Madison

## **4-E-24** *Infants' understanding of agents' instrumental actions in grid-world environments*

Shannon Yasuda<sup>1</sup>, Gala Stojnic<sup>1</sup>, Kanishk Gandhi<sup>1</sup>, Brenden Lake<sup>1</sup>, Moira Dillon<sup>1</sup>

<sup>1</sup>New York University

## **F - Cross-cultural approaches**

### **4-F-25** *Toddler's time allocation in two cultures*

Laura Shneidman<sup>1</sup>, Cecilia Padilla-Iglesias<sup>2</sup>, Abha Basargekar<sup>3</sup>, Amanda Woodward<sup>4</sup>

<sup>1</sup>Pacific Lutheran University, <sup>2</sup>University of Zurich, <sup>3</sup>University of Virginia, <sup>4</sup>University of Chicago

### **4-F-26** *Parental support of preschoolers' math learning in the Chinese context*

Qianru Yang<sup>1</sup>, Meredith Rowe<sup>1</sup>

<sup>1</sup>Harvard University

### **4-F-27** *Navigating the explore-exploit dilemma: A cross-cultural examination of 3-6 year olds' own behavioral strategies and enforcement of strategies onto others*

Sarah Kiefer<sup>1</sup>, Hilal Sen<sup>2</sup>, Burcu Akpinar<sup>2</sup>, Brooke Smith<sup>1</sup>, Aysenur Deveci<sup>2</sup>, Esra Selalmaz<sup>2</sup>, Natalie Snodgrass<sup>1</sup>, Dilara Ozalp<sup>2</sup>, Sonia Patel<sup>1</sup>, Asude Ucal<sup>2</sup>, Kelsey Lucca<sup>1</sup>

<sup>1</sup>Arizona State University, <sup>2</sup>MEF University

## **G - Diversity**

### **4-G-28** *Early environments and exploration in the preschool years*

Ilona Bass<sup>1</sup>, Elizabeth Bonawitz<sup>1</sup>

<sup>1</sup>Harvard University

### **4-G-29** *Mothers', fathers', and toddlers' code-switching in dual language homes: Relation to children's expressive vocabulary*

Yu Chen<sup>1</sup>, Natasha Cabrera<sup>1</sup>, Angelica Alonso<sup>1</sup>, Catherine Tamis-LeMonda<sup>2</sup>, Melissa Libertus<sup>3</sup>

<sup>1</sup>University of Maryland--College Park, <sup>2</sup>New York University,

<sup>3</sup>University of Pittsburgh

### **4-G-30** *Children's and adults' concepts of skin color inheritance*

Grace Reid<sup>1</sup>, Rebecca Schwarzlose<sup>1</sup>, Lori Markson<sup>1</sup>

<sup>1</sup>Washington University in St. Louis

## **H - Education**

### **4-H-31** *Exploring the development of preschoolers scientific questions in an inquiry-based learning classroom*

Hannah Puttre<sup>1</sup>, Amanda Haber<sup>1</sup>, Maliki Ghossainy<sup>1</sup>, Nikita Joshi, Kathleen Corriveau<sup>1</sup>

<sup>1</sup>Boston University

### **4-H-32** *Subdomain-specific relations between home math activities and 4-year-old children's math skills*

Rebecca McGregor<sup>1</sup>, Diana Leyva<sup>1</sup>, Melissa Libertus<sup>1</sup>

<sup>1</sup>University of Pittsburgh

### **4-H-33** *How does parent-child conversation during a scientific storybook reading impact children's mindset beliefs and persistence?*

Amanda Haber<sup>1</sup>, Sona Kumar<sup>1</sup>, Kathleen Corriveau<sup>1</sup>

<sup>1</sup>Boston University

### **4-H-34** *Investigating the numerical cognitive development of rural Chinese preschoolers living in poverty*

Haoyi Wang<sup>1</sup>, Chris Chi<sup>1</sup>

<sup>1</sup>Harvard Graduate School of Education

### **4-H-35** *Underlying mechanisms of benefits of varying worked example types on algebra learning*

Elena Silla<sup>1</sup>, Christina Barbieri<sup>1</sup>

<sup>1</sup>University of Delaware

### **4-H-36** *Measuring Preschoolers' and Kindergarteners' understanding of different types of patterns*

Jake Kaufman<sup>1</sup>, Ashli-Ann Douglas<sup>1</sup>, Camille Msall<sup>1</sup>, Serkan Özel<sup>2</sup>, Bethany Rittle-Johnson<sup>1</sup>

<sup>1</sup>Vanderbilt University, <sup>2</sup>Bogazici University



## **4-H-37 A meta-analysis of the worked examples effect on mathematics performance**

Sarah Clerjuste<sup>1</sup>, Kamal Chawla<sup>1</sup>, Dana Miller-Cotto<sup>2</sup>, Christina Barbieri<sup>1</sup>

<sup>1</sup>University of Delaware, <sup>2</sup>Kent State University

## **4-H-38 Children's explanations for ability grouping arrangements**

Melis Muradoglu<sup>1</sup>, Sébastien Goudeau<sup>2</sup>, Andrei Cimpian<sup>1</sup>

<sup>1</sup>New York University, <sup>2</sup>University of Poitiers

## **4-H-40 Academic and behavioral outcomes of Montessori education: a meta-analysis**

Justus Randolph<sup>1</sup>, Anna Bryson<sup>2</sup>, Angeline Lillard<sup>3</sup>

<sup>1</sup>Mercer College, <sup>2</sup>Fairfax County Public Schools, <sup>3</sup>University of Virginia

## **4-H-42 Precursory knowledge of commutative multiplication relies on geometric representations**

Marie Amalric<sup>1</sup>, Nicholas Kendall<sup>1</sup>, Elizabeth Spelke<sup>1</sup>

<sup>1</sup>Harvard University

## **I - Face perception**

### **4-I-43 Development of infants' attention to speakers of their native language in static and dynamic scenes**

Marc Colomer<sup>1</sup>, Hyesung Hwang<sup>1</sup>, Amanda Woodward<sup>1</sup>

<sup>1</sup>University of Chicago

### **4-I-44 Children's perceptions of ambiguous interracial interactions: Behavior and size judgments**

Julia Wefferling<sup>1</sup>, Laura Lakusta<sup>2</sup>, John Paul Wilson<sup>2</sup>

<sup>1</sup>Tufts University, <sup>2</sup>Montclair State University

### **4-I-45 Infection detection in faces: Children's development of pathogen avoidance**

Tiffany Leung<sup>1</sup>, Guangyu Zeng<sup>1</sup>, Sarah Maylott<sup>2</sup>, Shantalle Martinez<sup>1</sup>, Krisztina Jakobsen<sup>3</sup>, Elizabeth Simpson<sup>1</sup>

<sup>1</sup>University of Miami, <sup>2</sup>University of Utah, <sup>3</sup>James Madison University

### **4-I-46 Perceptual signaling of an intelligence stereotype**

Ryno Kruger<sup>1</sup>, Stella Lourenco<sup>1</sup>

<sup>1</sup>Emory University

## **J - Identity**

### **4-J-47 Mad Scientists? Middle-school age girls have more positive attitudes towards science and scientists than boys do**

Vanessa Diaz<sup>1</sup>, Kelly Runyon<sup>1</sup>, Carolyn Kroehler<sup>1</sup>

<sup>1</sup>Virginia Tech

### **4-J-48 Young children's context-sensitive understanding of identity**

Yuhang Shu, Lin Bian<sup>1</sup>

<sup>1</sup>University of Chicago

## **4-J-49 Children's evaluations of gender non-conforming peers**

Annie Riggs<sup>1</sup>, Miranda Long<sup>2</sup>, Dylan Kinard<sup>1</sup>

<sup>1</sup>Western Washington University, <sup>2</sup>University of British Columbia

## **4-J-50 Children's perceptions of Black-White targets' identity claims**

Elizabeth Quinn-Jensen<sup>1</sup>

<sup>1</sup>University of California Santa Barbara

## **4-J-51 Trust, guidance and purpose growing up today: An exploratory analysis of how children and young people satisfy these needs and associated vulnerabilities**

Ali Ahmaz<sup>1</sup>, Maliki Ghossainy<sup>2</sup>

<sup>1</sup>Zinc VC, <sup>2</sup>Boston University

## **K - Language**

### **4-K-52 Working memory training improves children's syntactic ability but not vice versa. A randomised controlled trial.**

Paul Ibbotson<sup>1</sup>, Ernesto Roque-Gutierrez<sup>1</sup>

<sup>1</sup>The Open University

### **4-K-53 Does active question-asking help preschoolers learn words?**

Laura Janakiefski<sup>1</sup>, Samantha Printz<sup>1</sup>, Kelly Warren<sup>1</sup>, Megan Saylor<sup>1</sup>

<sup>1</sup>Vanderbilt University

### **4-K-54 How many palabras? Codeswitching and lexical diversity in Spanish-English bilingual picture books**

Christine Potter<sup>1</sup>, Marissa Castellana<sup>2</sup>, Viridiana Benitez<sup>2</sup>

<sup>1</sup>University of Texas at El Paso, <sup>2</sup>Arizona State University

### **4-K-55 Developmental improvements in cardinal, ordinal, and spatial language in early childhood**

Alycia Hund<sup>1</sup>, Alexis Colwell<sup>1</sup>, Michaela Hayes<sup>1</sup>, Olivia Mangini<sup>1</sup>, Emily Monroe<sup>1</sup>

<sup>1</sup>Illinois State University

### **4-K-56 The effect of memory tasks on young children's word knowledge judgment**

Theresa Jacobs<sup>1</sup>, William Merriman<sup>1</sup>

<sup>1</sup>Kent State University

### **4-K-57 The role of syntax in children's acquisition of spatial language: Verbs of direction and spatial location**

Teresa Bragger<sup>1</sup>, Julia Hauss<sup>1</sup>, Victoria Bell<sup>2</sup>, Gemma Smith, Piper Swearingin<sup>2</sup>, Jane Childers<sup>2</sup>, Laura Lakusta<sup>1</sup>

<sup>1</sup>Montclair State University, <sup>2</sup>Trinity University

### **4-K-58 The longitudinal relation between language abilities and metacognitive monitoring: Relational differences in native and non-native speakers**

Florian Buehler<sup>1</sup>, Ulrich Orth<sup>1</sup>, Samantha Krauss<sup>1</sup>, Claudia Roebers<sup>1</sup>

<sup>1</sup>University of Bern

# POSTER SESSIONS IV



## **4-K-59 Beta event-related spectral perturbations and semantic processing difficulties following institutionalized care**

Lisa Chinn<sup>1</sup>, Darya Momotenko<sup>2</sup>, Anastasia Sukmanova<sup>3</sup>, Irina Ovchinnikova<sup>2</sup>, Elena Grigorenko<sup>1</sup>

<sup>1</sup>University of Houston, <sup>2</sup>Sirius University of Science and Technology, <sup>3</sup>St. Petersburg State University

## **4-K-60 The effects of viewing perspectives on direction-giving in children**

Nardin Yacoub<sup>1</sup>, Karina Toro<sup>1</sup>, Uriel Richman<sup>1</sup>, Stephanie Spivak<sup>1</sup>, Matthew Baker<sup>1</sup>, Grace Loza<sup>1</sup>, Ariella Hershkovich<sup>1</sup>, Daria Lasc<sup>1</sup>, Stephanie Grinshpun<sup>1</sup>, Dara Dugan<sup>1</sup>, Laura Lakusta<sup>1</sup>, Yingying Yang<sup>1</sup>

<sup>1</sup>Montclair State University

## **4-K-61 Speaker variability impacts infants' generalization and recall of word-referent mappings**

Abbie Thompson<sup>1</sup>, Jill Lany<sup>2</sup>

<sup>1</sup>Valparaiso University, <sup>2</sup>University of Liverpool

## **4-K-62 Children restrict meaning of ordinal vocabulary in numeric but not temporal contexts**

Madeleine Oswald<sup>1</sup>, Michelle Hurst<sup>1</sup>, Susan Levine<sup>1</sup>

<sup>1</sup>University of Chicago

## **4-K-63 The visual signals for learning in children's picture books**

Amanda Mankovich<sup>1</sup>, Sadie MacDonald<sup>1</sup>, Brianna Kinnie<sup>1</sup>, Audra Logan<sup>1</sup>, Sara Johnson<sup>1</sup>, Sumarga Suanda<sup>1</sup>

<sup>1</sup>University of Connecticut

## **4-K-64 Infant-directed communication: Examining the multimodal dynamics of infants' everyday interactions with caregivers**

Jessica Kosie<sup>1</sup>, Casey Lew-Williams<sup>1</sup>

<sup>1</sup>Princeton University

## **4-K-66 Peas are green: testing toddlers' associations of colors with familiar objects**

Desia Bacon<sup>1</sup>, Ron Pomper<sup>2</sup>, Jenny Saffran<sup>1</sup>

<sup>1</sup>University of Wisconsin - Madison, <sup>2</sup>Boys Town National Research Hospital

## **4-K-67 Children's exposure to language switching in bilingual homes across two communities**

Laia Fibla<sup>1</sup>, Jessica Kosie<sup>2</sup>, Rachel Tsui<sup>3</sup>, Taylor Martinez<sup>2</sup>, Andrea Sander<sup>1</sup>, Christine Potter<sup>4</sup>, Krista Byers-Heinlein<sup>1</sup>, Casey Lew-Williams<sup>2</sup>

<sup>1</sup>Concordia University, <sup>2</sup>Princeton University, <sup>3</sup>RIKEN Center for Brain Science, <sup>4</sup>University of Texas, El Paso

## **L - Learning**

### **4-L-68 Should the Cat in the Hat Keep Talking Like That? Evaluating levels of anthropomorphism in children's educational media**

Gabriel Nguyentrang<sup>1</sup>, Deena Skolnick Weisberg<sup>1</sup>

<sup>1</sup>Villanova University

### **4-L-69 Pre-testing as a facilitator of memory integration in children and adults**

Lucy Cronin-Golomb<sup>1</sup>, Hilary Miller-Goldwater<sup>1</sup>, Melanie Hanft<sup>1</sup>, Alissa Miller<sup>1</sup>, Patricia Bauer<sup>1</sup>

<sup>1</sup>Emory University

### **4-L-70 Early scientific literacy: Foundations in causal reasoning**

Margaret Shavlik<sup>1</sup>, Jihye Bae<sup>1</sup>, Özgün Köksal<sup>2</sup>, Brian French<sup>3</sup>, Catherine Haden<sup>4</sup>, Cristine Legare<sup>5</sup>, Amy Booth<sup>1</sup>

<sup>1</sup>Vanderbilt University, <sup>2</sup>Ludwig-Maximilians-University of Munich, <sup>3</sup>Washington State University, <sup>4</sup>Loyola University Chicago, <sup>5</sup>The University of Texas at Austin

### **4-L-71 Developing the knowledge base: Self-generation as a tool for change**

Julia Wilson<sup>1</sup>, Patricia Bauer<sup>1</sup>

<sup>1</sup>Emory University

### **4-L-72 The effect of goals on families' exploration during an informal STEM activity**

Naomi Polinsky<sup>1</sup>, Brian Andrus<sup>1</sup>, Winnie Chui<sup>1</sup>, Jinwen Du<sup>1</sup>, Michael Horn<sup>1</sup>, David Uttal<sup>1</sup>

<sup>1</sup>Northwestern University

### **4-L-73 Home sweet home: Relations between episodic and semantic memory in childhood**

Sabrina Karjack<sup>1</sup>, Chi Ngo<sup>2</sup>, Nora Newcombe<sup>1</sup>

<sup>1</sup>Temple University, <sup>2</sup>Max Planck Institute for Human Development

### **4-L-74 A preliminary investigation of the relationship between children's shape knowledge and mental rotation skills**

Kiley McKee<sup>1</sup>, Ellie McCarthy<sup>1</sup>, David Uttal<sup>1</sup>

<sup>1</sup>Northwestern University

### **4-L-75 Predictors of arithmetic fluency with integers**

Nicholas Vest<sup>1</sup>, Holden Manhart<sup>1</sup>, Lauren Smith<sup>1</sup>, Martha Alibali<sup>1</sup>

<sup>1</sup>University of Wisconsin-Madison

### **4-L-76 Developmental changes in learning from robots**

Anna Baumann<sup>1</sup>, Alexandra Meltzer<sup>1</sup>, Elizabeth Goldman<sup>1</sup>, Diane Poulin-Dubois<sup>1</sup>

<sup>1</sup>Concordia University, Montreal

### **4-L-78 Curiosity promotes preschoolers' learning on a causal task**

Natalie Evans<sup>1</sup>, Rachael Todaro<sup>2</sup>, Jamie Jirout<sup>1</sup>, Kathy Hirsh-Pasek<sup>2</sup>

<sup>1</sup>University of Virginia, <sup>2</sup>Temple University

## M - Memory

### **4-M-79** *How good are adolescents' powers of observation? Predicting event memory and trustworthiness in 12-to 17-year-olds*

Ellen Spector<sup>1</sup>, Martha Arterberry<sup>1</sup>

<sup>1</sup>Colby College

### **4-M-80** *The mental timeline supports the development of temporal memory*

S. Bahar Sener<sup>1</sup>, Ariel Starr<sup>1</sup>

<sup>1</sup>University of Washington

### **4-M-81** *Storytelling and autobiographical reminiscing in young children*

Madeleine Frazier<sup>1</sup>, Sabrina Karjack<sup>1</sup>, Giulia Masi<sup>1</sup>, Elliott Johnson<sup>1</sup>, Ingrid Olson<sup>1</sup>, Nora Newcombe<sup>1</sup>

<sup>1</sup>Temple University

### **4-M-82** *14- to 19-month-old infants' memory benefit from virtual counting events*

Kathleen Cracknell<sup>1</sup>, Jasmine Yi<sup>1</sup>, Jinjing (Jenny) Wang<sup>1</sup>

<sup>1</sup>Rutgers University-New Brunswick

## N - Methods and statistics

### **4-N-83** *Young Children Treat Puppets (and Dolls and Pictures) Like Real Persons*

Chi-Lin Yu<sup>1</sup>, Henry Wellman<sup>1</sup>

<sup>1</sup>University of Michigan

### **4-N-84** *The development and testing of a novel face controlled experimental tool for toddlers and young children*

David Tompkins<sup>1</sup>, Marisa Radulescu<sup>1</sup>, Nikki Jagid<sup>1</sup>, Max Portnoy<sup>1</sup>, Obinna Abii<sup>1</sup>, Brandon Man<sup>1</sup>, Annika Voss<sup>2</sup>, Vanessa LoBue<sup>3</sup>, Lisa Oakes<sup>2</sup>, Marianella Casasola<sup>1</sup>

<sup>1</sup>Cornell University, <sup>2</sup>University of California, Davis, <sup>3</sup>Rutgers University

### **4-N-85** *Creativity is in the eye of the (adult) beholder: Rating preschoolers' responses to the alternate uses task*

Julie Vaisarova<sup>1</sup>, Sumaya Hanafi<sup>1</sup>, Shelby Hornberg<sup>1</sup>, Sophie Richardson<sup>1</sup>, Stephanie Carlson<sup>1</sup>

<sup>1</sup>University of Minnesota

## P - Morality

### **4-P-86** *Differences in information-seeking behavior about morally-relevant events in children and adults*

Daniel Yonas<sup>1</sup>, Larisa Heiphetz<sup>1</sup>

<sup>1</sup>Columbia University

### **4-P-87** *What do children and adults learn from punishment? Examining laypeople's understanding of punishment's messages*

James Dunlea<sup>1</sup>, Larisa Heiphetz<sup>1</sup>

<sup>1</sup>Columbia University

### **4-P-88** *Preschooler's context dependant moral evaluations*

Natalia Modzelik<sup>1</sup>, Julia Van de VonderVoort<sup>1</sup>, Kiley Hamlin<sup>1</sup>

<sup>1</sup>UBC Centre for Infant Cognition

### **4-P-89** *Should Furpees put caps on their spikes? Children's reasoning about novel public-health measures*

Sarah Probst<sup>1</sup>, Amy Nowak<sup>1</sup>, Felix Warneken<sup>1</sup>

<sup>1</sup>University of Michigan

### **4-P-90** *How do infants represent legitimate leadership?*

Francesco Margoni<sup>1</sup>, Lotte Thomsen<sup>1</sup>

<sup>1</sup>University of Oslo

## R - Numerical & spatial cognition

### **4-R-91** *Systematic errors in children's estimation of cumulative area*

Sami Yousif<sup>1</sup>, Richard Aslin<sup>1</sup>, Frank Keil<sup>1</sup>

<sup>1</sup>Yale University

### **4-R-92** *Patterns of number elicitation in parents and children in the lab and at home*

Alex Silver<sup>1</sup>, Kalina McNeil<sup>1</sup>, Julien Gruber<sup>1</sup>, Laura Ruckenstein<sup>1</sup>, Maggie Browne<sup>1</sup>, Gurleen Pal<sup>1</sup>, Caitlin Convery<sup>2</sup>, Thomas Marlin<sup>1</sup>, Melissa Libertus<sup>1</sup>

<sup>1</sup>University of Pittsburgh, <sup>2</sup>Vanderbilt University Medical Center

### **4-R-93** *Symmetry preference in 3D object completion*

Eunice Yiu<sup>1</sup>, Jasmine Collins<sup>1</sup>, Alison Gopnik<sup>1</sup>

<sup>1</sup>UC Berkeley

### **4-R-94** *Flexible attention to magnitudes: Investigating specificity in dimensional attention*

Nadia Tavassolie<sup>1</sup>, Elizabeth Gunderson<sup>1</sup>

<sup>1</sup>Temple University

## T - Prosocial behavior

### **4-T-95** *Children are intuitively cooperative: Time pressure increases children's cooperative decisions in a public goods game*

Mya Dockrill<sup>1</sup>, Stephanie Hartlin<sup>2</sup>, Chris Moore<sup>2</sup>, John Corbit<sup>2</sup>

<sup>1</sup>University of Waterloo/ Dalhousie University, <sup>2</sup>Dalhousie University

### **4-T-96** *The effect of counterfactual reasoning on children's moral evaluations*

Alyson Wong<sup>1</sup>, Sara Cordes<sup>1</sup>, Nadia Chernyak<sup>2</sup>

<sup>1</sup>Boston College, <sup>2</sup>University of California - Irvine

### **4-T-97** *Costly sharing in a virtual environment: Examining developmental trends from 3.5 to 11 years of age*

Sylvia Pinheiro<sup>1</sup>, Brendan Hancock<sup>1</sup>, Montana Shore<sup>1</sup>, Danielle Bukovsky<sup>1</sup>, Emma Liprot<sup>1</sup>, Lexie Piccolo<sup>1</sup>, Sara Jones<sup>1</sup>, Valerie Kuhlmeier<sup>1</sup>

<sup>1</sup>Queen's University



# POSTER SESSIONS IV



## U - Reasoning

### **4-U-98** *The effects of disagreement on young children's confidence and information search*

Antonia Langenhoff<sup>1</sup>, Mahesh Srinivasan<sup>1</sup>, Jan Engelmann<sup>1</sup>

<sup>1</sup>University of California, Berkeley

### **4-U-99** *How self-directed executive functioning influences children's exploration & task performance*

Ece Yucer<sup>1</sup>, Mia Radovanovic<sup>1</sup>, Jessica Sommerville<sup>1</sup>

<sup>1</sup>University of Toronto

### **4-U-100** *Generic testimony interacts with statistical evidence in adults' and children's category-based induction*

Zoe Finiasz<sup>1</sup>, Dana Karami<sup>2</sup>, Esha Sheth<sup>2</sup>, Susan Gelman<sup>3</sup>, Tamar Kushnir<sup>1</sup>

<sup>1</sup>Duke University, <sup>2</sup>Cornell University, <sup>3</sup>University of Michigan

## W - Social categories and groups

### **4-W-101** *Investigating the efficacy of prescribed labeling practices: conceptualizing persons with disabilities*

Nicolette Granata<sup>1</sup>, Jonathan Lane<sup>1</sup>

<sup>1</sup>Vanderbilt University

### **4-W-102** *Do parents find children's gender biases concerning?*

Katharine Scott<sup>1</sup>, Kylett Jones<sup>2</sup>, Amelia Dow<sup>1</sup>, Patricia Devine<sup>1</sup>, Kristin Shutts<sup>1</sup>

<sup>1</sup>University of Wisconsin-Madison, <sup>2</sup>Emory University

### **4-W-103** *Manipulating explanations of status differences influences children's biases and reasoning about status*

Rachel Leshin<sup>1</sup>, Marjorie Rhodes<sup>1</sup>

<sup>1</sup>New York University

### **4-W-104** *Intuitive theories of Asian racial socialization*

Victoria Keating<sup>1</sup>, Arianne Eason<sup>1</sup>

<sup>1</sup>University of California Berkeley

### **4-W-105** *Children's categorization of hybrid novel social stimuli*

Yeonju Suh<sup>1</sup>, Sarah Gaither<sup>1</sup>, Tamar Kushnir<sup>1</sup>

<sup>1</sup>Duke University

### **4-W-106** *Children and adults infer novel social biases from causal difference-making information*

Mackenzie Briscoe<sup>1</sup>, Mariel Goddu<sup>1</sup>, Emily Rose Reagan<sup>1</sup>, Alison Gopnik<sup>1</sup>

<sup>1</sup>UC Berkeley

## X - Social cognition & social learning

### **4-X-107** *"I really don't want to know": The development of information avoidance in children*

Radhika Santhanagopalan<sup>1</sup>, Jane Risen<sup>1</sup>, Katherine Kinzler<sup>1</sup>

<sup>1</sup>University of Chicago

### **4-X-108** *Children more robustly fix functions to tools in the context of social others' even when learning via screens*

Lauren Howard<sup>1</sup>, Natalie Hutchins<sup>2</sup>, Holly Batchelder<sup>1</sup>, Tracy Lin<sup>1</sup>, Krista Casler<sup>1</sup>

<sup>1</sup>Franklin & Marshall College, <sup>2</sup>New York University

### **4-X-109** *The development and consequences of field-specific beliefs about brilliance and social competence*

Molly Tallberg<sup>1</sup>, Lin Bian<sup>1</sup>

<sup>1</sup>University of Chicago

### **4-X-110** *A matter of record: Children's understanding of authorship and knowledge transmission for text- and audio-based knowledge artifacts*

Ian Chandler-Campbell<sup>1</sup>, Maliki Ghossainy<sup>1</sup>, Kathleen Corriveau<sup>1</sup>

<sup>1</sup>Boston University

### **4-X-111** *Preschool-aged children can use communicators' influence on others to infer what they know*

Aaron Chuey<sup>1</sup>, Hyowon Gweon<sup>1</sup>

<sup>1</sup>Stanford University

### **4-X-112** *The Sandbox Task: Measuring egocentric and altercentric biases with the same task format*

Feride Nur Haskaraca Kizilay<sup>1</sup>, Hannes Rakoczy<sup>1</sup>, Ulf Liszkowski<sup>2</sup>

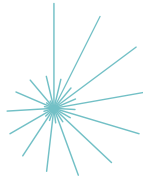
<sup>1</sup>University of Goettingen, <sup>2</sup>University of Hamburg



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