

Bi-Ennial Conference 2024

March 21 – 23
Pasadena, California

Pasadena
Convention Center



Cognitive
Development
Society



PROGRAM AT A GLANCE



Time	Thursday, March 21	Friday, March 22					Saturday, March 23																																											
8:00 AM	Pre-Conference Workshops	Coffee and Registration (8:00am - 8:45am)					Coffee and Registration (8:00am - 8:30am)																																											
8:15 AM							Opening Remarks (8:45am - 9:00am)					Announcements and Awards (8:30am - 9:00am)																																						
8:30 AM		Plenary Address Yuko Munakata, University of California Davis (9:00am - 10:00am)										Plenary Address Megan Bang, Northwestern University (9:00am - 10:00am)																																						
8:45 AM																																																		
9:00 AM																																																		
9:15 AM		Refreshment Break (30mn)					Refreshment Break (30mn)																																											
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9:45 AM		Plenary Symposium (10:30am - 12:00pm)					Plenary Symposium (10:30am - 12:00pm)																																											
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10:30 AM		Lunch On Own (12:00pm - 1:15pm)		Diversity Lunch			Lunch On Own (12:00pm - 1:15pm)		Professoriate Lunch																																									
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11:15 AM		Symposium S1.1 (2:30pm - 4:00pm)	Individual Oral O1.1 (2:30pm - 4:00pm)	Symposium S1.2 (2:30pm - 4:00pm)	Symposium S1.3 (2:30pm - 4:00pm)	Individual Oral O1.2 (2:30pm - 4:00pm)	Symposium S3.1 (2:30pm - 4:00pm)	Symposium S3.2 (2:30pm - 4:00pm)	Symposium S3.3 (2:30pm - 4:00pm)	Symposium S3.4 (2:30pm - 4:00pm)	Individual Oral O3.1 (2:30pm - 4:00pm)																																							
11:30 AM		Transition					Transition																																											
11:45 AM	Symposium S2.1 (4:15pm - 5:45pm)					Symposium S2.2 (4:15pm - 5:45pm)					Symposium S2.3 (4:15pm - 5:45pm)					Symposium S2.4 (4:15pm - 5:45pm)					Individual Oral O2.1 (4:15pm - 5:45pm)					Symposium S4.1 (4:15pm - 5:45pm)					Individual Oral O4.1 (4:15pm - 5:45pm)					Symposium S4.2 (4:15pm - 5:45pm)					Symposium S4.3 (4:15pm - 5:45pm)					Individual Oral O4.2 (4:15pm - 5:45pm)				
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TABLE OF CONTENTS



Program at a Glance	ii
Table of Contents	1
About CDS	2
Letter from the President	3
CDS Leadership	5
Membership Information	5
General Conference Information	6
Special Meetings, Lunch Workshops & Social Events	10
Awards	11
Pre-Conference Workshops	12
All day workshops	12
Morning workshops	15
Afternoon Workshops.	15
Detailed Program	17
Thursday March 21, 2024	17
Friday March 22, 2024	20
Author Index	42
Poster Sessions	57
CDS Sponsors and Exhibitors	90

The Cognitive Development Society (CDS) was incorporated in September 1999 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.



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Welcome to the 2024 meeting of the Cognitive Development Society!

I'm looking forward to seeing you all in Pasadena. It's very exciting that attendance at our upcoming meeting will be back to — or even surpass — pre-pandemic numbers!

As we plan for the conference, I want to address directly the violence in the world and its deep, personal impact on so many members of our community. Whatever our differences, I believe we are united in our deep concern for the impact of the conflict on children: too many have died, been orphaned, and continue to suffer. I want to express my deep sorrow for the families and communities who are experiencing horrific violence and my hope for peace and justice.

We have a wonderful program planned. Our two Plenary speakers Megan Bang and Yuko Munakata are among the most influential researchers in their fields, and their presentations will highlight the current "state of the art" in two different areas of cognitive development. Our invited symposia on the "*Big Data in Developmental Science*" and "*Cultural Variations in Cognitive Development*" integrate various theoretical approaches and methods across issues that are of central interest in our field. We are also continuing the tradition begun in Madison of an invited Early Career Symposium on Thursday evening. This year we welcomed nominations for this symposium, and we have a lineup of exciting talks on an array of different topics. Thank you to all of our speakers for your participation in our invited program!

The pre-conference workshops have continued to be a powerful and popular element of our program, allowing people with common interests and concerns to learn about and contribute to new developments in the field. We will have a record number of attendees in nine workshops on Thursday, indicating that many of you find the extra day particularly valuable. This year, I want to especially thank Jasmine DeJesus and Tara Mandalaywala for organizing the invited workshop, "*Why basic cognitive developmental science needs diversity*," continuing CDS's commitment to inclusion of diverse communities in our research. We're grateful to all of the organizers of the many fascinating workshops 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 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 I want to thank Elizabeth Bonawitz and Candice Mills for their work on greatly expanding the



mentorship program this year. In addition, with the support of the National Science Foundation and foundry10, we were able to support travel grants for 29 students and postdoctoral fellows from traditionally underrepresented groups. We have put together programming that we hope ensures an inclusive and positive mentorship experience for all. This includes a pub night for all students on Thursday and the Diversity lunch on Friday afternoon; we hope that mentors and mentees will get together for one-on-one meetings. 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.

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 Chairs, Florencia Anggoro and Mahesh Srinivasan, and the other members of the program committee. Many thanks also to our President-Elect, Andrei Cimpian and our JEDI Board member Tara Mandalaywala for their guidance and support in the planning of the conference, and to all of the board members and society members who contributed in various ways to the planning of the meeting, including reviewing budgets, serving on awards committees, and advising on other decisions. Finally, I also wish to thank Cendrine De Vis, Michelle Smith, Agathe Deacon-Erasmus, and Marischal De Armond 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, Pasadena. You'll find that it is a diverse city with cultural offerings, great restaurants, beautiful views, and hopefully some California sun!

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

Thank you again for being here!

Maureen Callanan

President, Cognitive Development Society

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 (2022-2024)

Maureen Callanan,
University of California Santa Cruz

SECRETARY (2022-2026)

Candice Mills, *The University of Texas at Dallas*

TREASURER (2022-2026)

Pablo Chavajay, *University of New Hampshire*

PRESIDENT-ELECT (2022-2024)

Andrei Cimpian, *New York University*

PAST PRESIDENT (2022-2024)

Melissa Koenig, *University of Minnesota*

BOARD MEMBERS

2017 – 2023

Cristine Legare, *The University of Texas at Austin*

Marjorie Rhodes, *New York University*

2019 – 2025

Elizabeth Bonawitz, *Harvard University*

Kristina Olson, *Princeton University*

2022 – 2028

Tara Mandalaywala,
University of Massachusetts Amherst

Mahesh Srinivasan, *University of California, Berkeley*

STUDENT BOARD MEMBERS

2022 – 2024

Kim Nguyen, *Temple University*

Mia Radovanovic, *University of Toronto*

2024 PROGRAM COMMITTEE MEMBERS

Maureen Callanan,
University of California Santa Cruz

Andrei Cimpian, *New York University*

Mahesh Srinivasan, *University of California, Berkeley*

Floencia Anggoro, *College of the Holy Cross*

Tara Mandalaywala, *University of Massachusetts Amherst*

Jasmine DeJesus, *University of North Carolina at Greensboro*

CDS ADMINISTRATION

Association Secretariat & Conference Management
Podium Conference Specialists

Michelle Smith

Cendrine De Vis

Agathe Deacon-Erasmus

Sebastien Lavoie

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

Pasadena Convention Center

300 E Green St
Pasadena
CA 91101

All conference sessions will take place at the Pasadena 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.

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, in the main Ballroom Concourse of the Pasadena Convention Center, will be open during the following dates and times:

Thursday, March 21	8:00 am – 7:00 pm
Friday, March 22	8:00 am – 7:00 pm
Saturday, March 23	8:00 am – 7:00 pm

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

CONVENTION CENTER FLOOR PLANS

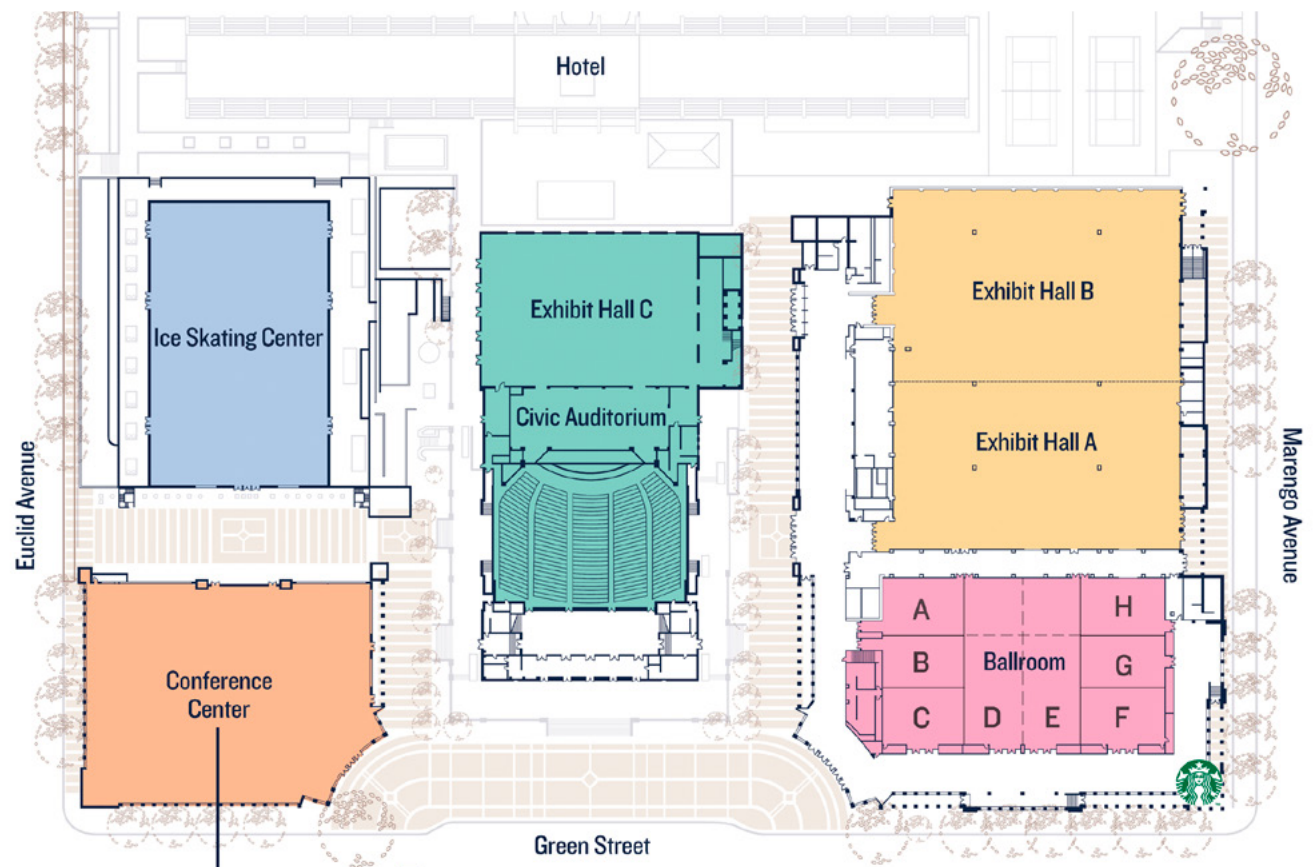


Just ten miles from downtown Los Angeles, the Pasadena Convention Center offers easy access to all Southern California airports and to 2,500 local hotel rooms—1,200 within walking distance. Steps away from local shopping, theaters, golf, museums and gardens paired with flexible packages and offerings allow Pasadena Convention Center to be one of the most sought after meeting locations on the West Coast.

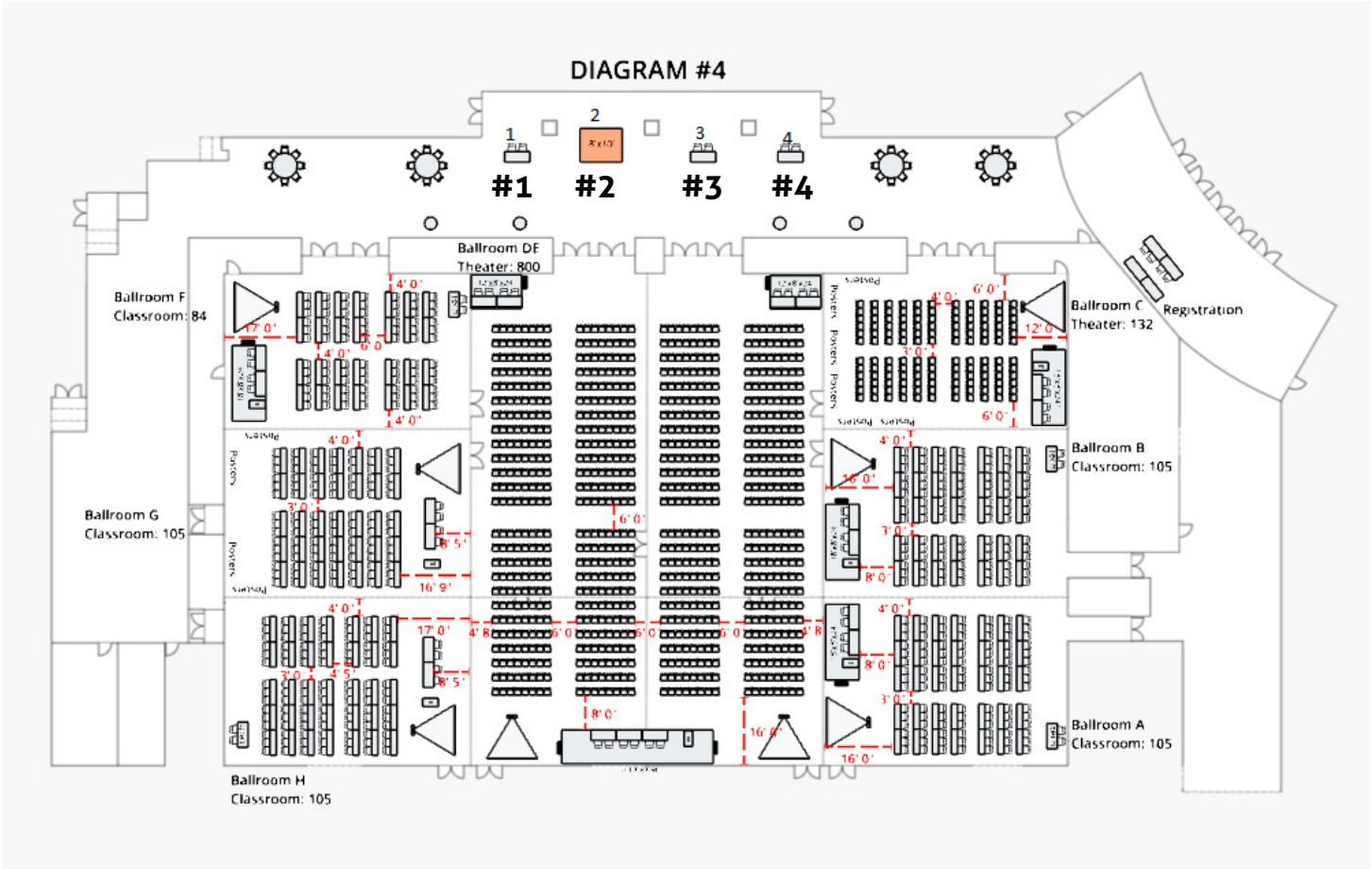
The Pasadena Convention Center is LEED® Gold Certified and GBAC Star Accredited.

GENERAL CONFERENCE INFORMATION

CONVENTION CENTER FLOOR PLANS



GENERAL CONFERENCE INFORMATION



Booth #1



Booth #2



Booth #3



Booth #4



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, March 22

Poster hours: 1:15 pm – 2:30 pm

Set-up: 8:00 am – 1:15 pm

Removal of all posters immediately following the poster session at 2:30 pm on March 22.

Poster Session 2, Friday, March 22

Poster hours: 5:45 pm – 7:00 pm

Set-up: 4:00 pm – 5:45 pm

Removal of all posters immediately following the poster session at 7:00 pm on March 22.

Poster Session 3, Saturday, March 23

Poster hours: 1:15 pm – 2:30 pm

Set-up: 8:00 am – 1:15 pm

Removal of all posters immediately following the poster session at 2:30 pm on March 23.

Poster Session 4, Saturday, March 23

Poster hours: 5:45 pm – 7:00 pm

Set-up: 4:00 pm – 5:45 pm

Removal of all posters immediately following the poster session at 7:00 pm on March 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 on page 42. 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. 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 [#CDS2024 @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 Pasadena Convention Center is a completely non-smoking venue. Smoking is permitted in designated locations outside of the venue.

SPECIAL MEETINGS, LUNCH WORKSHOPS & SOCIAL EVENTS



THURSDAY MARCH 21, 2024

6:00 pm – 7:00 pm

CDS Welcome Reception

Conference Center Building Lower Level

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

7:00 pm – 10:00 pm

CDS Student Networking Night

Congregation Brewery & Cocina

300 S Raymond Ave Pasadena, CA 91105

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 California is 21 years of age.

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

FRIDAY MARCH 22, 2024

12:00 pm – 1:15 pm

Promoting Diversity in Cognitive Developmental Science

Ballroom GH

Pre-registration is required

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.

SATURDAY MARCH 23, 2024

12:00 pm – 1:15 pm

Burning questions for the professoriate luncheon

Ballroom GH

Pre-registration is required

CDS Student and Postdoc Members are invited to attend the "Burning Questions for the Professoriate" luncheon at the 2024 Cognitive Development Society meeting in Pasadena, CA (March 21 – 23, 2024). 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. Registration for the workshop will be limited to approximately 60 students and/or postdocs. Preference will be given to senior graduate students and postdocs. In the past, nearly everyone who was interested in attending lunch was able to attend.

With the generous support of our partners, including NIH and foundry10, CDS is pleased to announce the following awards.

DIVERSITY TRAVEL AWARDS

Alexa Sacchi
Alexus Ramirez
Brandon Carrillo
Breanna Amoyaw
Christina Barnes
Chuyi Yang
Elizabeth Perkovich
Grace Ocular
Hannah Lunkenheimer
Isis Angelica Segura
Kaityn Contino
Madeleine Garza
Maria Calderon Leon
Marissa Castellana
Mercedes Munoz
Meryem Şeyda Özcan
Michelle Erskine
Mingxuan Zhao
Monica Ellwood-Lowe
Natalie Quintero
Natalie Sarmiento
Nicole Coates
Norwood Glaspie
Olufemi Shakuur Nyabingi
Qianjin Guo
Sophie Charles
Yilin Liu
Zaida McClinton
Zoe Pestana

JOURNAL AWARDS

2021 EDITOR'S CHOICE

Debora de Hollanda Souza, *Universidade Federal de São Carlos*

2022 EDITOR'S CHOICE

Jellie Sierksma, *Utrecht University*

2023 EDITOR'S CHOICE

Amanda Brandone, *Lehigh University*

BOOK AWARDS

2021 BOOK AWARD

Michael Frank, *Stanford University*

2022 BOOK AWARD

Elizabeth Spelke, *Harvard University*

2022 BOOK AWARD

Frank Keil, *Yale University*

EARLY CAREER AWARD

Deon T. Benton, *Vanderbilt University*

EXCELLENCE AWARD

Anna Shusterman, *Wesleyan University*

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 workshops will be held on Thursday, March 21 at Pasadena Convention Center.

ALL DAY WORKSHOPS (9am – 4:30 pm)

Why Basic Cognitive Developmental Science Needs Diversity: Theoretical Value and Practical Considerations

Co-organized by

Tara Mandalaywala, *University of Massachusetts Amherst*

Jasmine DeJesus, *University of North Carolina at Greensboro*

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.

Building a Global Research Collaborative: Experiences and Findings from the Developing Belief Network

Co-Organizers:

Dr. Allison J. Williams, *Boston University*

Dr. Jenny Nissel, *Boston University*

Dr. Ayse Payir, *Boston University*

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

Dr. Maliki Ghossainy, *Boston University*

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

Dr. Kathleen Corriveau, *Boston University*

Workshop Summary:

The Developing Belief Network (DBN) is a collaborative team of international researchers studying the development and diversity of religious cognition in 39 distinct cultural-religious settings around the world. We aim to bring DBN members together with the rest of the CDS community to discuss experiences and best practices of global multi-site research. We will begin with an introduction to the DBN and a Q&A with PIs about their experiences. We will host a panel of editors to share their insights regarding best practices for publishing multi-site research, and will present preliminary findings from our research into how religious contexts influence cognitive development. Attendees will be encouraged to share their own experiences in discussion groups designed to mix emerging scholars and established researchers and will share their own research during flash talk and poster sessions

"Instead of trying to produce a program to simulate the adult mind, why not rather try to produce one which simulates the child's?"

Organized by

Annya Dahmani, *University of California, Berkeley*

Workshop Summary:

In 1950, Alan Turing proposed the Turing Test in his seminal *Computing Machinery and Intelligence*. In this paper, he also suggested building machines that simulate the mind of a child. We propose an interdisciplinary workshop that takes Turing's ideas into action. We can leverage lessons on how children navigate the world and process information to build machines that learn like humans do. We propose an interdisciplinary workshop that brings together researchers in the cognitive development and artificial intelligence fields. The goals of this workshop include: introducing the cutting-edge research that is being conducted in this intersection, addressing future directions, and raising questions about the field. The format of the workshop consists of experts in this intersection giving talks followed by Q&As. <https://sites.google.com/berkeley.edu/cogdevai-workshop/home>

30th Anniversary of Mapping the Mind: Domain Specificity in Cognition and Culture

Co-organized by

Prof. Melissa Kibbe, *Boston University*

Deb Kelemen, *Boston University*

Workshop Summary:

Published in 1994, *Mapping the Mind: Domain Specificity in Cognition and Culture* has been a theoretical force in the field of cognitive development. Edited by Susan Gelman and Lawrence Hirschfeld, the seminal essays in this volume were penned by luminaries in our field, who laid out foundational approaches to studying the origins of human thought that have shaped our field for three decades. This workshop will celebrate 30 years of *Mapping the Mind*. Ten original essayists will give talks on where they stand on their theoretical proposals about domain-specific cognition 30 years later: Susan Carey, Susan Gelman, Rochel Gelman, Alison Gopnik, Paul Harris, Lawrence Hirschfeld, Frank Keil, Alan Leslie, Elizabeth Spelke, and Henry Wellman. Speaker roundtables will be moderated by Fei Xu. The workshop will have a poster session for early career scholars to share work inspired by *Mapping the Mind*.

From Dyads to Collectives: Current Directions in Our Understanding of Intuitive Sociology

Co-organized by

Christina Steele, *Harvard University*,

Mack Briscoe, *Harvard University*

Dr. Ashley Thomas, *Harvard University*

Workshop Summary:

We will bring broader theories in cognitive development and related fields to bear on the topic of “naive sociology” –our commonsense ideas about who relates to whom. From an interdisciplinary and comparative lens, we will explore naive sociology at the dyad, group, and structural levels to approach the questions: What is the distinction between our representations of interpersonal relationships and groups? Does this change across species? Are there kinds of relationships we are particularly attuned to recognizing (e.g., “thick” vs “thin” relationships)? How does naive sociology influence how we navigate existing relational and group structures (e.g., egalitarian, hierarchical) to enact social change? We hope that these questions will foster broader conversations on how a naive sociology of relationships, groups, and social structures can be merged to generate new directions in research.

Our confirmed invited speakers are: Elizabeth Spelke (Harvard University), Alan Fiske (University of California, Los Angeles), Ashley Thomas (Harvard University), Lindsey Powell (University of California, San Diego), Laura Simone Lewis (University of California, Berkeley), Arianne Eason (University of California, Berkeley), and Ny Vasil (California State University East Bay).

Stereotypes vs. Reality: Are there Gender Differences in the Development of Prosociality, and Why Should We Care?

Organized by

Seleste Beaulieu, *Concordia University*

Workshop Summary:

Being prosocial is considered universally good, but issues arise when, as is the case, girls and women are expected to be more prosocial than boys and men. This places an undue burden on girls and women to prioritize others’ needs and excludes boys and men from the many benefits that arise from acting in prosocial ways. While there are fairly consistent gender stereotypes about prosociality across the lifespan, there is less clarity on when and whether gender differences in actual prosocial behaviors develop. This pre-conference aims to bring together researchers from the distinct, yet related fields of gender development and prosocial development to discuss two key questions: (1) Do stereotypes create differences in prosocial behaviors? How? (2) Why do stereotypes sometimes align with gender differences in prosocial behavior and other times don’t?

MORNING WORKSHOPS (9am – 12 pm)

Developmental Science at Non-R1 Institutions: Collaborative Strategies for Success

Co-organized by

Dr. Jennifer Clegg, Texas State University

Dr. Katherine Rice Warnell, Texas State University

Workshop Summary:

Conducting developmental science at non-research intensive, or non-R1, institutions presents unique challenges (e.g., limited support personnel and increased non-research demands on faculty time). In spite of these challenges, research at these institutions is critical given their large role in recruiting the next generation of developmental scientists. This pre-conference workshop will build a long-term support network of developmental scientists at non-R1 institutions. A panel of established faculty will discuss strategies for success and breakout roundtable sessions will facilitate networking and brainstorming solutions to research and mentorship challenges. This pre-conference is an excellent fit both for those currently at non-R1 institutions and for trainees who are hoping to pursue careers outside of R1 environments.

AFTERNOON WORKSHOPS (1pm – 4 pm)

Approaches to Bridging the Development of Reasoning and Memory

Organized by

Dr. Andrew Shtulman, Occidental College

Workshop Summary:

The study of reasoning has proceeded separately from the study of memory, yet these capacities must be linked. Reasoning occurs within working memory, uses information retrieved from long-term memory, and yields inferences that must be integrated with previously stored information. How could reasoning not be shaped by memory? This workshop will address the gap between reasoning and memory by highlighting research on explanation, categorization, and imagination that treats memory as constitutive of reasoning rather than separate from it. We aim to begin a conversation on the interdependence of reasoning and memory, to identify methods and models for integrating basic memory processes into the study of higher-order cognition and its development. Workshop participants will explore the benefits of studying how reasoning and memory work together rather than focusing on how they come apart.

Demystifying the hidden curriculum: Addressing and removing barriers experienced by early career scholars

Co-organized by

Dr. Tissyana Camacho, California State University, Northridge

Dr. Margaret Echelbarger, Stony Brook University

Sponsored by:

foundry10

Workshop Summary:

The hidden curriculum refers to the unwritten, unspoken, and unofficial knowledge and skills that individuals need to succeed in academia (Calcaro, 2020). This pre-conference provides a space for early career scholars to come together to engage and network, and talk candidly about the hidden curriculum. We also welcome mentors who want to support early career mentees, gain insight into the hidden curriculum, and learn how to remove barriers faced by early career scholars. This pre-conference will be organized into four panels and comprise two speakers each. These panels and speakers include: 1) Mentorship and Networking (Drs. Judith Danovitch and Amber Williams), 2) Planning and Goal Setting (Drs. Deon Benton and Melissa Koenig), 3) Navigating the Academic and Non-Academic Job Markets (Drs. Belem López and Shaylene Nancekivell), and 4) Ensuring Balance (Doctoral students Norwood Glaspie and LeNisha Williams).

THURSDAY MARCH 21, 2024

9:00 am – 4:00 pm PRE-CONFERENCE WORKSHOPS

MORNING WORKSHOPS

9:00 am – 12:00 pm *Developmental Science at Non-R1 Institutions: Collaborative Strategies for Success*
Conference Room 214

ALL DAY WORKSHOPS

9:00 am – 4:00 pm *Stereotypes vs. Reality: Are there Gender Differences in the Development of Prosociality, and Why Should We Care?*
Ballroom H

9:00 am – 4:00 pm *Building a Global Research Collaborative: Experiences and Findings from the Developing Belief Network*
Ballroom G

9:00 am – 4:00 pm *"Instead of trying to produce a program to simulate the adult mind, why not rather try to produce one which simulates the child's?"*
Ballroom F

9:00 am – 4:30 pm *30th Anniversary of Mapping the Mind: Domain Specificity in Cognition and Culture*
Ballroom C

9:00 am – 4:00 pm *From Dyads to Collectives: Current Directions in Our Understanding of Intuitive Sociology*
Ballroom B

9:00 am – 4:00 pm *Why Basic Cognitive Developmental Science Needs Diversity: Theoretical Value and Practical Considerations*
Ballroom A

AFTERNOON WORKSHOPS

1:00 pm – 4:00 pm *Approaches to Bridging the Development of Reasoning and Memory*
Conference Room 212

1:00 pm – 4:00 pm *Demystifying the hidden curriculum: Addressing and removing barriers experienced by early career scholars*
Conference Room 211

Sponsored by: **University of Michigan**



4:30 pm – 6:00 pm **PRESIDENT'S WELCOME & EARLY CAREER SYMPOSIUM**

Ballroom DE

Chaired by **Florencia Anggoro**, *College of the Holy Cross* & **Mahesh Srinivasan**, *University of California, Berkeley*

Hear some of the latest research from invited early-career scholars!

PRESENTERS:

Deon Benton, *Vanderbilt University*

How infants and children learn: A case for domain-general associative learning

Abstract: A longstanding debate in the field—which can be traced back to the early Western philosophers Aristotle and Plato—concerns the nature and origins of early knowledge. According to one perspective, infants are endowed with conceptually rich and abstract knowledge about the world that is rooted in rational processes and domain-specific learning mechanisms. According to another perspective, infants and children acquire knowledge about and build representations of the world via simple, albeit extremely powerful, domain-general learning mechanisms. This talk advances this second viewpoint. In particular, I will argue that the ability to learn and reason about causality as well as the capacity to evaluate others based on the morality of their social actions—two topics of intense and ongoing theoretical debate in the field—can be explained simply in terms of general advances in infants' and children's information processing abilities and the operation of different "types" of associative learning. I will draw upon behavioral experiments and computational modeling to make this case.

Annemarie Kocab, *Johns Hopkins University*

TBC

Abstract: TBC

Julia Leonard, *Yale University*

How caregivers influence children's persistence

Abstract: Every day children have to decide what is worth their effort: when to persist through challenges versus when to give up and move on to a different endeavor. Simultaneously, parents have to navigate when and how to help children with these obstacles. How do they make these decisions? And how can we help children persist when it matters most? In this talk, I present evidence that when 4-to-5-year-old children are faced with a challenging task, parents often "take over" and complete part or all of the task for them. I show evidence that this often well-intended act backfires, causing children to persist less. In a second set of studies, I demonstrate a possible intervention: Emphasizing children's learning potential and lowering costs for parents (e.g., time, energy) causes parents to take over less, giving children more autonomy. In summary, I argue that to help children effectively allocate effort, it is critical to understand not only their minds but also the minds of the adults who raise them.

Dana Miller-Cotto, *Kent State University*

***Understanding ethnic/racial differences in executive function performance:
The case of the dimensional change card sorting task***

Abstract: Executive function remains one of the most investigated variables in both cognitive science and education given its high correlation with numerous academic outcomes. Differences appear in executive function skills between children from higher socioeconomic and lower socioeconomic homes and children from different racial/ethnic backgrounds, with children from under resourced and minoritized communities demonstrating poorer performance relative to their peers with more resources. However, many accounts associate these differences with poor home/community values, imply inherent deficits in children from these communities, and imply a need to target these communities through executive function training. In this talk, I outline commonly held beliefs about these differences and offer strengths-based counternarratives that might be explaining these differences. Using a strength-based approach, I will also offer next steps for the field, and end by providing an example where my colleagues and I tested measurement invariance for the Dimension Change Card Sorting (DCCS) Task across three ethnic/racial groups: White, Black, Latine, and Asian, using the Early Childhood Longitudinal Study- Kindergarten dataset.

Rebecca Peretz-Lange, *State University of New York*

***Why does social essentialism sometimes promote, but other times mitigate,
prejudice development?***

Abstract: Before most children know how to tie their shoes, they already hold robust prejudices based on race, gender, weight, and more. How do these prejudices first form? One cognitive factor widely discussed as contributing to prejudice development is social essentialism: the intuitive view that social categories are natural and that category members share an underlying “essence” or biological reality. In this talk, I add nuance to this dominant view of essentialism as “the bad guy” in prejudice development: I discuss how, while essentialism can promote prejudice in some domains (e.g., race, gender), it can also mitigate prejudice in others (e.g., weight, sexual orientation). Finally, I argue that these seemingly-contradictory effects reflect the different alternative causal-explanatory theories that children discount in each domain. By incorporating these understudied forms of prejudice into our work, we not only broaden the social applicability of our findings, we also gain a better handle of the basic mechanisms underlying essentialism-prejudice relations.

Julie Schneider, *Louisiana State University*

Language Development in Context: Implications for the 30-million-word gap

Abstract: The 30-million-word gap, a term that refers to disparities in language input and vocabulary outcomes between children from low- and high-socioeconomic status (SES) households, is arguably one of the most highly cited research findings in the field of Cognitive Development. New studies have ignited a debate calling this purported word gap into question, drawing on two critical issues: 1) measures of vocabulary and language input utilized in past word-gap studies may be biased against children from culturally and linguistically diverse (CLD) households and 2) the majority of the word-gap studies in this area have focused on families living in urban cities in the northeast United States and other major urban cities (e.g., Chicago, San Francisco, Miami), limiting their generalizability. In this talk, I will leverage data collected from a CLD sample of pre-school aged children in the Deep South in an effort to offer alternative suggestions for characterizing the language environments and vocabulary abilities of low SES children that may speak to their strengths rather than their weaknesses. I will go one step further by providing data from caregivers in this region related to their practices and beliefs surrounding child development as a means of finding ways to better support them in promoting their child's language development.

6:00 pm – 7:00 pm WELCOME RECEPTION

Conference Center
Building Lower Level

Join us for appetizers and a cash bar to catch up with old friends and make new acquaintances!

7:00 pm – 10:00 pm STUDENT NETWORKING NIGHT

Off-Site Venue
Congregation Brewery &
Cocina
300 S Raymond Ave
Pasadena, CA 91105

Open to all students and students at heart! Please note the legal drinking age is 21 in California and ID will be required.

FRIDAY MARCH 22, 2024

ALL DAY SPEAKER WORKING ROOM

Conference Room 211

PARENTING ROOM

Conference Room 205

8:00 am – 8:45 am COFFEE AND REGISTRATION

Ballroom Concourse

8:45 am – 9:00 am OPENING REMARKS

Ballroom DE

9:00 am – 10:00 am PLENARY ADDRESS 1

Ballroom DE

Yuko Munakata, *University of California Davis*

Changing Perspectives on Executive Function

Chaired by **Sabine Doebel**, *George Mason University*

Abstract: Executive functions develop dramatically during childhood and predict important life outcomes. According to dominant accounts, control over thoughts and actions is vital, and executive functions supporting such control show stable individual differences: If you have high executive function capacity as a child, you will have high executive function capacity as an adult. However, recent research from my lab and others challenges this view. Children adaptively decide whether or not to engage executive functions based on a variety of factors beyond capacity. These decisions shape habits and influence the effort required for engaging executive functions in the future. Such findings support an alternative framework for understanding why people vary in their executive functioning, why these individual differences predict life outcomes, and how to identify targets for intervention.

10:00 am – 10:30 am REFRESHMENT BREAK

Ballroom Concourse

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

Ballroom DE

"Big Data" in Developmental Science

Chaired by **Andrei Cimpian**, *New York University*

PRESENTERS:

Anjali Adukia, *University of Chicago*

What we teach about race and gender

Abstract: Books shape how children learn about society and norms, in part through representation of different characters. We use computational tools to characterize representation in children's books widely read in homes, classrooms, and libraries over the last century, and describe economic forces that may contribute to these patterns. We introduce new artificial intelligence methods for systematically converting images into data. We apply these tools, alongside text analysis methods, to measure skin color, race, gender, and age in the content of these books, documenting what has changed and what has endured over time. We find underrepresentation of Black and Latinx people in the most influential books, relative to their population shares, though representation of Black individuals increases over time. Females are also increasingly present but appear less often in text than in images, suggesting greater symbolic inclusion in pictures than substantive inclusion in stories. Characters in these influential books have lighter average skin color than in other books, even after conditioning on race, and children are depicted with lighter skin color than adults on average. We then present empirical analysis of related economic behavior to better understand the representation we find in these books. On the demand side, we show that people consume books that center their own identities, and that the types of children's books purchased correlate with local political beliefs. On the supply side, we document higher prices for books that center non-dominant social identities and fewer copies of these books in libraries that serve predominantly White communities.

Elika Bergelson, *Harvard University*

Talk Title: *Breadth vs. Depth: Different lenses on what 'Big Data' can (and can't!) tell us*

Abstract: The preceding decade has seen a sea change in approaches to data collection and interpretation within cognitive development, spurred by a growing realization that many of our efforts at uncovering mechanisms and general 'truths' about the human mind have been limited by our sampling approaches. In this talk I'll focus on two facets of Big Data in developmental science: increasing the breadth of who we sample and increasing the amount and variety of data we collect from any one child, i.e. increasing depth. I will focus on language development to elucidate these topics. For the breadth portion I will pull from data on two recent large-scale collaborative projects (Bergelson et al, 2023; Bunce et al, minor revisions), that use automated and manual approaches to compute speech measures from daylong audio-recordings of children's lives across a variety of socio-linguistic contexts. For the depth portion I will describe ongoing experimental work in my lab that uses a combination of within-child measures aimed at characterizing the underlying mechanisms supporting early word learning. Across these topics I will discuss the tradeoffs in using these approaches vs. others, and available resources these projects create. In concert with the other talks, I will aim to highlight potential areas of focus that will help move cognitive development theory forward with these complementary perspectives.

Caitlin Fausey, *University of Oregon*

TBC

Abstract: TBC

Joshua Hartshorne, *Boston College*

Talk Title: *Cognitive development is (even) more complicated than we thought: Insights from Citizen Science*

Abstract: The advent of citizen science-fueled massive online experiments has forced sharp revisions in our understanding of cognitive development. This is not so much because citizen science allows for additional types of measures (though it does) or that it is less susceptible to replicability issues (though it is), but mostly because it allows us to see much more of development in much more detail. The prototypical developmental study involves comparing two or three age groups, necessarily leaving much to the imagination (you can draw an infinite number of curves through two points). Moreover, these measurements are coarse, powered only to detect very large differences. Over the last two decades, researchers have used citizen science to conduct dozens of large-scale studies, charting learning and development in glorious fine-grained detail from early elementary through old age. These studies have upended many long-held assumptions: abilities believed to develop in tandem in fact dissociate; there is no clear distinction between fluid and crystallized intelligence; and learning and development in adolescence and adulthood is far richer and more complex than previously believed. I conclude by discussing some of the newly (re)opened theoretical questions, as well as current technological limitations to citizen science and what researchers are doing to address them

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

Ballroom GH

pre-registration required

Sponsored by:

foundry10

The lunch workshop, "Promoting Diversity in Cognitive Developmental Science" features small-group discussions on a range of topics focused on the challenges and opportunities regarding diversity in cognitive developmental research. Attendees will have 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. The workshop organizers welcome ideas for table topics from registrants and will reach out after registration to solicit input and suggestions.

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

Exhibit Hall A

2:30 pm – 4:00 pm PARALLEL SESSIONS

2:30 pm – 4:00 pm S1.1 SYMPOSIUM

Ballroom AB

Diverse Approaches and Populations in Research on Early Attention Development

Chaired by Sara Paredes Raquel, University of Houston

S1.1.2 *Early Joint Attention Across Hispanic and Non-Hispanic Families*

Sara Paredes Raquel¹, Hanako Yoshida¹

¹ *University of Houston*

S1.1.3 *Development of attention in two cultures: The role of caregiver-child interaction*

Sawa Senzaki, University of Wisconsin - Green Bay

S1.1.4 *The Early Multidimensional Curiosity Scale across Cultures: New insights about the structure and focus of children's curiosity in South Korea, Turkey, and the United States*

Nayen Lee¹, Hilal Sen², Yu Jin Rah³, Gakyung Kim³, Sang Ah Lee³, Kelsey Lucca¹

¹ *Arizona State University*, ² *University of Akureyri*, ³ *Seoul National University*

S1.1.5 *Examining the effects of distraction on attention and task performance in a Title 1 school*

Kathleen Kannass¹, Laurie Pogorzelski¹, Kristine Kovack-Lesh²

¹ *Concordia University Wisconsin*, ² *Ripon College*

2:30 pm – 4:00 pm O1.1 INDIVIDUAL ORALS

Ballroom C *Chaired by John Opfer, Ohio State University*

O1.1.1 Sources of Error in Numerical Estimation: Insights from the Wisdom of Crowds Effect

Hyekyung Park¹, John Opfer¹

¹ Ohio State University

O1.1.2 Quantitative Coding of Logical Relations Does Not Depend on Counting

Shuyuan Yu¹, John Opfer²

¹ Carleton University, ² Ohio State University

O1.1.3 Children's Notation Preferences for Fraction and Decimal Arithmetic

Qiushan Liu¹, David Braithwaite¹

¹ Florida State University

O1.1.4 Spatial memory across axes, ages, and cultures

Benjamin Pitt¹, Steven Piantadosi², Alison Gopnik²

¹ Institute for Advance Study in Toulouse, ² University of California, Berkeley

O1.1.5 Hearing water temperature: Characterizing the development of nuanced perception of sound sources

Tanushree Agrawal¹, Adena Schachner¹

¹ University of California, San Diego

2:30 pm – 4:00 pm S1.2 SYMPOSIUM

Ballroom D

The living, the non-living, and the once-living: children's developing sense of natural phenomena across different cultures

Chaired by Ayse Payir, Boston University

S1.2.2 A gradual death: Children's perceptions of the body, mind, and soul in Tana Toraja, Indonesia

Claire White, California State University Northridge

S1.2.3 A matter of life and death: Children's evaluations of scientific and religious approaches to death and to beginning of life

Ayse Payir¹, Kathleen Corriveau¹, Paul Harris²

¹ Boston University, ² Harvard University

S1.2.4 Children's sensitivity to scientific ways of explaining natural phenomena and the role of science identity

Aarti Bodas¹, Ankita Kumar¹, Deb Kelemen¹

¹ Boston University

2:30 pm – 4:00 pm **S1.3 SYMPOSIUM**

Ballroom E

An Understudied Outgroup: Children’s Cognitive and Behavioral Attitudes Towards Disabled Peers

Chaired by **Zoe Robertson**, University of Virginia

S1.3.2 *The development of Nationality and Disability Concepts: A Comparative Approach*

Netanel Weinstein¹, Dare Baldwin¹

¹ University of Oregon

S1.3.3 *The Effects of Language on Non-Autistic Children’s Attitudes and Dehumanization towards Autistic Peers*

Zoe Robertson¹, Abha Basargekar¹, Vikram Jaswal¹

¹ University of Virginia

S1.3.4 *Children’s Reasoning About The Fairness Of School Accommodations For Children With Disabilities*

Nicolette Granata¹, Chyna Bacchus¹, Melanie Leguizamon¹, Jonathan Lane¹

¹ Vanderbilt University

S1.3.5 *Preschool Children’s Resource Allocation towards and Reasoning about Exclusion of Agents with Disabilities*

Teresa Landwehrmann¹, Markus Paulus¹, Natalie Christner²

¹ Ludwig-Maximilians-Universität München, ² LMU Munich

2:30 pm – 4:00 pm O1.2 INDIVIDUAL ORALS

Ballroom F *Chaired by Haley Vlach, University of Wisconsin - Madison*

O1.2.1 Individual Differences in Executive Functions for Preschoolers from Low-Income Backgrounds: Associations of Profiles with Pre-Academic Skills

Brianna Devlin¹, Elyssa Geer¹, Jennifer Finders², Tracy Zehner¹, Robert Duncan², David Purpura², Sara Schmitt¹

¹ University of Oregon, ² Purdue University

O1.2.2 Hearing the same story dos veces: Examining the structure of bilingual storybooks and their impact on novel word learning

Margarita Kaushanskaya¹, Haley Vlach¹

¹ University of Wisconsin - Madison

O1.2.3 Parenting Under Pressure: Unraveling the Effects of Economic Hardship during the COVID-19 Pandemic on Children's Cognitive Development

Jenna Finch¹, Kimia Akhavein¹, Erika Boohar²

¹ University of Nebraska - Lincoln, ² Nebraska Medicine

O1.2.4 The development of picture comprehension across early environments: Evidence from urban and rural toddlers in Western Kenya

Rebecca Zhu¹, Tabitha Nduku², Jan Engelmann³, Alison Gopnik³

¹ Stanford University, ² RTI International, ³ University of California, Berkeley

O1.2.5 Children's language ecologies: understanding day-to-day variability in caregivers' child-directed speech during the COVID-19 pandemic

Monica Ellwood-Lowe¹, Ruthe Foushee², Jonathan Wehry³, Grace Horton⁴, Mahesh Srinivasan⁴

¹ University of Pennsylvania, ² New School for Social Research, ³, ⁴ University of California, Berkeley

4:15 pm – 5:45 pm **PARALLEL SESSIONS**

4:15 pm – 5:45 pm **S2.1 SYMPOSIUM**

Ballroom AB

Diverse pathways to number knowledge

Chaired by **Sebastian Holt**, *University of California, San Diego*

S2.1.2 Number word learning in a language without a natural number system or counting routine

Daniel Hyde¹, **Pierre Pica**²

¹ *University of Illinois Urbana-Champaign*, ² *Universidade Federal Rio Grande do Norte, Brasil & CNRS Paris, France*

S2.1.3 Pre-number-knowers fast-map verbal labels onto sets of objects

Chen Cheng¹, **Lisa Feigenson**², **Melissa Kibbe**¹

¹ *Boston University*, ² *Johns Hopkins University*

S2.1.4 Studying numerical innovations with artificial languages

Sebastian Holt¹, **David Barner**¹

¹ *University of California, San Diego*

S2.1.5 How numerals influence numerical thinking

Jenna Croteau¹, **Joonkoo Park**¹

¹ *University of Massachusetts Amherst*

4:15 pm – 5:45 pm S2.2 SYMPOSIUM

Ballroom C ***Investigating children's understanding of counterfactuals and alternative possibilities***

Chaired by **Hailey Pawsey**, University of Waterloo

S2.2.2 Which counterfactuals are difficult?

Angela Nyhout¹, Patricia Ganea²

¹ University of Kent, ² University of Toronto

S2.2.3 Children Use Proximity and Ability to Infer Counterfactual Closeness

Hailey Pawsey¹, Stephanie Denison¹, Ori Friedman¹

¹ University of Waterloo

S2.2.4 Young children's ability to represent alternative possibilities

Luisa Andreuccioli¹, Sophie Mazor², Katarina Begus³, Elizabeth Bonawitz³, Caren Walker¹

¹ University of California, San Diego, ² University of California San Diego, ³ Harvard University

S2.2.5 Counterfactual thinking and social judgements in children across three cultures

Shalini Gautam¹, Kirin Zhang¹, Katherine McAuliffe¹

¹ Boston College

4:15 pm – 5:45 pm S2.3 SYMPOSIUM

Ballroom D ***Reasoning about social distance and affiliation across human development***

Chaired by **Brandon Woo**, Harvard University; **Aaron Chuey**, Stanford University

S2.3.2 Children use social relationships to reason about the flow of information between people

Aaron Chuey¹, Julian Jara-Ettinger², Hyowon Gweon¹

¹ Stanford University, ² Yale University

S2.3.3 Racial majority and minoritized children use race to guide their own social preferences and infer others' social relations

Hyesung Grace Hwang¹, Caroline Cha¹

¹ University of California, Santa Cruz

S2.3.4 Children's understanding of mental state attributions within close relationships

Brandon Woo¹, Emma Yu¹, Ashley Thomas¹

¹ Harvard University

S2.3.5 The nature of early social relationship concepts

Lindsey Powell¹

¹ University of California, San Diego

4:15 pm – 5:45 pm S2.4 SYMPOSIUM

Ballroom E

Biology, Social Environment, or Psychology? How Causal Explanations of Human Behavior Influence its Perceived Malleability

Chaired by **Lea Combette**, Boston University

S2.4.2 *Children's Explanations for Physical and Mental Traits and their Influence on Perceived Malleability.*

Lea Combette¹, Deb Kelemen¹

¹ Boston University

S2.4.3 *Language Essentialism and its Association with Educational Neuromyths and Policy Endorsements*

Xin Sun¹, Shaylene Nancekivell², Priti Shah³, Susan Gelman³

¹ University of British Columbia, ² University of Manitoba, ³ University of Michigan

S2.4.4 *Children's Explanations for Ability Grouping Arrangements*

Melis Muradoglu¹, Sébastien Goudeau², Andrei Cimpian³

¹ Stanford University, ² Université de Poitiers, ³ New York University

S2.4.5 *Children's essentialist conceptions of weight*

Rebecca Peretz-Lange¹, Keri Carvalho², Paul Muentener²

¹ SUNY Purchase, ² Tufts University

4:15 pm – 5:45 pm **O2.1 INDIVIDUAL ORALS**

Ballroom F *Chaired by Lin Bian, University of Chicago*

O2.1.1 *How does the form and content of parent language influence children's developing gender beliefs?*

Josie Benítez ¹, Emily Foster-Hanson ², Marjorie Rhodes ¹

¹ New York University, ² Swarthmore College

O2.1.2 *A Conceptual Framework for Religious Identity: A Category's Central Form and its Predictive Power in Hindu and Muslim Children in India*

Paul Haward ¹, Mahesh Srinivasan ¹

¹ University of California, Berkeley

O2.1.3 *Stability and change in gender identity across childhood and adolescence*

Benjamin Demayo ¹, Natalie Gallagher ¹, Kristina Olson ¹

¹ Princeton University

O2.1.4 *Bilingualism and simultaneous identities*

Sharanya Bashyam ¹, Nadia Chernyak ¹

¹ University of California, Irvine

O2.1.5 *Why do children think follow we should follow norms? The case of religious and moral norms in India*

Audun Dahl ¹, Emily Chau ², Paul Haward ², Gil Diesendruck ³, Mahesh Srinivasan ²

¹ Cornell University, ² University of California, Berkeley, ³ Bar-Ilan University

4:45 pm – 7:00 pm **POSTER SESSION 2 & EXHIBITORS**

Exhibit Hall A

SATURDAY MARCH 23, 2024

ALL DAY **SPEAKER WORKING ROOM**

Conference Room 211

PARENTING ROOM

Conference Room 205

8:00 am – 8:30 am **COFFEE AND REGISTRATION**

Ballroom Concourse

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

Ballroom DE

9:00 am – 10:00 am PLENARY ADDRESS 2

Ballroom DE

Megan Bang, *Northwestern University*

Chaired by **Barbara Rogoff**, *University of California Santa Cruz*

10:00 am – 10:30 am REFRESHMENT BREAK

Ballroom Concourse

10:30 am – 12:00 am PLENARY SYMPOSIUM 2:

Ballroom DE

Cultural Variations in Cognitive Development

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

PRESENTERS:

Nicole Gardner-Neblett, *University of Michigan*

Fictional oral storytelling among African American children: What's nonverbal cognition got to do with it?

Abstract: Historical and cultural practices have made oral traditions highly esteemed and valued within many African American communities. Oral storytelling is one such tradition with important implications for the literacy development of African American children from as young as preschool age. Few studies, however, have examined individual differences in African American children's oral narrative, or spoken storytelling, skills. Yet understanding the individual differences that contribute to oral narrative skills is critical for supporting the development of this foundational oral language ability. This talk presents research findings on individual differences in nonverbal cognitive processing as predictors of variation in African American children's fictional oral stories. Results illustrate the heterogeneity among African American children in their oral storytelling and have implications for how clinicians, educators, and parents assist young African American children in developing these fundamental oral language competencies.

Suzanne Gaskins, *Northeastern Illinois University*

Exploring the Meaning and Methods of Executive Function through a Cultural Lens

Abstract: Most established paradigms in Developmental Psychology are structured by generally accepted theoretical claims and standardized measures. When these commitments seem narrow or off-base to those of us who study children's development in other cultures, there is often little disciplinary tolerance for new approaches. The project presented here investigated school-aged children's executive function in a Yucatec Maya community in Mexico. Since ethnographic reports describe a remarkable amount of self-directed activities in children's everyday lives, the initial expectation was that children would demonstrate high scores on standard EF tasks. However, for most experiments, their performance was quite poor. The project shifted to 1) understanding why they were not demonstrating their everyday skills during the experiments and 2) identifying what kind of alternative structured activities would elicit their skills. Insights into existing cultural assumptions about studying executive function will be presented, along with more general suggestions for maximizing cultural validity in both theory and methods to increase our understanding of developmental processes in all children.

Gigliana Melzi, *New York University*

Learning from Latine Families about Everyday Math

Abstract: Young children’s early math experiences are culturally situated, occurring in the context of everyday family interactions and routines. Yet we know little about the math experiences in culturally and linguistically minoritized families. Moreover, there has been relatively little attention to the cultural and linguistic relevance of the constructs and methods used in research on early math family interactions. As such, except for naturalistic studies, the contexts and activities used in past research tend to align with the interactional preferences of families from culturally and linguistically dominant groups. In this presentation, we present a project on Latine family math that examined caregivers’ definitions and uses of everyday math, as well as the math language input caregivers used during semi-structured interactions with their preschool-aged children. We discuss the cultural and linguistic considerations taken in designing the study, the main findings, as well as the lessons learned for future work on family math.

Andres Sebastian Bustamante, *University of California Irvine*

Centering Latine Families Funds of Knowledge in Early STEM Learning through Participatory Design

Abstract: There is increasing momentum in cognitive and developmental sciences to move away from deficit framing of minoritized families and center educational experiences in community assets and cultural funds of knowledge. One powerful mechanism for infusing cognitive science with minoritized communities’ cultural assets is participatory design, an approach to designing educational experiences that empowers community partners to contribute their cultural knowledge and expertise. This presentation will describe a research practice partnership with a community organization that serves Latine families to design Playful Learning Landscapes—early STEM learning installations for public spaces (parks, bus-stops, grocery stores, etc.). Through a showcase of the final designs, the audience will learn how principals from cognitive science were combined with families values, routines, and cultural assets to promote high-quality STEM conversations and interactions during everyday activities.

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

Ballroom GH *pre-registration 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.

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

Exhibit Hall A

2:30 pm – 4:00 pm PARALLEL SESSIONS

2:30 pm – 4:00 pm S3.1 SYMPOSIUM

Ballroom AB

Functions, Relations, and Abstractions in Infants, Preschoolers, and AI

Chaired by **Nicole Coates**, Massachusetts Institute of Technology

S3.1.2 *Function Composition in the Crib: Human Infants Productively Combine Two Newly Learned Functions of a Tool*

Barbara Pomiechowska¹, Agnes Kovacs², Erno Teglas²

¹ University of Birmingham, ² Central European University

S3.1.2 *Causal-functional Reasoning in Children and AI*

Eunice Yiu¹, Mariel Goddu², Emily Rose Reagan¹, Alison Gopnik¹

¹ University of California, Berkeley, ² Harvard University

S3.1.3 *Preschoolers Represent Abstract Relational Properties of Sets and Functions*

Nicole Coates¹, Renée Creppy², Max Siegel¹, Madeline Pelz³, Josh Tenenbaum¹, Laura Schulz¹

¹ Massachusetts Institute of Technology, ² Xavier University of Louisiana, ³ MIT

S3.1.4 *Language Models and the Development of Relational Abstractions*

Taylor Webb, University of California, Los Angeles

2:30 pm – 4:00 pm S3.2 SYMPOSIUM

Ballroom C

Shining New Light on Neural Mechanisms of Word Learning

Chaired by **Aaron Buss**, University of Tennessee, Knoxville

S3.2.2 *Neural Correlates of Disambiguation in bilingual and monolingual toddlers*

Drew Weatherhead¹, Maria Arredondo², Janet Werker³

¹ Dalhousie University, ² University of Texas at Austin, ³ University of British Columbia

S3.2.3 *Mind Over Material: Neural Mechanisms of Attention in Novel-noun Generalization*

Alexis Mccraw¹, Aaron Buss¹

¹ University of Tennessee, Knoxville

S3.2.4 *Testing the Temperature: Comparing the Neural Dynamics of "Hot" and "Cold" Label Learning*

Jacqueline Sullivan¹, Alexis Mccraw¹, Rachel Eddings¹, Aaron Buss¹

¹ University of Tennessee, Knoxville

2:30 pm – 4:00 pm **S3.3 SYMPOSIUM**

Ballroom D

Structural Reasoning About Inequality Across Childhood and Adolescence

Chaired by **Jamie Amemiya**, *Occidental College*

S3.3.2 Limitations and Future Directions in Studying Structural Thinking in Young Children

Marianna Zhang¹, **Ellen Markman**²

¹ *Stanford University*, ² *Stanford*

S3.3.3 Structural Explanations for Inequality Reduce Children's Biases and Promote Rectification Only if They Implicate the High-status Group

Rachel Leshin¹, **Marjorie Rhodes**²

¹ *Princeton University*, ² *New York University*

S3.3.4 Children and Adults Reason Structurally About STEM Gender Inequalities After Observing That Removing Structural Constraints Makes a Difference

Jamie Amemiya¹, **Lin Bian**²

¹ *Occidental College*, ² *University of Chicago*

2:30 pm – 4:00 pm **S3.4 SYMPOSIUM**

Ballroom E

Science and Me: How Scientific Thought and Engagement is Shaped by Identity Factors and Diverse Learning Contexts

Chaired by **Khushboo Patel**, University of Louisville;

Aarti Bodas, Boston University

S3.4.2 Indian and American Adolescents' Beliefs About Science Learning: A Cross-Cultural Perspective

Khushboo Patel¹, **Judith Danovitch**¹, **Allison Master**², **Ritu Sharma**³

¹ University of Louisville, ² University of Houston, ³ Pandit Deendayal Energy University

S3.4.3 Perceptions and Experiences of Science and Science Engagement Among Diverse Adolescent Youth During COVID-19: A Qualitative Study

Matthew Kim¹, **Nicholette Derosia**², **Rachel Guldin**³, **Maya Lazaro**², **Jenefer Husman**², **Ed Madison**², **Ross Anderson**⁴

¹ University of Kentucky, ² University of Oregon, ³ Denison University, ⁴ Creative Engagement Lab

S3.4.4 Becoming a Scientist: The Influence of a Science Role Model's Identity on Children's Engagement in Science

Grace Huang¹, **Tatiana Rachlin**¹, **Lin Bian**¹

¹ University of Chicago

S3.4.5 Relationships Between Children's and Adults' Explanatory Tendencies and Science Identity

Aarti Bodas¹, **Malvika Khandelwal**¹, **Cristian Latorre**², **Ankita Kumar**¹, **Deb Kelemen**¹

¹ Boston University, ² Haverford College

2:30 pm – 4:00 pm O3.1 INDIVIDUAL ORALS

Ballroom E *Chaired by Luke Butler, University of Maryland*

O3.1.1 *Young children's developing sensitivity to epistemic injustice – evidence from Hindu and Muslim children in India*

Sophie Regan ¹, Antonia Langenhoff ¹, Colin Jacobs ¹, Jan Engelmann ¹, Mahesh Srinivasan ¹

¹ University of California, Berkeley

O3.1.2 *A comprehensive investigation of U.S. children's and adults' understanding of social hierarchies*

Vivian Liu ¹, Kathryn Jano ², Andrei Cimpian ³

¹ University College Dublin, ² NYU Langone Health, ³ New York University

O3.1.3 *Should leaders conform? Developmental evidence from the United States and China*

Yuchen Tian ¹, Lin Bian ²

¹ University of Massachusetts Amherst, ² University of Chicago

O3.1.4 *The Role of Status-Related Beliefs in the Development of Competence and Warmth Stereotypes*

Nicole Alarcon ¹, Jillian Lauer ², Rui Wang ²

¹ Columbia University, ² University of Cambridge

O3.1.5 *The Best Start Trial: Supporting Children's Oral Language and Self-Regulation Skills Through Professional Development with Early Childhood Teachers*

Elaine Reese ¹, Tugce Bakir-Demir ¹, Sean Marshall ¹, Jesse Kokaua ¹, Karen Salmon ², Elizabeth Schaughency ¹, Mele Taumoepeau ², Amanda Clifford ¹, Louis Moses ³

¹ University of Otago, ² Victoria University of Wellington, ³ Te Herenga Waka - Victoria University of Wellington

4:15 pm – 5:45 pm **PARALLEL SESSIONS**

4:15 pm – 5:45 pm **S4.1 SYMPOSIUM**

Ballroom E

Cross-cultural and cross-linguistic trends in relational ability using the Relational Match-to-Sample task

Chaired by **Apoorva Shivaram**, Northwestern University

S4.1.2 *Relational insight in preschoolers: Does language matter?*

Apoorva Shivaram¹, **Ruxue Shao**¹, **Susan Hespos**², **Dedre Gentner**¹

¹ Northwestern University, ² Western Sydney University

S4.1.3 *Sources of variation in preschoolers' relational reasoning: The interaction between language use and working memory*

Seref Esmer¹, **Eylul Turan**², **Dilay Z. Karadoller**³, **Tilbe Göksun**⁴

¹ Yale University, ² KU Leuven, ³ Middle East Technical University, ⁴ Koc University

S4.1.4 *Cognitive diversity in context: US-China developmental trajectories on four tasks over early and middle childhood*

Alexandra Carstensen¹, **Anjie Cao**², **Alvin Tan**², **Di Liu**³, **Yichun Liu**⁴, **Minh Bui**⁵, **Jiayi Wang-Zhao**⁶, **Ai Nghi Diep**², **Qi Han**², **Michael Frank**², **Caren Walker**⁷

¹ Arizona State University, ² Stanford University, ³ Beijing Normal University,

⁴ Fudan University, ⁵ California State University, Fullerton, ⁶ Harvard University,

⁷ University of California, San Diego

4:15 pm – 5:45 pm **O4.1 INDIVIDUAL ORALS**

Ballroom E *Chaired by* TBC

O4.1.1 *Children track their success over multiple trials, but are underconfident*

Carolyn Baer¹, Arshnoor .², Daniel Bernstein²

¹ University of British Columbia, ² Kwantlen Polytechnic University

O4.1.2 *Making it meaningful: Story-making practice to improve working memory in first-graders*

Luísa Superbia-Guimarães¹, Nelson Cowan¹

¹ University of Missouri

O4.1.3 *The relationship between disfluency and confidence in young children*

Eloise West¹, Carolyn Baer¹, Darko Odic¹

¹ University of British Columbia

O4.1.4 *Spontaneous relational attention serves as a mechanism between Executive Functions and math learning outcomes*

Hongyang Zhao¹, Lindsey Engle Richland¹

¹ University of California, Irvine

O4.1.5 *Intellectually humble tendencies are considered desirable by children and adults, even in intergroup contexts*

Joshua Rottman¹, Nithya Ramaswamy¹, Zoe Favilla¹, Caitlin Geller¹, Nina Kegelman¹, Raluca Rilla¹, Skylynn Coble¹, Mary Fouad¹, Jonathan Lane², S. Emlen Metz³, Paul Harris⁴, Walter Sinnott-Armstrong⁵

¹ Franklin & Marshall College, ² Vanderbilt University, ³ University of California, Berkeley, ⁴ Harvard University, ⁵ Duke University

4:15 pm – 5:45 pm **S4.2 SYMPOSIUM**

Ballroom D

Money Talks, and Children Listen: Investigations Into How Developing Minds Think and Talk About Wealth, Social Status, and Money

Chaired by **Richard Ahl**, Boston College

S4.2.2 *Who Deserves to be Rich?: Children's and Adults' Judgments of the Wealthy*

Pinar Aldan¹, Yarrow Dunham¹

¹ Yale University

S4.2.3 *American Children's Inferences of Wealth and Occupational Status: An Early- emerging Endorsement of the Myth of Meritocracy*

Jordan Legaspi¹, Tara Mandalaywala¹

¹ University of Massachusetts Amherst

S4.2.4 *Exploring Relations Among Child Spending Orientations, Parent-Child Talk About Money, and Child Spending*

Margaret Echelbarger¹, Susan Gelman², Scott Rick²

¹ Stony Brook University, ² University of Michigan

S4.2.5 *Children Increasingly Endorse the Dishonest Concealment of Wealth Across Development*

Richard Ahl¹, Emily Arnott¹, Cory Easton¹, Anastasia Prussakova¹, Katherine McAuliffe¹

¹ Boston College

4:15 pm – 5:45 pm **S4.3 SYMPOSIUM**

Ballroom E

Unlocking Potential: New Insights into Motivational Factors Shaping Children's Achievement Behaviors

Chaired by **Fan Yang**, University of Chicago;
Melis Muradoglu, Stanford University

S4.3.2 *The development and consequences of beliefs about intellectual ability in early childhood*

Melis Muradoglu¹, **Bethany Lassetter**², **Afiya Fredericks**³, **Madison Sewell**⁴, **Lenna Ontai**⁵, **Christopher Napolitano**⁴, **Carol Dweck**¹, **Kali Trzesniewski**⁵, **Andrei Cimpian**²

¹ Stanford University, ² New York University, ³ University of the District of Columbia, ⁴ University of Illinois, ⁵ University of California, Davis

S4.3.3 *Action possibilities and mastery motivation in early childhood*

Tamar Kushnir¹, **Yue Yu**², **Mary Simpson**³

¹ Duke University, ² Nanyang Technological University, ³ University of Illinois Chicago

S4.3.4 *Practice what you preach: Consistent messages about the value of effort boost children's persistence*

Elaine Wang¹, **Mia Radovanovic**², **Jessica Sommerville**², **Julia Leonard**¹

¹ Yale University, ² University of Toronto

S4.3.5 *Minimal but meaningful: Even minimal significance matters for children's motivation*

Yilin Liu¹, **Fan Yang**¹

¹ University of Chicago

4:15 pm – 5:45 pm O4.2 INDIVIDUAL ORALS

Ballroom F Chaired by **Daniel Hyde**, University of Illinois at Urbana-Champaign

O4.2.1 Neural sensitivity to mental states in infancy predicts later explicit theory of mind reasoning in childhood

Yiyu Liu ¹, Eden Moss ¹, Fransisca Ting ², Daniel Hyde ¹

¹ University of Illinois at Urbana-Champaign, ² University of Toronto

O4.2.2 The development of socially mindful behaviors in early childhood

Xin (Alice) Zhao ¹, Zijia Li ¹

¹ East China Normal University

O4.2.3 Epistemic and Deontic Constraints on U.S. and Chinese Children's Possibility Judgments

Jenny Nissel ¹, Jennifer Clegg ², Lihanjing Wu ³, Hui Li ³, Jacqueline Woolley ⁴

¹ Boston University, ² Texas State University, ³ Central China Normal University, ⁴ University of Texas

O4.2.4 How do child learners shape language: a silent gesture study with 6-year-olds

Molly Flaherty ¹, Grace Calvert ¹, Jessica Villiger ¹

¹ Davidson College

5:45 pm – 7:00 pm POSTER SESSION 4 & EXHIBITORS

Exhibit Hall A

AUTHOR	POSTER #
., Arshnoor	O4.1.1
Abbaraju, Anisha	P3-101
Abel, Alyson	P2-86, P4-43
Abrams, Danielle	P3-16
Abutto, Adani	P1-46, P1-161
Aceves-Azuara, Itzel	P4-152
Acosta, Diana	P1-67, P3-1
Adam, Hubert	P3-59
Admasu, Yanet	P4-117
Adolph, Karen	P1-85
Advani, Rishita	P4-93
Agarwal, Nikita	P4-147
Agrawal, Tanushree	O1.1.5
Aguilar, Carlos	P4-106
Ahl, Richard	P2-39
Ahmad, Mahnoor	P4-125
Ahmed, Yusra	P2-144
Ahn, Jina	P2-75
Ahn, Sohee	P4-39
Aitken, Charlotte	P2-109, P4-15
Akhavein, Kimia	O1.2.3, P1-24
Akyuz, Kubra Genc	P4-142
Alade, Fashina	P3-52
Alarcon, Nicole	O3.1.4, P3-141, P4-120
Alcala, Lucia	P4-154
Alderete, Stephanie	P2-102
Aldrich, Bianca	P3-18
Aldugom, Mary	P1-115
Alibali, Martha	P1-56, P1-75, P3-160, P4-20
Alonso, Daniel	P2-70, P3-80
Altinok, Nazli	P4-88
Alton, Jenna	P2-164
Alvarado, Daisy	P4-138
Alvarez, Carolina	P3-142
Alvarez, Elizabeth	P2-128
Alzona, Miguel	P4-27
Amador, Bri C.	P2-133
Amatuni, Andrei	P3-164
Ambrish, Ishaan	P3-25
Amemiya, Jamie	P1-88

AUTHOR	POSTER #
Amin, Tamer	P2-59
Aminu, Jarin-Atu	P2-100
Amir, Dorsa	P1-51, P4-89
Amoyaw, Breanna	P2-113
Andres-Salgarino, Ma Bernadette	P2-54
Andrisoamampianina, Narindra	P1-4, P4-105
Anggoro, Florencia	P1-56, P1-75, P2-59
Anthony, Lauren	P4-20
Antony, Chellam	P4-41
Aparício, Sofia	P3-52
Aponte, Annalise	P4-155
Ardiano-Longo, Stephanie	P2-130, P3-43, P4-13, P4-68
Arnold, Henry	P2-128
Arnold, Sophie	P4-19, P4-131
Arredondo, Maria	P3-53
Arunachalam, Sudha	P1-135, P2-76
Asaba, Mika	P2-34, P4-2
Ashmaig, Omer	P3-164
Atit, Kinnari	P1-157
Avakian, Ani	P2-130, P3-43, P4-13, P4-68
Bacon, Désia	P3-125
Bae, Jihye	P4-90
Baer, Carolyn	O4.1.1, O4.1.3, P1-74
Bagan, Emily	P4-10
Bagus, Tina	P2-91
Baharloo, Roya	P4-17
Bahmani, Bahare	P2-56
Bailey, Drew	P1-106
Baillargeon, Renee	P2-157, P2-161, P4-128
Baker, Aaron	P4-103
Baker, Erin	P2-120, P3-165, P4-3
Baker, Matthew	P1-136, P1-159, P2-67, P2-74, P4-113
Bakir-Demir, Tugce	O3.1.5
Bambha, Valerie	P2-144, P4-77, P4-99

AUTHOR	POSTER #
Ban, Jiwon	P4-72
Banasik-Jemielniak, Natalia	P1-77
Bangayan, Samantha	P4-24
Bano, Zarafshan	P1-101, P2-83
Bao, Chenye	P1-138
Barbieri, Christina	P4-8, P4-80
Bargmann, Walker	P2-61
Barner, David	P1-36, P1-60, P3-76, P4-30
Barnes, Christina	P1-70, P3-35
Baron, Andrew	P1-107, P4-9
Barrett, Anjuui	P2-78
Barsoum, Marise	P3-67
Barth, Hilary	P2-23
Bascandziew, Igor	P1-46, P1-161
Bashyam, Sharanya	O2.1.4
Batanova, Milena	P3-117
Batarse, Naomi	P3-33
Batool, Kanza	P2-99, P3-99
Bauer, Rebecca	P1-150, P3-78
Baumann, Anna	P1-84
Baumann, Leonie	P4-91
Bayron, Jizette	P3-74
Beacham, Rose	P3-127, P3-136
Beaton, Rebecca	P2-82
Beaulieu, Selesté	P2-21, P3-124
Becerra, Christine	P4-20
Beck, Jacqueline	P1-82
Beck, Taylor	P3-121
Beckner, Aaron	P4-76, P4-77, P2-81, P4-99, P4-109, P4-114
Bedny, Marina	P4-25
Beers, Candy	P1-127
Begolli, Kreshnik	P1-106
Behairy, Saif	P2-33
Behboudi, Mohammad	P4-56
Behrend, Douglas	P1-70, P3-35
Beilock, Sian	P4-53
Beissert, Hanna	P2-91
Belenky, Margaret	P3-127, P3-136

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Bell, Martha Ann	P3-29	Bonny, Justin	P2-42	Bruce, Amanda	P1-12
Belluck, Arielle	P3-154	Bonus, Alex	P2-130, P3-43, P4-13, P4-29, P4-49, P4-68, P4-69	Buchsbaum, Daphna	P2-154, P4-40, P4-132
Bene, Edina	P4-140	Boohar, Erika	O1.2.3	Buffonge, Sydney	P4-96
Benear, Susan	P3-14	Booth, Amy	P4-90	Buhler-Wassmann, Andrea	P1-67
Benítez, Josie	O2.1.1	Booth, Julie	P4-8	Bui, Tra	P4-83
Benitez, Viridiana	P1-25, P3-63, P3-118	Borriello, Giulia	P3-7	Bulgarelli, Federica	P2-142
Benítez-Barrera, Carlos	P4-117	Boseovski, Janet	P2-50	Bulley, Adam	P3-97
Bennett-Pierre, Grace	P2-18	Boskovic, Kosta	P1-162	Bullinger, Johannes	P3-100
Benton, Deon	P2-82	Botello, Megan	P1-58	Burkhardt-Reed, Megan	P4-140
Benzaquen-Briquet, Emanuelle	P1-28	Bove, Rebecca	P2-2	Burkholder, Amanda	P3-127, P3-136, P3-151
Bergelson, Elika	P2-3	Bower, Corinne	P2-130, P3-43, P4-13, P4-29, P4-68, P4-69	Burrell, Nandrea	P4-75
Bergmann, Christina	P4-84	Bowes, Shauna	P2-10	Busick, Elena	P1-142
Berke, Marlene	P3-42	Bowley, Hannah	P4-34, P4-130	Buss, Aaron	P1-61, P4-142
Berkowitz, Talia	P4-116, P4-118, P4-119	Bowman, Lindsay	P1-141, P3-8, P3-149, P4-82	Bustamante, Andres	P1-106, P3-31
Berlin, Lisa	P2-30	Bowman-Smith, Celina	P2-109, P4-15	Bustamente, Isabela	P3-110
Bermudez, Vanessa	P1-106	Boykin, C. Malik	P1-129	Butler, Lucas	P2-134, P2-164
Bernstein, Daniel	O4.1.1, P1-74	Boynuk, Ceren	P4-88	Butrus, Rita	P3-88
Betzer, Lauren	P2-132	Brady, Shannon	P3-40	Butts, Jacob	P4-133
Bhullar, Romal	P1-159, P2-74	Braithwaite, David	O1.1.3, P2-41	Byun, Ginna	P2-49
Bian, Lin	O3.1.3, P1-62, P2-155, P3-23, P3-79, P4-1	Brandao, Maria	P1-103	Calabro, Grai	P3-47
Birch, Susan	P2-146	Brandone, Amanda	P3-55, P3-56	Calderon Leon, Maria	P2-88
Bird-Guerra, Scarlett	P1-45	Braun, Summer	P2-115	Callanan, Maureen	P2-1, P1-67, P2-63, P3-1, P3-85, P4-55, P4-157
Bisbee, Nick	P4-81	Bray, Emmy	P1-150	Callery, Kendall	P4-20
Bisla, Isaac	P1-109, P4-158, P4-163	Breitfeld, Elise	P3-148	Calvert, Grace	O4.2.4, P1-59
Blake, Peter	P3-83, P3-84, P4-22	Brennan, Jonathan	P1-33	Camarote, Joei	P3-38
Blankenship, Tashauna	P2-90, P3-29	Brenner, Jonah	P1-117, P2-9, P2-73	Cameron, Catherine Ann	P2-99, P3-69
Blaser, Erik	P3-54	Bridgers, Sophie	P4-108, P4-110	Campbell, Erin	P1-41
Bloom, Paul	P4-128	Brigadnova, Anastasiia	P4-42	Canning, Ciarán	P1-29
Blumenthal, Emily	P3-132	Briones, Ana	P3-118	Cao, Anjie	P4-84
Boada, Alina	P3-95	Briscoe, Hailey	P3-153	Cao, Anna	P2-102
Bohanek, Jennifer	P1-81	Brocki, Karin	P4-159	Cao, Qiong	P2-26, P3-24
Bokhanovich, Olesia	P2-149	Broski, Annalissa	P4-108, P4-110	Cao, Qiongwen	P1-83
Bonamy, Gabriel	P2-94	Brosseau-Liard, Patricia	P1-55, P2-114, P3-82	Cardarelli, Amanda	P2-73
Bonawitz, Elizabeth	P1-46, P1-161, P4-145, P4-146, P4-150	Brown, Abby	P2-66, P2-147	Carey, Susan	P4-64
				Carlson, Stephanie	P2-107, P3-134, P4-67, P4-100
				Carollo, Emma	P3-42

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Carrick, Nathalie	P3-57	Chen, Yihan	P1-148	Cogo-Moreira, Hugo	P1-39
Carrillo, Brandon	P2-33, P2-34	Cheng, Jiamin	P3-27	Cohen, Ilana	P2-28
Cartmill, Erica	P2-75	Chernyak, Nadia	O2.1.4, P1-82, P3-44, P3-142, P4-48, P4-149	Cohen, Samantha	P2-160
Caruth, Cassia	P3-117	Cheung, Zoe	P3-112	Colburn, Ryan	P2-11
Carvalho, Daniela	P3-61	Chevalier, Fanny	P4-153	Colomer, Marc	P3-58
Carver, Leslie	P3-62	Chevalier, Nicolas	P3-8	Colwell, Alexis	P2-8
Casasola, Marianella	P2-81, P4-77, P4-76, P4-99, P4-109, P4-114	Chi, Chris	P3-94	Compton, Coltan	P3-115
Caselli, Naomi	P1-41	Chi, Henry	P3-94	Conde, Sonia	P1-159, P2-74
Cassidy, Nathan	P1-74	Childers, Jane	P3-72, P3-74, P3-110	Confer, Joshua	P4-89
Castañeda, Claudia	P4-157, P4-55	Chin Sin-Shuen, Chantelle	P4-14	Conine-Nakano, Aneesa	P4-17, P4-61
Castellana, Marissa	P1-25, P3-118	Chiu, Chun-Hao	P2-92	Connors, Frances	P2-67
Castelo, Romulus	P3-134, P4-100	Cho, Sumi	P3-64	Conry-Murray, Clare	P2-60
Castillo, Anelena	P3-72, P3-110	Chodes, Allie	P1-8	Constantine, Rodica	P4-54
Castro, Stephanie	P3-53	Choi, Kahyun	P1-57	Contino, Kaityn	P3-145
Cefalu, Jacoby	P2-108	Choi, Koeun	P1-120, P1-125, P1-127	Conway, Morgan	P1-2
Cejas, Ivette	P1-38	Choi, Yoonseok	P3-91	Cook, Olivia	P4-75
Celaya, Jocelyn	P1-13	Choi, Youjung	P2-84, P2-98, P3-157	Cook, Susan	P1-115
Cha, Cherry	P3-153	Christakis, Ac	P2-33	Cooley, Alyssa	P2-98
Chai, Qiao	P2-85, P3-107	Christie, Stella	P4-66	Cooper, Casey	P2-45
Chakraborty, Jayantika	P1-32	Christner, Natalie	P2-143, P3-100	Corbett, Bethany	P2-127
Chan, Winnie Wai Lan	P1-34	Chu, Junyi	P4-104, P4-145, P4-146, P4-150	Cordes, Sara	P3-44, P3-109, P3-142, P4-48
Chan, Agnes	P2-49	Chuey, Aaron	P4-121	Corless, Victoria	P4-165
Chandler-Campbell, Ian	P2-133	Church, Breckie	P1-101, P1-116, P1-126, P2-83	Corriveau, Kathleen	P1-8, P1-9, P2-5, P2-7, P2-51, P2-77, P2-135, P3-50, P3-143, P4-26
Chang, Xinyi	P2-121	Cicchetti, Dante	P1-109, P4-158	Cortez, Jamison	P1-151, P1-154
Chang, Yuanyuan	P1-131	Cimpian, Andrei	O3.1.2, P1-160, P2-141, P4-98, P4-131	Cossette, Isabelle	P3-82
Chapman, Paige	P3-153	Clayton, Sophie	P3-144	Costello, Isabelle	P3-53
Charles, Sophie	P2-28	Clegg, Jennifer	O4.2.3, P3-49, P3-50	Cowan, Nelson	O4.1.2, P1-138
Chartier, Juliette	P2-152	Clements, Douglas	P3-59	Crighton, Faith	P3-133
Chau, Emily	O2.1.5	Clerjuste, Sarah	P1-102, P4-80	Cristia, Alejandrina	P4-84
Chawla, Kamal	P4-80	Clifford, Amanda	O3.1.5	Crone, Taryn	P3-78
Chen, Ada	P2-15	Close, Scarlett	P4-64	Cui, Yixin Kelly	P2-77
Chen, Eva	P2-96	Coatney, Trinity	P3-72	Cui, Zehua	P2-165
Chen, Hanqi	P1-79	Coble, Skylynn	O4.1.5	Cunningham, Lauren	P1-9
Chen, Junyi April	P3-98	Cobos, Maria-Gracia	P1-84	D'Antonio, Emily	P2-159
Chen, Keting	P2-35, P3-90			Dadvar, Armita	P4-32
Chen, Shiyi	P1-86			Dahl, Amya	P1-2
Chen, Virginia	P3-53			Dahl, Audun	O2.1.5, P1-16
Chen, Xingzhu	P4-148				

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Dahmani, Anya	P1-51	Diehl, Marie-Claire	P2-84	Eggleston, Rachel	P1-33
Daly, James	P1-130	Diesendruck, Gil	O2.1.5	Elenbaas, Laura	P2-105
Danforth, Caroline	P3-2	Dilks, Daniel	P1-48, P1-50	Elgamal, Karima	P1-136, P2-67, P4-113
Dangtran, Jaden	P3-16	Dindial, Erin	P2-100	Elizondo, Tessa	P3-153
Daniels, Lauren	P1-4, P4-105	Ding, Xiao Pan	P2-104	Ellis, Alexa	P2-11
Danovitch, Judith	P1-35, P2-101	Doan, Stacey	P4-58	Ellis, Ann	P1-142
Davidson, Denise	P4-35	Doan, Tiffany	P2-6	Ellwood-Lowe, Monica	O1.2.5
Davis, Charles	P1-41	Doebel, Sabine	P1-45, P4-32	Elston, Katie	P4-101
Davis, Elizabeth	P3-40	Dogan, Isil	P1-134	Embry, Racheal	P2-147
Davis, Kylie	P3-61	Dolores De Hevia, Maria	P3-60	Engelmann, Jan	O1.2.4, O3.1.1, P1-80, P1-89, P2-80, P4-37, P4-89, P4-94
Davis, Ryan	P2-108	Domínguez Castro, Mario Alberto	P2-40	Engle Richland, Lindsey	O4.1.4, P1-19, P1-105, P1-106
De Aguayo, Claire	P2-153	Donenfeld, Jamie	P3-29	Enright, Elizabeth	P3-77
De La Vina, Luis	P1-66, P4-129	Dong, Liyuzhi	P2-99, P3-69	Ercanli, Nihan	P3-114
De Los Santos, Emily	P1-16	Dore, Rebecca	P2-130, P3-43, P4-13, P4-29, P4-68, P4-69	Ershadi, Mahsa	P2-39
DeAngelis, Erika	P3-75	Dotson, Kayley	P2-71	Erskine, Michelle	P2-110
Decarli, Gisella	P3-60	Dougherty, Cole	P2-60	Esfandiari, Fatemeh	P2-66, P2-147
Dedushaj, Dorentina	P4-11,	Douglas, Ashli-Ann	P4-12	Espina, Marian	P4-21, P4-83
Defeo, Addie	P2-23	Doyle, Chris	P3-28	Esposito, Alena	P1-32
Deleon, Adine	P3-49, P3-50	Drew, Raechel	P4-14	Esteves-Albiter, Karina	P3-110
Delgado, Selena	P2-23	Dudley, Rachel	P3-135	Evans, Natalie	P3-140, P4-123, P4-124, P4-127
Demayo, Benjamin	O2.1.3	Duncan, Nikita	P2-74	Ezpeleta, Ashley	P1-30
Demir-Lira, Ö. Ece	P1-134	Duncan, Robert	O1.2.1	Fagan, Mary	P3-61
Denen, Logan	P1-53	Dunfield, Kristen	P1-76, P2-21, P2-60, P3-124	Fan, Judith	P4-161
Denicola-Precht, Kathleen	P4-117	Dunham, Yarrow	P1-92, P3-77, P3-88, P4-103	Faruqui, Samara	P3-16
Denis, Kaylah	P3-122	Dunne, Christopher	P4-53	Fascendini, Bella	P3-27, P3-46
Denison, Stephanie	P1-40	Dusing, Stacey	P2-49	Fast, Anne	P4-45
Depascale, Mary	P3-116	Dyack, Alexandra	P3-67	Fausey, Caitlin	P2-145
Derksen, Daniel	P1-74	Dyson, Nancy	P1-58	Favilla, Zoe	O4.1.5
Desbiens, Shannon	P3-11	Eason, Arianne	P1-100	Fazio, Lisa	P4-148
Devine, Patricia	P2-148, P3-30, P3-71	Ebeid, Elaria	P2-109, P4-15	Feeney, Aidan	P2-127
Devlin, Brianna	O1.2.1, P3-126	Echols, Catharine	P3-96, P3-101	Feigenson, Lisa	P2-19, P2-26, P3-24, P4-81
Dewald, Diana	P4-151	Eddie, Anissa	P3-52	Feiman, Roman	P1-22, P4-64
Dhaliwal, Tania	P2-124	Eddings, Rachel	P1-61	Feng, Wenyan	P3-56
Di Castro Young, Enrico	P4-117	Edwards, Emme	P3-127, P3-136	Fenn, Kimberly	P1-115
Di Sante, Mélissa	P3-87	Edwards, Jan	P2-110	Fernandez, Ana Maria	P3-110
Dias, Anuk	P4-28	Edwards-Lowe, Georegie	P1-28		
Diaz, Joshua	P3-88				
Dick, Anthony	P4-34, P4-130				
Dicken, Lily	P3-97				

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Ferrara, Claudia	P4-116	Fung, Molly	P2-23	Gibson, Dominic	P4-50, P4-51
Ferrigno, Stephen	P4-96	Fury, Emma	P3-106	Gill, Inderpreet	P3-6
Feuerman, Remi	P4-118	Fyfe, Emily	P1-156, P2-72, P3-7	Gilligan-Lee, Katie	P1-157
Fichter, Chloe	P4-14	Gabard-Durnam, Laurel	P2-31	Gilpin, Ansley	P1-150, P2-56, P2-115, P3-78, P3-128
Fiegen, Elena	P1-73	Gahtan, Jamie	P2-120	Gilyard, Kristen	P2-3
Filstein, Tali	P3-74	Gaither, Sarah	P3-77, P3-88	Gin, Skyler	P1-129
Finch, Jenna	O1.2.3, P1-24	Gallagher, Natalie	O2.1.3	Girgis, Helana	P4-165
Finders, Jennifer	O1.2.1	Ganea, Patricia	P2-16	Girouard-Hallam, Lauren	P2-101
Finiasz, Zoe	P4-107	Ganesh Kumar, Manasa	P2-125	Glaspie, Norwood	P1-109, P4-158, P4-162
Fish, Lesenia	P3-130	Gangardiwala, Zainab	P1-1	Glassman, Jacob	P1-165
Fitzsimmons, Charles	P2-95, P2-136	Ganley, Colleen	P4-75	Goddu, Mariel	P4-146
Flaherty, Molly	O4.2.4, P1-59	Gao, Shihan	P4-52	Godwin, Karrie	P4-62
Flanagan, Teresa	P3-114	Gao, Sining	P1-131	Göksun, Tilbe	P1-122, P1-134
Fletcher, Katelyn	P4-102	Gao, Xiaoqing	P1-37	Goldberg, Adele	P3-154
Flynn, Rachel	P2-107	Garcia, Alexis	P4-42	Goldin-Meadow, Susan	P1-62, P1-116, P1-126
Foinant, Damien	P1-20	Garcia, Alison	P1-151	Goldman, Elizabeth	P1-84
Fong, Frankie	P2-27	Garcia, Noemi	P2-36	Goldman, Nicole	P4-139
Forbes, Marley Bruce	P1-49, P3-13	Garcia, Paloma	P1-124	Goldstein, Thalia	P2-57, P3-133
Fording, Amanda	P2-43	Garcia, Sahrai	P2-48, P2-55	Gollwitzer, Anton	P4-24
Forest, Marcus	P3-5	Garcia, Teresa	P2-134	Gomez, Stephanie	P2-35, P3-90
Forte, Chapel	P4-75	Garimella, Manju	P1-112	Gomez, Valentina	P1-18
Foster, Rachel	P3-8	Garza, Madeleine	P3-96	Gopnik, Alison	O1.1.4, O1.2.4, P1-51, P1-54, P4-52, P4-146
Foster-Hanson, Emily	O2.1.1, P3-152	Gasataya, Skye	P4-116, P4-118, P4-119	Gor, Kareena	P2-106
Fouad, Mary	O4.1.5	Gautam, Shalini	P1-43	Gordienko, Andrei	P3-164
Fournier, Kaitline	P2-114	Geer, Elyssa	O1.2.1	Gordon, Kamille	P1-135
Foushee, Ruthe	O1.2.5	Geller, Caitlin	O4.1.5	Gordon, Peter	P1-131
Fox, Nathan	P3-58	Gelman, Susan	P2-14, P2-124, P3-21, P3-131	Gottesman, Elizabeth	P2-156
Franchak, John	P2-38, P2-48, P2-55, P2-145, P3-86	Gelpi, Rebekah	P2-154, P4-132	Goulding, Brandon	P1-66
Frank, Michael	P1-79, P3-28, P4-61, P4-84, P4-121, P4-161	Geng, Jiaqi (Jenny)	P4-38	Graf Estes, Katharine	P1-6, P4-38
Frankenhuis, Willem	P4-61	Gentner, Dedre	P2-162	Graham, Agnieszka J.	P1-29
Frenkel, Tahl	P3-149, P4-82	George, Riley	P1-73	Grandchamp Des Raux, Hélène	P1-28
Frick, Andreas	P4-159	George, Sheryl	P1-1	Granger, Allison	P4-31
Frick, Matilda	P4-159	Gershon, Richard	P2-107, P3-59	Greene, Amanda	P2-66, P2-147
Friedman, Ori	P1-40, P1-98	Gerstenberg, Tobias	P3-99	Gregory, Jack	P2-74
Friend, Margaret	P2-12, P2-36	Ghetti, Simona	P4-86	Griep, Christina	P1-95
Fryberg, Stephanie A	P1-100	Ghossainy, Maliki	P2-59	Griffin, Molly	P1-71
Frye, Douglas	P2-97	Giannakou, Ioanna	P1-142		
Fukuda, Eren	P2-148, P3-30, P3-71	Gibian, Molly	P1-11		

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Grigoreva, Anastasiia	P2-116	Harindranath, Gauri	P3-10	Hirabayashi, Hidemi	P4-58
Grinshpun, Stephanie	P1-136, P2-67, P4-113	Harris, Morgan	P2-66, P2-147	Hirsh-Pasek, Kathy	P4-102
Grose, Gillian	P3-68	Harris, Paul	O4.1.5, P1-3, P1-15, P1-108, P2-69, P2-77, P2-96, P3-50, P3-87, P3-143, P4-129, P4-156	Hodge, Kathryn Nikki	P1-86
Grossnickle Peterson, Emily	P1-157, P3-138	Hart, Sara	P4-75	Hoehl, Stefanie	P1-78
Grote, Kandice	P4-42, P4-138, P4-139	Hartshorne, Joshua	P1-96, P1-99	Hoffman, Mikka	P4-50, P4-51
Guang, Claire	P1-102, P3-95	Hauser, Emily	P2-23	Hoffman, Samuel	P4-165
Guba, Taylor	P1-58	Haward, Paul	O2.1.2, O2.1.5	Hogan, Christina	P4-71
Guerrero Galaz, Elena	P1-154	Hawes, Zachary	P1-157	Holt, Sebastian	P4-30
Gulgoz, Selin	P2-70, P3-80, P3-120	Hayes, Taylor	P3-150	Hopkins, Catherine	P4-101
Gum, Mary	P1-132	Hayes, Timothy	P4-34, P4-130	Hopkins, Emily	P1-64
Gunderson, Elizabeth	P2-18, P2-131, P2-159, P3-38	Haynes, Emily	P3-74	Hornburg, Caroline	P1-120, P2-52, P2-54
Guo, Qianjin	P2-79	He, Anran	P3-103, P4-93, P4-120	Horschler, Daniel	P2-61
Guo, Siling	P1-106	He, Jie	P1-37, P2-85, P3-107	Horseley, Duren	P3-111
Guo, Yushan	P2-38	He, Kunlei	P3-31	Horton, Grace	O1.2.5
Gürcan, Esin	P2-44	Heck, Isobel	P1-11, P3-4, P4-7, P4-16	Hosangadi, Aditi	P1-141, P3-8, P3-149, P4-82
Gurdal, Mahmut Sami	P1-125	Heeman, Emma	P4-159	Hsu, Debbie	P1-50
Gureckis, Todd	P4-136	Heise, Megan	P1-141	Hsu, Lin-Ya	P2-49
Gweon, Hyowon	P2-62, P3-99, P4-61, P4-121	Held, Lindsey	P2-115, P3-78	Hsu, Rachel	P2-23
Ha, Eun-Gyu	P3-91	Helom, Angela	P4-125,	Hu, Hongyu	P2-123,
Ha, Oh-Ryeong	P1-12	Hemani-Lopez, Naureen	P1-116, P1-126	Hu, Jinjia	P2-23
Haber, Amanda	P2-5, P2-7	Henderson, John	P3-150	Hu, Julia	P4-129
Haber, Nick	P3-28	Hennessey, Alexandra	P2-53	Hu, Lingyan	P2-97, P4-2
Haden, Catherine	P1-67, P1-73, P3-1, P3-18, P3-73, P3-122	Hernandez, Alexis	P3-156	Hu, Ying	P3-34, P3-146
Hahn, Luca	P4-23	Hernandez, Jorge	P4-138	Huang, Grace	P3-23,
Hahn, Rachel	P3-52	Herrera Guevara, Isabel	P4-149	Huang, Rong (Sophia)	P2-120
Halim, May Ling	P3-77, P3-88	Herrmann, Esther	P2-80	Huang, Yi Ting	P2-110
Hamamouche, Karina	P1-158	Hershkovich, Arielle	P1-159, P2-74	Hubbard, Edward	P3-160
Hamlin, J. Kiley	P4-14, P4-46	Hertzman, Elyse	P3-122	Hudson, Haylee	P4-144
Hammond, Sarah	P2-23	Heslin, Kaylee	P4-165	Huemer, Michael	P4-164
Han Li, Pearl	P1-23, P1-109, P4-158	Heyman, Gail	P1-88, P4-78	Huey, Holly	P4-161
Han, Shihui	P4-85	Hill, Katelyn	P2-160	Huezo, Kristopher	P4-42
Han, Y. Catherine	P2-107, P3-59	Hilton, Brooke	P1-65	Hund, Alycia	P2-8
Hannon, Erin	P4-54	Hinojosa, Anna	P3-51	Hupp, Julie	P2-151
Haq, Maryam	P1-28	Hinton, Sabria	P1-13	Hurka, Kaitlyn	P1-73
Harden, Isabelle	P1-9			Hurst, Michelle	P3-129
				Hussain, Ameera	P2-133
				Hutchins, Natalie	P3-140
				Huth, Nicole	P2-148, P3-71
				Hwang, Hyesung Grace	P3-19, P3-58

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Hyde, Daniel	O4.2.1	Jung, Yaelan	P1-50	Khera, Komal	P1-136, P2-67, P4-113
Iannuccilli, Maxine	P1-76	Jungers, Melissa	P2-151	Kibbe, Melissa	P1-137, P2-129
Im, Janice	P1-160	Kaaronen, Roope	P4-23	Kidd, Celeste	P1-51
Immell, Bailey	P1-144	Kaat, Aaron	P2-107, P3-59	Kiefer, Sarah	P1-119, P4-59
Iniguez, Paloma	P2-78, P2-118	Kable, Julie	P2-117	Killen, Melanie	P1-49, P3-13, P3-127, P3-136, P3-151
Insouvanh, Kindy	P4-21, P4-54	Kaldy, Zsuzsa	P3-29, P3-54	Kim, Dong-Hyun	P3-91
Ip, Ka I	P4-58	Kalinowski, Judith	P1-111	Kim, Erin	P2-23
Ipek, Canan	P1-18	Kammermeier, Marina	P2-143	Kim, Gakyung	P4-6
Irish, Muireann	P3-97	Kamper, David	P1-21, P1-140, P1-143	Kim, Jae-Yoon	P3-91
Iwasaki, Ibuki	P4-108	Kamps, Frederik	P1-48	Kim, Jisun	P1-120, P2-52, P2-54
Iwasaki, Shoko	P4-18	Kanagavary, Lina	P4-42	Kim, Jun-Ho	P3-91
Jacobs, Colin	O3.1.1, P4-37	Kandapath, Mishaal	P4-153	Kim, Matthew	P4-41
Jacoby, Kathryn	P3-109	Kaplan, David	P3-160	Kim, Minju	P1-87
Jahnke, Natalia	P4-163	Karadoller, Dilay Z.	P1-134	Kim, Seokyoung	P3-134, P4-58
James, Karin	P2-2	Karaoglu, Melda	P3-51	Kim, Seoran	P3-91, P3-65
Jamieson, Andrea	P3-51	Karasawa, Mayumi	P4-58	Kim, Seowoo	P2-155, P2-161
Janakiefski, Laura	P2-106	Kassecker, Anja	P2-143	Kiner, Dallas	P2-147
Jano, Kathryn	O3.1.2	Katz, Hayley	P1-4, P4-105	King, Jill	P2-138
Jara-Ettinger, Julian	P3-42, P4-103	Katz, Trisha	P2-20	King, Rachel	P1-11, P4-7
Jay, Victoria	P3-160	Kaufman, Elise	P3-13	Kinzler, Katherine	P1-11, P4-7, P4-16
Jee, Benjamin	P1-56, P1-75, P2-59	Kaur, Ameet	P2-67	Kircher, Ruth	P4-44
Jeffries, Iris	P2-126	Kaur, Freya	P4-62	Kirkland, Patrick	P3-95
Jenifer, Jalisha	P4-53	Kaushanskaya, Margarita	O1.2.2, P4-10	Kirkorian, Heather	P1-44
Jimenez, Anais	P4-52	Kayhan, Ezgi	P1-78	Kisbu, Yasemin	P1-27
Jimenez, Beatriz	P4-139	Kazama, Midori	P4-58	Kızıldere, Erim	P1-6, P1-63, P4-111
Jin, Kyong-Sun	P2-155, P2-157, P2-161	Keating, Victoria	P1-100	Kizilos, Jasper	P4-134
Jin, Yuchen	P3-87	Keene, Grace	P1-51	Kling, Karina	P1-148
Jing, Mengguo	P3-108	Keepers, Hannah	P2-164	Klotz, Shannon	P3-150
Jirout, Jamie	P3-140, P4-123, P4-124, P4-127	Kegelman, Nina	O4.1.5	Kneeskern, Ellen	P3-4
Jones Harden, Brenda	P2-30	Keist, Faith	P3-158	Koenig, Melissa	P1-109, P3-75, P4-141, P4-158, P4-162, P4-163
Jones, Keisha	P2-49	Kelemen, Deb	P2-17	Kokaua, Jesse	O3.1.5
Jónsdóttir, Lilja	P4-159	Keller, Madeline	P4-101	Kondrad, Robyn	P2-15
Jordan, Ashley	P2-70, P3-80	Kellermann, Christina	P3-100	Kouassi-Djan, Anne-Lois	P4-44
Jordan, Brooke	P1-130	Kenderla, Praveen	P4-60	Kovack-Lesh, Kristine	P2-108
Jordan, Nancy	P1-58	Kertesz, Ajna	P3-101	Kovacs, Agnes	P3-135
Juarez, Seaira	P4-33, P4-70	Khaligh, Niki	P3-22		
Jung Lee, Hea	P2-29	Khan, Areeba	P3-133		
Jung, Suji	P3-76	Khan, Umang	P4-97		
		Khanna, Sonakshi	P4-73		

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Kovelman, Ioulia	P1-33	Lassaigne, Marie	P2-130, P3-43, P4-13, P4-29, P4-68	Li, Ye	P3-63
Koymen, Bahar	P2-80	Lassetter, Bethany	P4-98	Li, Yu	P1-138
Koziol, Natalie	P2-49	Lauer, Jillian	O3.1.4, P3-98, P3-102, P3-103, P3-141, P4-93, P4-120	Li, Yuexin	P1-131
Kramer, Emily	P4-76, P4-77, P4-109	Law, Edith	P2-109, P4-15	Li, Zewei	P2-37
Kramer, Hannah	P2-88, P3-17, P3-89, P3-139, P4-73	Lazaro, Vanessa	P3-79, P4-1	Li, Zhen	P4-155
Kretch, Kari	P3-86, P2-49, P3-16	Lazaroff, Emma	P2-65	Li, Zijia	O4.2.2
Krieger, Justine	P1-51	Le Corre, Mathieu	P2-40	Liang, Yibiao	P3-54
Krishna, Ajay	P1-85	Le, Giang	P1-47	Liberman, Zoe	P1-139, P1-144, P1-146, P1-153, P3-45
Krissinger, Abigail	P4-124, P4-127	Le, Khuyen	P1-60	Libersky, Emma	P4-10
Krugel, Darby	P4-109	Leahy, Brian	P4-64	Libertus, Melissa	P3-119
Kruger, Ryno	P1-17	Lee, Jessica	P4-9	Liebenow, Hayley	P3-44
Kucker, Sarah	P3-105, P4-115	Lee, Jolina	P3-44	Lim, Seung-Lark	P1-12
Kulhanek, Kirsty	P4-21	Lee, Joshua	P4-86	Lin, Chaolan	P1-93
Kumar, Ramya	P4-131	Lee, Kang	P1-108, P2-99, P3-69, P4-156	Lin, Grace	P4-11
Kumar, Sona	P1-8, P2-5, P2-7	Lee, Nayen	P3-158	Lioi, Priscilla	P2-128, P4-130
Kumaravelan, Praveen	P4-62	Lee, Sang Ah	P1-57, P4-6	Liquin, Emily	P4-136
Kushnir, Tamar	P1-23, P3-114, P3-137, P4-107	Lee, Sophia	P4-153	Litts, Courtney	P2-23
Kuwabara, Megumi	P2-68	Leech, Kathryn	P3-115, P4-11	Litwin, Josh	P2-160
Kuznia, Allyson	P2-145	Leogo, Drestine	P4-139	Liu, Eileen	P1-54
Kwan, Melanie	P3-156	Leon, Diego	P2-12	Liu, Haiwei	P1-131
Labotka, Danielle	P2-124	Leonard, Julia	P2-33, P2-34, P4-2, P4-5	Liu, Qiushan	O1.1.3, P2-41
Lafraire, Jérémie	P1-20	Leslie, Alan	P3-12	Liu, Rongzhi	P1-80
Lagattuta, Kristin	P2-88, P3-17, P3-89, P3-139, P4-73	Leslie, Sarah-Jane	P2-73	Liu, Siyi	P1-121
Laha, Anushka	P3-33	Leung, Ashley	P1-14	Liu, Tianyi	P1-131
Lakusta, Laura	P3-74	Levan, Zena	P1-116, P1-126	Liu, Vivian	O3.1.2
Lane, Jonathan	O4.1.5	Levine, Eren	P1-128	Liu, Yilin	P2-57, P2-133
Lang, Neva	P3-73	Levine, Julian	P3-31	Liu, Yiyu	O4.2.1
Langenhoff, Antonia	O3.1.1, P1-89, P2-80	Levine, Susan	P1-148, P3-129, P4-16, P4-53, P4-66, P4-133	Lobo, Michele	P2-49
Langlois, Jessica	P1-4, P4-105	Lewis, Molly	P4-84	Lobue, Vanessa	P2-81, P3-66, P4-76, P4-77, P4-99, P4-114
Lapidow, Elizabeth	P3-37	Lew-Williams, Casey	P4-23	Logan, Faith	P4-12
Lara, Karen	P2-88, P3-89, P3-139, P3-153, P4-73	Leyva, Diana	P2-79, P2-144	Lombrozo, Tania	P4-52
Lasc, Daria	P1-159, P2-74	Li, Dandan	P3-147	Long, Bria	P4-161
Laski, Elida	P4-72	Li, Hui	O4.2.3, P3-108	Long, Miranda	P3-26
		Li, Lu	P1-142	Lopes, Robert	P2-106
		Li, Wei	P1-99	Lopez, Denisse	P1-10
				Lopez-Fraire, Angelica	P4-154
				Lorenz, Megan	P1-7, P3-105

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Lossius Falkum, Ingrid	P2-16	Marchak, Kristan	P2-153, P3-93, P4-44	Mcdonald, Samantha	P2-151
Lourenco, Stella	P1-17, P2-10	Marcinowski, Emily	P2-49	Mcelveen, Tamika	P2-54
Lozano, Lizbeth	P2-34	Marcovitch, Stuart	P4-47	Mcguire, Luke	P2-91
Lu, Carol	P1-155	Marctullio, Kate	P4-52	Mchugh, Sam	P2-63,
Lu, Chang	P3-111	Marcus, Taylor	P3-123	McKee, Kiley	P1-31, P2-162
Lu, Yao	P3-49	Marimuthu, Surya	P2-63	Mclaughlin, Abby	P4-24
Lubin, Ava	P4-101	Marin, Ashley	P1-149, P1-151, P1-154	Mclaughlin, Heidi	P1-53
Lucas, Christopher	P2-154, P4-40, P4-132	Markant, Julie	P2-138, P3-123	Mcneil, Kalina	P2-14
Lucca, Kelsey	P3-52, P3-63, P3-158, P4-59	Markson, Lori	P2-78	McNeil, Nicole	P3-95
Lukowski, Angela	P1-81	Marquardt Donovan, Andrea	P1-56	Mcneil, Nicole	P1-102
Luna, Aylin	P3-86	Marshall, Julia	P1-43, P3-111	Meade, Madeline	P3-121
Luna, Michelle	P3-95	Marshall, Sean	O3.1.5	Mears, Anna	P2-19, P2-26
Lunkenheimer, Hannah	P3-143	Martinez, Marie Grace	P1-16	Medina, Gali	P4-42
Luo, Ganya	P2-49	Martoccio, Tiffany	P2-30	Medrano, Josh	P3-126
Luo, Yuyan	P2-78	Masetti, Natalie	P4-5	Mehra, Shreya	P3-133
Lurie, Sivan	P3-119	Mason, Alex W	P3-81	Mehta, Kinjal	P4-137
Lynd, Daphne	P3-159	Mathiapparanam, Olympia	P4-40	Mejia Gomez, Lester	P3-21
Ma, Shaocong	P2-96, P3-144	Mattfeld, Aaron	P4-34, P4-130	Meltzoff, Andrew	P3-15
Macias, Carla	P4-63	Matthews, Percival	P3-160	Melvin, Emily	P2-1
Mackey, Allyson	P4-5	Matthews, Shoronda	P2-51	Melzi, Gigliana	P1-67, P3-1
Mackiel, Alexander	P2-122	Mattox, Nick	P4-34, P4-130	Menendez, David	P2-14, P2-124, P3-21
Macksey, Samantha	P1-101, P2-83	Mawhinney, Caroline	P4-14	Mercado Ramos, Danieli	P4-35
Macleod, Andrea	P4-44	Mayes, Amanda	P2-54	Merchant, Ayeleen	P3-74
Macquarrie, Sarah	P2-53	Maynard, Ashley	P1-26	Merrick, Megan	P1-156
Madsen, Angelysse	P1-160	Mays, Ethan	P4-165	Merrill, Edward	P1-133, P1-136, P1-159, P2-67, P2-74, P4-113
Maguire, Mandy	P4-56, P4-117	Mbarki, Rahma	P2-100	Messinger, Daniel	P1-38
Mahaffey, Elise	P3-51	Mcarthur, Matthew	P2-12, P2-36	Metcalfe, Jessica	P3-153
Mahenthiran, Thuvaraka	P2-109, P4-15	McAuliffe, Katherine	P1-43, P1-165, P2-39, P3-111, P4-19	Metla, Saipriya	P4-56
Maheshwari, Urvi	P1-36	Mccann, Meghan	P3-48	Metz, S. Emlen	O4.1.5
Maheshwary, Pragati	P4-20	Mcclinton, Zaida	P4-25	Meyer, Marlene	P4-94
Maier, Nina	P1-78	Mccomb, Kayla	P2-145	Meyers-Manor, Julia	P2-108
Malachowski, Lauren	P3-2	McCormack, Teresa	P1-29, P2-127	Miao, Lisa	P3-27
Maldonado, Maria	P2-87	Mccrann, Grace	P3-50	Miaskiewicz, Michal	P1-15
Manchala, Rayna	P3-74	Mccraw, Alexis	P1-61	Miko, Jena	P2-145
Mandrell, Tyler	P4-133	Mcdermott, Jennifer	P4-71	Milhaven, Abigail	P1-4, P4-105
Mani, Nivedita	P1-111	Mcdermott-Hinman, Annika	P1-22	Miller, Stephanie	P1-90, P2-66, P2-147
Mankewitz, Jess	P4-4			Miller-Cotto, Dana	P1-102, P2-54, P3-126
Mao, Haiying	P1-108, P4-156				

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Mills, Candice	P1-1, P2-57, P2-133, P3-133	Muentener, Paul	P2-25, P3-10	Nouri, Ali	P1-39
Minogue, Jane	P1-152	Mulvey, Kelly Lynn	P2-105	Novick, Kylee	P2-10
Mintz, Toben	P2-149, P2-89	Munakata, Yuko	P3-8, P3-22	Nsier, Hisham	P3-122
Miramontes, Maritza	P3-89	Munir, Yumi	P2-76	Nyabingi, Olufemi Shakuur	P3-149, P4-82
Miranda, Justin	P1-13	Munson, Benjamin	P2-47, P4-74	Oakes, Lisa	P1-6, P1-63, P1-142, P2-81, P2-107, P3-150, P4-76, P4-77, P4-99, P4-111, P4-114
Miranda, Megan	P3-95	Mury, Shannon	P1-120	Ocana, Michele	P4-131
Missimo, Ashley	P3-20	Myers, Lauren	P1-4, P4-105	Ocular, Grace	P3-73, P3-122
Mistak, Andrew	P1-115	Najera, Julissa	P4-138	Odic, Darko	O4.1.3, P1-103, P2-45, P3-26
Mitra, Raj	P1-1	Nakamura, Gabriella	P1-26	Ogren, Marissa	P3-66
Mittal, Asmita	P4-104	Nancekivell, Shaylene	P2-46, P2-113, P3-67, P4-134	Oller, D. Kimbrough	P4-140
Mo, Melinda	P1-136, P2-67	Napoli, Amy	P3-90	Oloomi, Sarvenaz	P1-68
Mohamed Ahmed, Hazem	P1-4, P4-105	Navarro, Nico	P4-33	Olsen, Julie	P4-79
Mohan, Mahika	P2-148, P3-71	Nduku, Tabitha	O1.2.4	Olson, Ingrid	P2-160, P3-14
Mohan, Svetha	P2-138	Necor, Charleen	P4-33	Olson, Kristina	O2.1.3, P3-77, P3-88
Moll, Henrike	P1-18, P1-104, P2-103, P2-156, P2-123, P3-27	Needham, Amy	P3-2	Ong, Shi-Wei	P2-104
Momsen, Jacob	P2-86	Neff, Mary Beth	P2-16	Onwukanjo, Obinnaya	P3-14
Mon, Serena	P1-141, P3-149, P4-82	Nelson, Ariadne	P4-53	Ooi, Shi Xin	P4-28
Monachino, Alexa	P2-3, P3-156	Nelson, Christian	P1-63	Opfer, John	O1.1.1, O1.1.2, P1-163, P2-95
Monroe, Anthony	P3-133	Nelson, Eliza	P3-121, P3-145	O'Rear, Connor	P3-95
Montag, Jessica	P1-164	Nesbit, Sarah	P3-158	Ossmy, Ori	P1-28, P1-85
Montgomery, Brooke	P3-123	Nessel, Emma	P1-64	Oswald, Madeleine	P4-133
Montúfar Soria, Paola	P3-1	Neuwirth, Amanda	P3-159	Ota, Michele	P3-61
Mooney, Lindsey	P4-86	Newcombe, Nora	P2-18, P2-159, P2-160, P3-14	Otuonye, Chineme Jane	P3-95
Morales, Isaac	P3-156	Nguyen, Khanh	P4-33	Özdemir, Salih	P1-122
Morales, Santiago	P2-3, P3-156	Nguyen, Nghi	P3-104	Özkan, F. Ece	P3-113
Moran-Flores, Alondra	P1-135	Nguyen, Simone	P4-165	Padilla Ramirez, Caroline	P4-138
Morgenroth, Thekla	P3-120	Nguyentran, Gabriel	P2-13, P2-93	Padilla, Giselle	P3-43, P4-68
Moriguchi, Yusuke	P4-18	Ni, Qianhui	P1-104, P2-123, P3-27	Pagano Hush, Lauren	P1-73, P3-73, P3-122
Moros, Samantha	P1-97	Nichols, Ryan	P2-123	Pai, Isabelle	P1-6
Morra, Gabriella	P4-8	Nichols, Shaun	P3-114, P3-137	Palmquist, Carolyn	P1-128, P1-132, P2-15
Morris, Ben	P4-122	Nielsen, Mark	P1-152, P2-27	Pan, Ellie	P2-23
Morris, Isabelle	P1-5	Nilsen, Elizabeth	P2-109, P4-15	Pan, Zexuan	P3-9
Morton, Neal	P3-164	Nishikiori, Kazuki	P2-46		
Moses, Louis	O3.1.5	Nissel, Jenny	O4.2.3, P3-49		
Moss, Eden	O4.2.1	Njogu, Nancy	P4-37		
Mostafa, Ila	P3-157	Noles, Nicholas	P1-35, P3-39, P3-41		
Msall, Camille	P4-12	Noomani, Asma	P4-44		
		Norris, Megan	P2-105, P3-39, P3-41		

AUTHOR	POSTER #
Pang, Samantha	P4-14
Pankonin, Ashlie	P4-43
Panyard, Lucy	P1-158
Pappas, Sandra	P2-65
Paquette, Alexandra	P1-49
Parece, Kiera	P4-108, P4-110
Park, Catherine	P3-44
Park, Daeun	P4-36
Park, Hayeon	P2-119
Park, Hyekyung	O1.1.1
Park, Jamie S.	P3-62
Park, Joanna	P2-103
Park, Joo Hyang	P2-157
Park, Nicole	P3-4
Park, Sojung	P2-120, P3-165
Park, Taewon	P3-134
Park, Yookyeong	P2-119, P3-165
Patall, Erika	P2-103
Patel, Khushboo	P1-35
Paton, Allyson	P4-134
Patwardhan, Irina	P3-81
Pauker, Kristin	P3-77, P3-88
Paulus, Markus	P2-143, P3-100
Payir, Ayse	P3-50, P3-143
Payne, Ashlynn	P2-147
Pearl, Samuel	P2-136
Penafiel, Lexcel	P3-72
Pepe, Bill	P2-137
Peretz-Lange, Rebecca	P2-163
Perich, Jacqueline	P3-93, P4-44
Perkovich, Elizabeth	P1-91
Perner, Josef	P4-164
Perraut, Isabelle	P4-155
Perry, Faith	P3-72
Perry, Jordan	P4-35
Perry, Lynn	P1-38
Persaud, Annabelle	P4-27
Persaud, Kimele	P4-63
Persichetti, Andrew	P1-48
Pesch, Annelise	P4-102
Pesowski, Madison	P2-22

AUTHOR	POSTER #
Pestana, Zoe	P1-141, P3-149, P4-82
Petagna, Elizabeth	P4-101
Pham, Que Anh	P2-90
Pham, Van	P4-76, P4-114
Piantadosi, Steven	O1.1.4, P1-114, P2-102
Pickens, Aaliyah	P4-101
Pickron, Charisse	P4-28
Pierce, Meghan	P4-33
Pila, Sarah	P3-59
Pilato, Jazelle	P3-138
Pineda, Dianamie	P4-42
Pinter, Verity	P4-146
Pitt, Benjamin	O1.1.4, P1-114
Pizza Becerra, Lizette	P2-17
Placido, Diego	P3-22
Plascencia, Elizabeth	P4-69
Poddar, Aashna	P2-141
Pointner, Nadine	P1-78
Pollak, Seth	P4-137
Pompeia, Sabine	P1-39
Popat, Aarthi	P1-88
Pordy, Jessica	P2-23
Pospisil, Tracie	P4-44
Potter, Alexandra	P2-117
Potter, Christine	P3-118
Poulin Dubois, Diane	P1-84
Poupard, Madeline	P4-135
Powell, Lindsey	P1-72, P2-94, P2-118, P2-137, P3-33, P3-62, P4-33, P4-39, P4-70, P4-106
Powell, Sarah	P2-54
Poyraz, Elif	P3-11, P3-12
Prabhu, Nikhita	P4-111
Pradeep, Anjali	P4-47
Preston, Alison	P3-164
Prezioso, Mg	P1-118
Principe, Gabrielle	P4-101
Prishker, Nydia	P2-54
Probst, Sarah	P2-32

AUTHOR	POSTER #
Proft, Marina	P4-91, P4-94
Provençal, Maya	P4-92
Pruden, Shannon	P2-128, P4-34, P4-130
Pruner, Todd	P1-115
Purpura, David	O1.2.1, P2-54
Putrich, Rylie	P2-78
Puttre, Hannah	P4-26
Qi, Yunjin	P3-107
Qian, Yihan	P1-62
Qing, Catherine	P4-121
Qiu, Fanxiao	P2-103, P2-156
Que, Kexin	P4-66
Quinn-Jensen, Elizabeth	P3-45
Quintero, Natalie	P1-1
Rabideau, Marina	P2-142
Radovanovic, Mia	P4-27
Rah, Yu Jin	P1-57
Rajbhandari, Biju	P1-90, P2-66
Rakoczy, Johannes	P4-91, P4-94, P4-164
Ralph, Yvonne	P2-128, P4-34, P4-130
Ralston, Robert	P4-160
Ramani, Geetha	P3-68
Ramaswamy, Nithya	O4.1.5
Ramirez Vasquez, Lillian	P3-118
Ramirez, Alexis	P2-30
Ramkissoon, Isabella	P4-7
Ran Tang, Hao	P4-65
Read, Kirsten	P3-70
Reagan, Emily Rose	P4-146
Recchia, Holly	P2-60
Rechenburg, Jana	P4-164
Redshaw, Jonathan	P3-97
Reed, Angel	P3-104
Reese, Elaine	O3.1.5, P1-97
Regan, Sophie	O3.1.1
Regas, Cayla	P4-33
Reh, Rebecca	P1-68
Reinhardt, Maegan	P2-52, P2-54

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Renfro, Amanda	P4-130	Rothschild, Danielle	P1-31, P2-162, P3-122	Schneider, Julie	P2-86, P2-87, P2-132, P3-5, P4-115
Rengel-Isea, Melanie	P4-130	Rottman, Joshua	O4.1.5	Schoener, Nina	P2-64, P3-32
Rennels, Jennifer	P4-21, P4-54, P4-83	Rourke, Partick	P4-64	Schofield, Casey	P2-9
Rennert, Rebecca	P1-48	Rousey, Hailey	P2-48, P2-55	Schonfeldt, Wilder	P2-130, P4-13
Rett, Alexandra	P4-57	Rovero, Saige	P4-119	Schulz, Laura	P3-92, P4-104, P4-108, P4-110
Reyes, Manuel	P2-128	Rowe, Meredith	P2-126, P3-87, P3-117	Schwartzstein, Annie	P3-19
Rhemtulla, Mijke	P1-63	Royka, Amanda	P2-6	Scofield, Jason	P3-104
Rho, Kate	P2-146	Ruiz, Justin	P2-15	Scott, Katharine	P2-148, P3-30, P3-71
Rhodes, Kathrine	P1-106	Rule, Joshua	P4-146	Scott, Rose	P2-13, P2-78, P2-93, P2-118, P2-121
Rhodes, Marjorie	O2.1.1, P2-73, P3-152, P4-136	Rumberger, Jonquil	P3-13	Sea, Jasmine	P1-45
Ribner, Andrew	P2-54	Rutherford, M.D.	P2-44	Sehl, Claudia	P1-40
Rice, Alexis	P4-83	Sabbagh, Mark	P1-65, P4-79	Sein Kim, Judy	P4-25
Richardson, Emory	P2-14	Sacchi, Alexa	P3-3	Selimi, Njomza	P1-106
Richardson, Megan	P1-10	Saffran, Jenny	P1-52, P3-148, P4-4	Selmeczy, Diana	P3-47
Richert, Rebekah	P1-149, P1-151, P1-154, P2-29, P2-51, P2-59	Saide, Anondah	P3-159	Semushina, Nina	P1-116, P1-126
Riddick, Sophie	P2-39, P4-24	Salim, Sumaita	P2-120	Sen, Hilal	P3-51, P4-59
Riggins, Tracy	P2-117, P2-165	Salmon, Karen	O3.1.5	Sener, S. Bahar	P3-60
Riggs, Annie	P4-45	Sanchez Hernandez, Fernando	P2-161	Sengupta, Pritha	P4-116, P4-118, P4-119
Rilla, Raluca	O4.1.5	Sanchez, Brittany	P1-101	Serbest, Oya	P1-153
Ritchie, Daniel	P3-31	Sandbrink, Kai	P1-54	Sermeno, Rebecca	P1-86
Ritchie, Katherine	P1-13	Sandhofer, Catherine	P1-147, P2-75, P3-66, P3-161	Seyda Ozcan, Meryem	P1-27
Ritov, Oded	P4-37	Santiago, Rob Ethan	P2-22	Shachnai, Reut	P1-11, P4-2, P4-5
Rittle-Johnson, Bethany	P4-12	Santos, Laurie	P2-61, P3-121	Shack, Alyssa	P4-20
Rivera, Lindsey	P1-135	Sarama, Julie	P3-59	Shah, Nimra Ali	P2-133
Rochat, Philippe	P4-147	Sarmiento, Natalie	P2-148, P3-30, P3-71	Shaman, Nicholas	P4-125
Rodrigues, Jessica	P2-95	Saxe, Rebecca	P3-92	Shank, Katia	P3-61
Rodriguez, Vianca	P2-128	Saylor, Megan	P2-106	Shank, Kaylee	P3-48
Rogoff, Barbara	P4-152, P4-154	Scalise, Nicole	P1-2, P3-132	Shannon, Katherine	P4-61
Romeo, Rachel	P2-30	Schachner, Adena	O1.1.5, P1-93, P2-22, P2-111	Shao, Shuai	P4-78
Ronfard, Samuel	P1-66, P3-3, P3-113, P4-129	Schaughency, Elizabeth	O3.1.5, P1-97	Shapiro, Jenna	P1-16
Rose, David	P3-99	Scheibe, Daniel	P2-95	Shavlik, Margaret	P4-90
Rose, Ella	P1-105	Schidelko, Lydia	P4-91, P4-94	Shaw, Alex	P2-24, P2-122
Rosengren, Karl	P1-56, P1-75, P4-40	Schillinger, Sarah	P1-142	Shaw, Kendall	P1-4, P4-105
Roskos, Beverly	P2-67	Schleihauf, Hanna	P2-80, P4-89	Shepardson, Kathleen	P4-26
Rossi, Eleonora	P3-112	Schmelzer, Nicola	P3-62		
Rossignol, Jenna	P3-72	Schmitt, Sara	O1.2.1, P2-54		

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Shin, Ahyeon	P2-130, P3-43, P4-13, P4-68	Smith, Karen	P4-137	Stein, Amberley	P3-37
Shin, Eunkyung	P1-125	Smith, Lauren	P1-72, P3-62, P4-70	Steiner, Nicole	P1-123
Shin, So Yeon	P2-30	Smith, Linda	P3-162	Stock, Madelyn	P1-24
Shine, Hanna-Sophia	P3-68	Snedeker, Jesse	P1-22	Stoddard, Bethany	P3-32
Shingledecker, Morgan	P2-136, P3-126	Soans, Shanthi	P2-23	Stoehr, Antje	P2-4
Shiple, Thomas	P2-18	Soares Miehlestein, Maximilian	P1-26	Stone, Jade	P1-4, P4-105
Shiyang Lu, Helen	P2-89	Sobel, David	P1-21, P1-119, P1-124, P1-129, P1-140	Stone, Taylor	P4-48
Shore, Montana	P3-84, P4-107	Sodhi, Shreya	P1-139, P1-144	Stoops, Anastasia	P1-164
Short, Benjamin	P1-142	Sohail, Sifana	P1-92	Stowe, Lucy	P4-73
Shtulman, Andrew	P3-36	Soley, Gaye	P1-145, P1-153, P4-88	Strohl, Mara	P3-153
Shu, Yuhang	P2-140, P3-144, P3-146	Solomon, Larisa	P2-28	Strouse, Gabrielle	P1-4, P4-105
Shubhadarshini, Shashwati	P1-43	Solomon, Marjorie	P4-86	Stucke, Nicole	P1-45, P4-32
Shukla, Vishakha	P1-135	Solovieva, Uliana	P3-23	Su, Yanjie	P1-121, P2-37
Shusterman, Anna	P4-116, P4-118	Somani, Aafiya	P4-27	Suanda, Umay	P1-162, P2-43, P2-64, P3-32
Shutts, Kristin	P2-148, P3-30, P3-71	Sommerville, Jessica	P3-6, P4-27, P4-153	Suárez, Sarah	P2-135
Sidney, Pooja	P2-95, P2-158	Song, Hyun Joo	P3-64, P3-65, P3-91	Suddendorf, Thomas	P3-97
Sierra, Gabriela	P3-85	Song, Jia	P2-53	Suh, Yeon Ju	P4-141
Silberstein, Rachael	P4-22	Song, Joo-Hyun	P1-21, P1-140, P1-143	Suhanec-Cooper, Heather	P1-58
Silla, Elena	P4-80	Southwick, Maia	P3-139	Sullivan, Jacqueline	P1-61
Silver, Alex	P3-119	Soyoye, Olushola	P4-8	Sullivan, James	P2-93
Silver, Zachary	P3-121	Spears Brown, Christia	P2-105	Sullivan, Ryan	P3-55
Simmons, Ella	P3-131	Sridhar, Sahana	P3-155	Sumner, Evan	P1-158
Sims, Riley	P3-151	Sridhara, Suchita	P2-23	Sun, Jiayue	P4-55
Sinclair, Stephanie	P4-86	Srinivasan, Mahesh	O1.2.5, O2.1.5, O3.1.1, O2.1.2, P2-59, P4-17, P4-37	Sun, Lichao	P1-69
Singh, Leher	P1-49	Stahl, Aimee	P2-129	Suo, Dachuan	P1-121
Singman, Jane	P2-105, P2-163	Stapp, Alicia	P2-66	Superbia-Guimarães, Luísa	O4.1.2
Sinnott-Armstrong, Walter	O4.1.5	Star, Jon	P3-87	Surrain, Sarah	P2-144
Skoff, Alyssa	P3-101	Starlin, Makenzie	P1-24	Swearingen, Isabelle	P1-97
Skora Horgan, Elizabeth	P1-44	Starmans, Christina	P4-97	Sylverne, Lexi	P2-159
Slawny, Caitlyn	P4-10	Starr, Ariel	P1-155, P3-25, P3-60, P3-155	Tafolli, Blerina	P1-106
Slone, Lauren	P3-162	Steele, Christina	P1-10	Takahesu-Tabori, Andrea	P2-4
Sloutsky, Vladimir	P3-106, P4-31, P4-160	Steele, Katie	P1-117, P2-9	Tallberg, Molly	P4-1
Smith Flores, Alexis	P2-22, P2-94, P3-33	Stegall, Jessa	P3-137	Tan, Enda	P3-58
Smith, Cynthia	P1-125			Tang, Maximilian	P2-38, P2-48, P2-55
Smith, Jazmine	P4-139			Tang, Yulong	P2-69
				Tara, Kirstyn	P1-16
				Tasimi, Arber	P2-10, P2-116, P3-130

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Tatone, Denis	P1-10	Tung, Allie	P4-50, P4-51	Vilma, Taneisha	P2-139
Taumoepau, Mele	O3.1.5	Tünthe, Markus	P1-78	Vives, Bianca	P1-101, P2-83
Tavassolie, Nadia	P2-159	Turgeon, Marianne	P3-93, P4-44	Vizzini, Victoria	P4-71
Taylor, Azwayla	P1-10	Tusiime, Patrick	P4-24	Vlach, Haley	O1.2.2, P1-30, P1-44
Taylor, Isobel	P1-79	Ullman, Tomer	P4-110, P4-108, P4-145, P4-146, P4-150	Vlahandreas, Evan	P1-73
Taylor, Marianne	P1-53	Umansky, Vera	P2-121	Vohs, Kathleen	P4-67
Teglas, Erno	P3-135	Unger, Layla	P3-106, P4-31	Vonschonfeldt, Wilder	P3-43, P4-68
Terwilliger, Jack	P4-23	Urian, Radu	P2-21, P3-124	Vula, Eda	P1-106
Tetreau, Erin	P3-93	Uttal, David	P1-31, P1-73, P2-162, P3-122	Wagner, Mary	P1-71
Thibaut, Jean-Pierre	P1-20	Vaidya, Leah	P2-23	Walker, Caren	P1-46, P1-87, P1-88, P1-161, P3-37, P4-57
Thibodeau, Rachel	P2-115	Vaisarova, Julie	P4-59	Walle, Eric	P2-125
Thomas, Ashley	P1-10, P1-14, P2-137, P3-121, P4-112	Vaish, Amrisha	P2-140, P3-144	Walsh, Caroline	P4-19
Thomas, Caitlyn	P1-4, P4-105	Valdivia, Isabel	P2-52, P2-54	Waltmon, Jessica	P4-16
Thomas, Katie	P4-124, P4-127	Valerio-Lambert, Virginia	P1-13	Wan, Jiaming	P4-85
Thomas, Trisha	P2-4	Van Bergen, Penny	P1-97	Wang, Jinjing Jenny	P2-100, P3-11
Thompson, Abbie	P3-48	Van Reet, Jennifer	P4-95	Wang, Li	P4-58
Thompson, Clarissa	P2-95, P2-136, P3-126	Varga, Nicole	P3-164	Wang, Michelle	P2-73
Thompson, Laronnda	P1-113	Vargas-Diaz, Daniel	P1-120	Wang, Rui	O3.1.4, P3-103
Tian, Jing	P3-38	Vasich, Samuel	P1-7	Wang, Xiaoqiao	P3-91,
Tian, Yuchen	O3.1.3	Vasil, Jared	P4-92	Wang, Yanwei	P2-37
Tillet, Maddie	P1-28	Vasil, Ny	P1-13, P4-52	Wang, Yiyan	P2-150, P4-135
Tillman, Katharine	P1-123	Vasquez, Katie	P2-24	Wang, Yiyi	P3-58
Ting, Fransisca	O4.2.1, P4-128	Vaughn Stewart, Anna	P3-120	Wang, Yuhan	P2-80
Tipper, Zoe	P1-98	Vélez, Natalia	P3-46	Wang, Yumeng	P3-102, P4-93
Todd, Peter	P4-59	Velianski, Todd	P1-4, P4-105	Wang-Zhao, Jiayi	P4-145
Todorovic, Sinisa	P1-85	Ventura, Andrea	P4-112	Ward, Adrien	P3-22
Tomasello, Michael	P2-20, P4-92	Ventura, Roberto	P4-139	Warneken, Felix	P2-32, P2-71, P2-150, P4-135
Tompkins, David	P2-81, P4-77, P4-99, P4-114	Verma, Arnav	P4-153	Warschauer, Mark	P3-31
Tompkins, Rodney	P2-111	Vesga, Alejandro	P3-114	Watson, Danisha	P1-13
Tong, Yi	P1-44	Vest, Nicholas	P4-20	Weatherhead, Drew	P3-67
Töugu, Pirko	P2-58	Vieites, Vanessa	P4-34	Weaver, Haley	P1-52
Trapani, Emma	P4-116	Vieites, Vanessa	P4-130	Wefferling, Julia	P2-25
Trimble, Gemma	P3-158	Villacres, Michele	P1-101, P2-83	Wehry, Jonathan	O1.2.5
Trindade, Livia	P2-90	Villagra, Pablo Leon	P4-40	Wei, Zhongyu	P2-126
Trujillo, Ruby	P2-81	Villanueva, Anele	P3-1	Weinraub, Marsha	P2-159
Tsakiris, Manos	P1-78	Villeneuve, Anne-José	P4-44	Weisberg, Deena	P4-49
Tsui, Matthew	P1-107	Villiger, Jessica	O4.2.4, P1-59	Weisman, Kara	P2-59
Tsuji, Sho	P4-84			Weissbourd, Richard	P3-117

AUTHOR	POSTER #	AUTHOR	POSTER #	AUTHOR	POSTER #
Wellman, Henry	P1-33	Wynn, Isabel	P4-44	Zalneiriunas, Eimantas	P4-64
Wen, Minjie	P1-37	Xia, Ruohan	P1-141, P3-149, P4-82	Zang, Lu	P3-147
Werker, Janet	P1-68	Xie, Wanze	P4-85	Zbaracki, John	P1-115
West, Eloise	O4.1.3, P2-45	Xu, Alice	P1-147	Zecaida, Leslie	P2-94, P3-33
White, Lena	P3-117	Xu, Fei	P1-80, P2-102, P4-107	Zehner, Tracy	O1.2.1
Whiten, Andrew	P1-152, P2-27	Xu, Jiaying	P3-49	Zeidler, Henriette	P2-80, P4-37
Wilder, Isabel	P2-165	Xu, Jingyi	P2-77	Zelazo, Philip David	P2-107
Wiley, Andi	P4-118	Xu, Wenyi	P2-31	Zeng, Diqi	P4-74
Wilke, Jessica	P4-3	Xu, Ying	P2-4, P3-9, P3-31, P4-155	Zeng, Norman	P3-6
Wilkey, Eric	P2-54	Xu, Yuyan (Lillian)	P4-137	Zengilowski, Allison	P3-22
Williams, Allison	P1-9, P2-51, P2-135	Yang, Chuyi	P1-146	Zettersten, Martin	P1-52, P4-23
Williams, Julie-Ann	P3-32	Yang, Fan	P1-160, P2-97	Zhang, Erjing	P3-161
Williams, Olivia	P4-102	Yang, Menghan	P3-32	Zhang, Jinyi	P4-67
Williams, Rondeline	P4-121	Yang, Qianru Tiffany	P2-126, P3-87	Zhang, Kirin	P1-43
Williamson, Sophie	P4-118	Yang, Yingying	P1-133, P1-136, P1-159, P2-67, P2-74, P4-113	Zhang, Rui	P3-42
Wimsatt, Claudia	P3-53	Ye, Nina	P2-135	Zhang, Siying	P3-99
Wolff, Kenya	P2-66	Yilmaz, Duygu	P1-145	Zhang, Ting	P3-108
Wolk, Abby	P2-23	Yiu, Eunice	P1-54	Zhang, Tongyao	P2-72
Wong, Alyson	P3-44	Yoo, Jaehoon	P4-36	Zhang, Xinhe	P2-131
Wong, Eugene	P2-47, P4-74	Yoo, Seung Heon	P1-56, P1-75	Zhang, Xiuyuan	P2-33
Wong, Michelle	P4-150	Yoshida, Hanako	P1-47, P1-69, P1-91, P1-95	Zhang, Yu	P4-66
Woo Kim, Jun	P4-98	Young, Andrew	P1-101, P2-83, P3-361	Zhang, Yujia	P1-163
Woo, Brandon	P2-137, P4-112	Yu, Chen	P3-162	Zhang, Zhen	P1-89, P2-80
Wood, Justin	P1-112	Yu, Chi-Lin	P1-33	Zhao, Bonan	P3-46
Wood, Samantha	P1-112	Yu, Emma	P1-14, P3-83	Zhao, Hongyang	O4.1.4, P1-105
Wood, Taylor	P2-50	Yu, Shuqi	P1-127	Zhao, Jiaxuan	P1-121
Woodward, Amanda	P3-58, P3-129	Yu, Shuyuan	O1.1.2	Zhao, Li	P1-108
Woolley, Jacqueline	O4.2.3, P1-117, P2-152, P3-20, P3-49	Yu, Yue	P3-137	Zhao, Mingxuan	P2-27
Workye, Rebeka	P3-67	Yucel, Meltem	P3-137	Zhao, Siqi	P4-98
Worzalla, Natalie	P4-163	Yue, Yuxuan	P4-33	Zhao, Xin (Alice)	O4.2.2, P2-121, P3-34, P3-137, P3-146, P3-147
Wright, Sky'asia	P3-127, P3-136	Yuen, Francis	P4-46	Zhou, Caiqin	P2-154
Wu Nordahl, Christine	P4-86	Yun, Hessu	P1-99	Zhou, Joanna	P3-24
Wu, Deborah	P4-71	Yun-Chen Chan, Jenny	P1-34	Zhou, Xi Jia	P3-28
Wu, Lihanjing	O4.2.3	Zacks, Oryan	P4-23	Zhu, Peter	P2-62
Wu, Shengyi	P3-92	Zakrzewski, Samantha	P1-133, P1-136, P2-67, P4-113	Zhu, Rebecca	O1.2.4
Wu, Xuan	P1-37			Zhu, Tonghui (Kailee)	P2-121
Wu, Yang	P1-79, P2-6			Zimmerman, Samuel	P1-22
Wu, Yinbo	P2-128, P4-34, P4-130			Ziska, Katherine	P3-152
				Zucker, Tricia	P2-144

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 March 22, 2024

Session Time: 1:15 pm – 2:30 pm

POSTER SESSION 2

Friday March 22, 2024

Session Time: 5:45 pm – 7:00 pm

POSTER SESSION 3

Saturday March 23, 2024

Session Time: 1:15 pm – 2:30 pm

POSTER SESSION 4

Saturday March 23, 2024

Session Time: 5:45 pm – 7:00 pm

POSTER SESSION 1

FRIDAY, MARCH 22, 2024

1:15 pm – 2:30 pm

P1-1 Investigating individual differences in parents' science explanations

Natalie Quintero¹, Sheryl George¹, Zainab Gangardiwala¹, Raj Mitra¹, Candice Mills¹

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P1-2 I want it that way: preschoolers' choice and interest in mathematics activities

Nicole Scalise¹, Morgan Conway¹, Amya Dahl¹

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P1-3 Young children talk differently about their own mental states as compared to those of other people

Paul Harris¹

¹Harvard University

P1-4 Parents' perception of video chat ease-of-use predicts their and their child's enjoyment of family video chats with a grandparent

Gabrielle Strouse¹, Lauren Myers², Hazem Mohamed Ahmed¹, Todd Velianski¹, Caitlyn Thomas¹, Jade Stone¹, Kendall Shaw², Jessica Langlois², Hayley Katz², Lauren Daniels², Narindra Andrisoamampianina³, Abigail Milhaven²

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P1-5 Autistic experiences and perceptions of stimming: The role of repetitive behaviors in emotional expression and social communication

Isabelle Morris¹

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P1-6 How can parents encourage infants' attention to books when reading together? A head-mounted eye tracking study on parent-infant shared book reading

Isabelle Pai¹, Erim Kizildere¹, Lisa Oakes¹, Katharine Graf Estes¹

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P1-7 Calling all caregivers: examining 'technofence' in children's museum exhibits

Samuel Vasich¹, Megan Lorenz¹

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P1-8 Mechanisms underlying children's generalizations about social groups

Allie Chodes¹, Sona Kumar², Kathleen Corriveau¹

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P1-9 Are children influenced by brand characters similarly to entertainment characters when evaluating products featured in advertisements?

Lauren Cunningham¹, Isabelle Harden¹, Allison Williams¹, Kathleen Corriveau¹

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P1-10 Early threads of connection: probing infants' early understandings of caregiving relationships

Christina Steele¹, Megan Richardson¹, Azwayla Taylor¹, Denisse Lopez¹, Denis Tatone², Ashley Thomas¹

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P1-11 Early-emerging nuance in children's reasoning about social mobility

Rachel King¹, Isobel Heck², Reut Shachnai³, Molly Gibian⁴, Katherine Kinzler¹

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P1-12 Temporal dynamics of children's self-regulated eating decisions for food and food brand logos

Seung-Lark Lim¹, Amanda Bruce², Oh-Ryeong Ha¹

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P1-13 Navigating generics: children and adults diverge in communicating about restricted sociocultural patterns

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P1-14 The role of social engagement in infants' preference for infant-directed speech

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P1-15 "But I want it!" Children's talk about desires and their negotiation of desire conflicts

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P1-16 Why help at home? Young children's and caregivers' reasoning and evaluations

Marie Grace Martinez¹, Kirstyn Tara¹, Emily De Los Santos¹, Jenna Shapiro¹, Audun Dahl²

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P1-17 Children's gender stereotypes about the individual and collective

Ryno Kruger¹, Stella Lourenco¹

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P1-18 Two- and three-year-olds prefer learning-oriented instead of outcome-oriented help

Canan Ipek¹, Valentina Gomez¹, Henrike Moll¹, Alexandra Raport¹

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P1-19 Exploring mind wandering and situational interest as mechanisms for how math anxiety negative math learning and understanding across genders

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P1-20 Individual differences in categorization development: the mediation of executive functions and world knowledge, the case of food

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P1-21 Reach tracking reveals dissociable roles of inhibitory control in children's "trust in testimony"

David Sobel¹, David Kamper¹, Joo-Hyun Song¹

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P1-22 International adoption separates cognitive development from language knowledge in the acquisition of negation

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P1-23 Seeing gray in a world of black and white: do children appreciate intellectual humility in the face of moral dilemmas?

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P1-24 Investigating the links between parent math anxiety, parenting behaviors, and child math anxiety and achievement in middle childhood

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P1-25 Cascading effects of early maternal cultural orientation on Spanish-English child-directed speech and vocabulary knowledge

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P1-26 Intentional social perception construction by those with minoritized identities

Maximillian Soares Miehlestein¹, Gabriella Nakamura¹, Ashley Maynard¹

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P1-27 Exposure to interactive media, but at low levels, is associated with better executive functioning in children: a meta-analysis

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P1-28 Variable embodied experience improves children's ability to reason about altered physical laws

Hélène Grandchamp Des Raux¹, Georgie Edwards-Lowe¹, Maryam Haq¹, Emanuelle Benzaquen-Briquet¹, Maddie Tillet¹, Ori Ossmy¹

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P1-29 Episodic future thinking and children's delayed gratification: an individual differences study

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P1-30 What variables influence children's metamemory skills for newly learned words?

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P1-31 Examining strategy differences to understand the development of young children's mental rotation performance and task understanding

Kiley McKee¹, Danielle Rothschild¹, David Uttal¹

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P1-32 Education is development: findings from an intervention-based immersive learning study to develop intersectional awareness

Jayantika Chakraborty¹, Alena Esposito¹

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P1-33 Neural processing of children's theory of mind in a naturalistic story-listening paradigm

Chi-Lin Yu¹, Rachel Eggleston¹, Jonathan Brennan¹, Henry Wellman¹, Ioulia Kovelman¹

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P1-34 Number ordering skills: are they a mediator between math vocabulary knowledge and number line estimation performance among children in Hong Kong?

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P1-35 “Who knows more about how stars shine?”: children’s perception of black and white men’s and women’s scientific knowledge

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P1-36 It’s about time! Acquisition of deictic time words in English and Hindi

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P1-37 Personally familiar faces facilitate children’s perspective-taking ability: role of personal knowledge

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P1-38 Shape-based noun vocabulary counteracts initial language delays in children who use cochlear implants

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P1-39 Low level cognitive processing explains the unity of executive functions and mediates age-related executive improvement during adolescence

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P1-40 Children use incurred costs to predict emotion but not actions

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P1-41 A cross-linguistic analysis of abstractness effects in early vocabulary

Erin Campbell¹, Charles Davis², Naomi Caselli¹
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P1-42 How does mental rotation training affect calculation skills? The role of state anxiety and arithmetic strategy

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P1-43 “They didn’t know any better!” – Children’s judgement of others’ choices

Shalini Gautam¹, Julia Marshall¹, Kirin Zhang¹, Shashwati Shubhadarshini², Katherine Mcauliffe¹
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P1-44 From pages to pixels: science books predict children’s science vocabulary but not TV shows and apps

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P1-45 Children cheat more after observing a hard-working model and persist and cheat more when their caregiver values hard work

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P1-46 From possible to pause-able: children’s hesitancy may mark implicit skepticism of incorrect intuitive beliefs

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P1-47 Relevance of perceived shape information to child’s view and in 6-24-month-old children’s vocabulary development

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P1-48 Differential development of recognizing places versus navigating through them

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P1-49 Young children recognize that peer groups base friendship preferences on wealth and ethnicity

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P1-50 Late development of “walking selectivity” in the occipital place area

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P1-51 Children pay high expected value costs to explore

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P1-52 Infants’ early word meanings include both typical and atypical category members

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P1-53 “The nurse knows what’s good and bad for you”: the impact of the pandemic on children’s trust in expert testimony about food safety

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P1-54 Children prioritize purely exploratory actions in observe-vs.-bet tasks

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P1-55 Problems of reliability with common cognitive developmental tasks

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P1-56 Circle of life: a simple card game to support relational reasoning in children

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P1-57 Neurocognitive basis of episodic memory binding across childhood and adolescence

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P1-58 Fraction nonsense to fraction sense: impact of a fraction sense intervention on 6th grade students with math learning difficulties in an authentic classroom setting

Taylor Guba¹, Megan Botello¹, Heather Suhanec-Cooper¹, Nancy Dyson¹, Nancy Jordan¹

¹University of Delaware

P1-59, O4.2.4 How do child learners shape language: a silent gesture study with 6-year-olds

Molly Flaherty¹, Grace Calvert¹, Jessica Villiger¹

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P1-60 'Five' is the number of bunnies and hats: children's understanding of cardinal extension and exact number

Khuyen Le¹, David Barner¹

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P1-61 Using a dynamic neural model to understand the role of learning in executive function development

Aaron Buss¹, Alexis Mccraw¹, Jacqueline Sullivan¹, Rachel Eddings¹

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P1-62 Equal gestures counteract gender stereotypes perpetuated by language

Yihan Qian¹, Susan Goldin-Meadow¹, Lin Bian¹

¹University of Chicago

P1-63 Temporal coordination of visual attention between parents and 9-month-old infants

Erim Kizildere¹, Christian Nelson¹, Mijke Rhemtulla¹, Lisa Oakes¹

¹University of California, Davis

P1-64 Transmission of gender stereotypes through play

Emily Hopkins¹, Emma Nessel²

¹University of Scranton, ²Clark University

P1-65 Preschoolers use new information to appropriately maintain or overcome a pre-existing bias on a treasure hunting game

Brooke Hilton¹, Mark Sabbagh¹

¹Queen's University

P1-66 Children's reasoning about the impact of incidental and integral emotions on attention

Luis De La Vina¹, Brandon Goulding², Samuel Ronfard¹

¹University of Toronto, ²University of Winnipeg

P1-67 Latine caregivers' storytelling with their preschoolers about science, nature, and identity

Andrea Buhler-Wassmann¹, Diana Acosta², Catherine Haden³, Maureen Callanan², Gigliana Melzi¹

¹New York University, ²University of California, Santa Cruz, ³Loyola University Chicago

P1-68 Exploring acquired distinctiveness and acquired equivalence as phonetic category learning mechanisms through perceptual attunement

Sarvenaz Oloomi¹, Rebecca Reh², Janet Werker¹

¹University of British Columbia, ²Cohen Veterans Bioscience

P1-69 Social contingency between parent object handling and early attention experiences at perceptual and neural levels

Lichao Sun¹, Hanako Yoshida¹

¹University of Houston

P1-70 Development of a behavioral measurement of children's intellectual humility

Christina Barnes¹, Douglas Behrend¹

¹University of Arkansas

P1-71 Using number book intervention to train flexible attention to magnitudes in preschool-age children

Molly Griffin¹, Mary Wagner¹

¹University of Dayton

P1-72 Neural signatures of learning in social and non-social contexts

Lauren Smith¹, Lindsey Powell¹

¹University of California, San Diego

P1-73 Tinkering here and there: how families talk about informal STEM learning activities in museums and at home

Lauren Pagano Hush¹, Riley George², Kaitlyn Hurka¹, Elena Fiegen¹, Evan Vlahandreas¹, Catherine Haden², David Uttal¹

¹Northwestern University, ²Loyola University Chicago

P1-74 True belief errors persist into adulthood: evidence from the sandbox task

Daniel Bernstein¹, Daniel Derksen², Nathan Cassidy¹, Carolyn Baer³

¹Kwantlen Polytechnic University, ²Simon Fraser University, ³University of British Columbia

P1-75 Relational reasoning in play: a simple card game elicits relational language and gesture about the life cycle

Martha Alibali¹, Andrea Marquardt Donovan¹, Karl Rosengren², Seung Heon Yoo², Florencia Anggoro³, Benjamin Jee⁴

¹University of Wisconsin - Madison, ²University of Rochester, ³College of the Holy Cross, ⁴Worcester State University

P1-76 If at first you don't succeed: parental feedback and the transmission of gender stereotypes about intellectual ability.

Maxine Iannucci¹, Kristen Dunfield¹

¹Concordia University

P1-77 *"I'll give it a go!" – when children try to solve the unsolvable or please the experimenter. Qualitative analysis of Polish-American bilingual children's erroneous replies in sentence repetition task*

Natalia Banasik-Jemielniak¹

¹The Maria Grzegorzewska University

P1-78 *Infant and maternal interoception exploring the role of parental functioning*

Markus Tünte¹, Stefanie Hoehl¹, Nadine Pointner¹, Nina Maier¹, Manos Tsakiris², Ezgi Kayhan³

¹University of Vienna, ²Royal Holloway University of London, ³University of Potsdam

P1-79 *Adults tailor their emotional expressions to infants through "emotionese"*

Hanqi Chen¹, Michael Frank², Yang Wu¹, Isobel Taylor²

¹University of Toronto Scarborough, ²Stanford University

P1-80 *The role of reciprocity in children's understanding of friendship*

Rongzhi Liu¹, Jan Engelmann², Fei Xu²

¹University of Chicago, ²University of California, Berkeley

P1-81 *Maternal reflections on the birth and diagnosis of their child with Down syndrome: age-related changes in perspectives from infancy to adolescence*

Angela Lukowski¹, Jennifer Bohanek²

¹University of California, Irvine, ²University of Missouri at Columbia

P1-82 *Can the poor become rich?: children's and adults' beliefs in social mobility*

Jacqueline Beck¹, Nadia Chernyak¹

¹University of California, Irvine

P1-83 *Children and their mothers differ in valuation and decisions about human lives*

Qiongwen Cao¹

¹University of Chicago

P1-84 *Preschoolers' trust in non-verbal information provided by a robot*

Anna Baumann¹, Elizabeth Goldman², Maria-Gracia Cobos¹, Diane Poulin Dubois¹

¹Concordia University, ²Yeshiva University

P1-85 *Developmental changes in children's intuitive reasoning about physics while building block towers*

Ori Ossmy¹, Ajay Krishna², Sinisa Todorovic², Karen Adolph³

¹Birkbeck, University of London, ²Oregon State University, ³New York University

P1-86 *Using a metacognition-driven, experiential early childhood learning program to improve science education and children's self-regulated learning in rural Idaho*

Shiyi Chen¹, Rebecca Sermenio¹, Kathryn "Nikki" Hodge¹

¹University of Idaho

P1-87 *Solution-relevant gesture predicts analogical transfer in children*

Minju Kim¹, Caren Walker¹

¹University of California, San Diego

P1-88 *"The Hair Club for Boys": how children and adults judge disparate impact rules*

Aarthi Popat¹, Jamie Amemiya², Gail Heyman³, Caren Walker³

¹Yale University, ²Occidental College, ³University of California, San Diego

P1-89 *When is it okay to be angry? A cross-cultural examination of children's judgments*

Antonia Langenhoff¹, Zhen Zhang², Jan Engelmann¹

¹University of California, Berkeley, ²Chinese Academy of Sciences

P1-90 *Mindfulness practice relates to improvement in delaying gratification in preschoolers*

Biju Rajbhandari¹, Stephanie Miller¹

¹University of Mississippi

P1-91 *The importance of infant sex in early visual attention and vocabulary development*

Elizabeth Perkovich¹, Hanako Yoshida¹

¹University of Houston

P1-92 *Relevant and irrelevant advantages: children's developing ideas of fairness in bargaining with outside options*

Sifana Sohail¹, Yarrow Dunham¹

¹Yale University

P1-93 *Do you see what I see? Children's understanding of others' visual perspectives over video chat*

Chaolan Lin¹, Adena Schachner¹

¹University of California, San Diego

P1-94 *Precursors of privilege: the availability heuristic in guiding children's perceptions of wealth*

Radhika Santhanagopalan¹, Katherine Kinzler¹

¹University of Chicago

P1-95 *How the first 100 words emerge through bilingual learning experiences: a case study with Japanese-English infants*

Christina Griep¹, Hanako Yoshida¹

¹University of Houston

P1-96 *Robust heterogeneity in cognitive development: A large-scale investigation*

Joshua Hartshorne¹

¹Boston College

P1-97 *The best start video project study: effects of an oral language professional development program (ENRICH) on educator-child language quality*

Isabelle Swearingen¹, Elizabeth Schaughency¹, Penny Van Bergen², Samantha Moros¹, Elaine Reese¹

¹University of Otago, ²University of Wollongong

P1-98 The role of perceptual and conceptual knowledge in graded notions of impossibility

Zoe Tipper¹, Ori Friedman¹

¹University of Waterloo

P1-99 Why do older children learn second languages faster than younger children?

Wei Li¹, Hesu Yun², Joshua Hartshorne¹

¹Boston College, ²University of Pennsylvania

P1-100 Omission as the modern form of bias against Native Peoples: a developmental investigation

Victoria Keating¹, Stephanie A Fryberg², Arianne Eason¹

¹University of California, Berkeley, ²University of Michigan

P1-101 Cognitive reflection and children's social thinking

Andrew Young¹, Bianca Vives¹, Michele Villacres², Samantha Macksey³, Brittany Sanchez¹, Zarafshan Bano¹, Breckie Church¹

¹Northeastern Illinois University, ²New York University, ³University of Wisconsin Madison

P1-102 Unpacking the challenges and predictors of students' use of the distributive property

Sarah Clerjuste¹, Claire Guang², Dana Miller-Cotto³, Nicole Mcneil⁴

¹University of Delaware, ²University of Chicago, ³Kent State University, ⁴University of Notre Dame

P1-103 Prediction and error detection: the role of the intuitive number sense in symbolic mathematics

Maria Brandao¹, Darko Odic¹

¹University of British Columbia

P1-104 Children's reasoning about previous experiences based on subsequent belief-driven actions

Qianhui Ni¹, Henrike Moll¹

¹University of Southern California

P1-105 Parent socialization and EFs as contributors to relational reasoning patterns

Lindsey Engle Richland¹, Ella Rose¹, Hongyang Zhao¹

¹University of California, Irvine

P1-106 Scaling playful fraction learning through design-based implementation research and randomized control trials in fragile and conflicted-affected states: The case of Kosovo

Kreshnik Begolli¹, Eda Vula², Njomza Selimi², Blerina Tafolli², Vanessa Bermudez¹, Siling Guo¹, Drew Bailey¹, Lindsey Engle Richland¹, Kathrine Rhodes¹, Andres Bustamante¹

¹University of California, Irvine, ²University of Prishtina

P1-107 The flexibility of structural reasoning about social inequality in childhood

Matthew Tsui¹, Andrew Baron¹

¹University of British Columbia

P1-108 Trusting young children causes them to cheat less

Li Zhao¹, Haiying Mao², Paul Harris³, Kang Lee⁴

¹Hangzhou Normal University, ²Heidelberg University, ³Harvard University, ⁴University of Toronto

P1-109 Individual differences in children's acceptance of conflicting information

Isaac Bisla¹, Norwood Glaspie², Pearl Han Li³, Dante Cicchetti¹, Melissa Koenig²

¹University of Minnesota Twin Cities, ²University of Minnesota, ³Duke University

P1-110 Children's mental state attribution to robots

Anna-Elisabeth Baumann¹, Diane Poulin Dubois¹, Jenna Beaudoin¹

¹Concordia University

P1-111 The development of early phonological networks: An analysis of individual longitudinal vocabulary growth

Judith Kalinowski¹, Nivedita Mani¹

¹University of Göttingen

P1-112 Comparing newborn animals and newborn machines: A newborn embodied Turing test for the development of object perception

Samantha Wood¹, Manju Garimella², Justin Wood²

¹Indiana University, ²Indiana University Bloomington

P1-113 Understanding representation

Laronnda Thompson¹

¹University of Pennsylvania

P1-114 Algorithm induction in the Amazon: Indigenous children find structure in novel patterns

Steven Piantadosi¹, Benjamin Pitt¹

¹University of California, Berkeley

P1-115 Visual Attention as a Mechanism of Gesture's Influence on Math Learning

John Zbaracki¹, Andrew Mistak¹, Mary Aldugom¹, Todd Pruner¹, Kimberly Fenn², Susan Cook¹

¹University of Iowa, ²Michigan State University

P1-116 Deaf children who use American Sign Language at home learn mathematical equivalence when instruction includes gesture

Nina Semushina¹, Zena Levan¹, Breckie Church², Naureen Hemani-Lopez¹, Susan Goldin-Meadow¹

¹University of Chicago, ²Northeastern Illinois University

P1-117 Children learn novel causal events from realistic and fantastical storybooks

Jonah Brenner¹, Katie Steele¹, Jacqueline Woolley²

¹University of Texas at Austin, ²University of Texas

P1-118 children's story world absorption

Mg Prezioso¹

¹Harvard University

P1-119 "I wanted to challenge myself!": Children's developing metacognitive understanding of effort in a building task

Sarah Kiefer¹, David Sobel¹

¹Brown University

P1-120 *Preschoolers' mathematical language learning during book reading with an AI smart speaker*

Jisun Kim¹, Daniel Vargas-Diaz¹, Shannon Mury¹, Caroline Hornburg¹, Koeun Choi¹

¹ Virginia Tech

P1-121 *Exploring the numerical processing of probabilistic inferences in children by hierarchical drift-diffusion model*

Siyi Liu¹, Yanjie Su¹, Dachuan Suo², Jiaxuan Zhao³

¹ Peking University, ² Beijing Normal University, ³ University of Pennsylvania

P1-122 *Combining forces for causal reasoning: children's predictions and explanations*

Salih Özdemir¹, Tilbe Göksun²

¹ University of California, San Diego, ² Koc University

P1-123 *Learning the demographics of pain: adults believe age and gender affect physical pain sensitivity, but 4-6 year-olds do not*

Nicole Steiner¹, Katharine Tillman¹

¹ University of Texas at Austin

P1-124 *Children's developing concepts of the praiseworthiness of actions*

Paloma Garcia¹, David Sobel¹

¹ Brown University

P1-125 *Understanding parental factors associated with toddlers' video viewing: a chained mediation model investing the roles of parental emotion regulation, media use, stress, and media use motive*

Mahmut Sami Gurdal¹, Koeun Choi¹, Eunkyung Shin², Cynthia Smith¹

¹ Virginia Tech, ² Pennsylvania State University

P1-126 *Math instruction that includes gesture improves learning for deaf and hearing children but only if gesture is simultaneously presented with language*

Breckie Church¹, Nina Semushina², Naureen Hemani-Lopez², Susan Goldin-Meadow², Zena Levan²

¹ Northeastern Illinois University, ² University of Chicago

P1-127 *Feeling guilty around child's screen use: the associations among parental awareness, agreeableness, and adherence related to media guidelines, child screen use, and maternal media guilt*

Shuqi Yu¹, Candy Beers¹, Koeun Choi¹

¹ Virginia Tech

P1-128 *Social pressure promotes accuracy, not positivity, in preschool and school-aged children's attributions of others*

Eren Levine¹, Carolyn Palmquist¹

¹ Amherst College

P1-129 *Examining baseline relations between parent-child interactions, STEM learning and engagement*

Skyler Gin¹, C. Malik Boykin¹, David Sobel¹

¹ Brown University

P1-130 *Does performance guide children's choices of similar activities?*

James Daly¹, Brooke Jordan¹

¹ University of Texas at Austin

P1-131 *Syntactic bootstrapping of mental state verbs in Mandarin-speaking children*

Yuanyuan Chang¹, Yuexin Li¹, Sining Gao¹, Tianyi Liu¹, Haiwei Liu¹, Peter Gordon¹

¹ Columbia University

P1-132 *Less (and more) are not always more: individual differences in children's information-seeking strategies on epistemic trust tasks*

Mary Gum¹, Carolyn Palmquist¹

¹ Amherst College

P1-133 *Gamifying a mental rotation task for children between the ages of 6 and 9 years old*

Samantha Zakrzewski¹, Edward Merrill², Yingying Yang³

¹ Student, ² University of Alabama, ³ Montclair State University

P1-134 *Sources of variation in children's math achievement: the role of gesture use and parents' attitudes towards mathematics*

Isil Dogan¹, Dilay Z. Karadoller², Ö. Ece Demir-Lira³, Tilbe Göksun⁴

¹ University of California, Davis, ² Middle East Technical University, ³ University of Iowa, ⁴ Koc University

P1-135 *Verb learning using mutual exclusivity in English-learning preschoolers*

Kamille Gordon¹, Alondra Moran-Flores², Lindsey Rivera³, Vishakha Shukla⁴, Sudha Arunachalam⁴

¹ University at Buffalo, ² San Jose State University, ³ California State University, Northridge, ⁴ New York University

P1-136 *The improvement of spatial abilities assessed in Down Syndrome youth*

Karima Elgamal¹, Stephanie Grinshpun¹, Komal Khara¹, Melinda Mo¹, Samantha Zakrzewski¹, Matthew Baker¹, Yingying Yang¹, Edward Merrill²

¹ Montclair State University, ² University of Alabama

P1-137 *Young children's understanding of others' actions on mutually exclusive possibilities.*

Melissa Kibbe¹, Esra Nur Küçük¹

¹ Boston University

P1-138 *The development of working memory capacity for objects and features*

Chenye Bao¹, Yu Li¹, Nelson Cowan²

¹ University of Missouri, ² University of Missouri

P1-139 *American children's categorization of, and attitudes towards, immigrants*

Shreya Sodhi¹, Zoe Liberman¹

¹ University of California, Santa Barbara

P1-140 Distinct inhibitory control processes underlie children's judgments of fairness

David Kamper¹, Joo-Hyun Song², David Sobel²

¹University of California, Los Angeles & Brown University, ²Brown University

P1-141 Neural correlates of emotion perception relates to prosociality and theory of mind in preschool children

Zoe Pestana¹, Ruohan Xia¹, Megan Heise¹, Aditi Hosangadi¹, Serena Mon², Lindsay Bowman¹

¹University of California, Davis, ²Northwestern University

P1-142 Preschoolers recognize novel and semantically inconsistent objects in familiar classroom scenes

Sarah Schillinger¹, Lu Li², Ioanna Giannakou³, Benjamin Short³, Elena Busick³, Lisa Oakes⁴, Ann Ellis³

¹Grinnell College & Children's Hospital of Philadelphia, ²Grinnell College & Washington University in St. Louis, ³Grinnell College, ⁴University of California, Davis

P1-143 Reach tracking reveals dissociable roles of inhibitory control in children's "trust in testimony"

David Sobel¹, David Kamper², Joo-Hyun Song¹

¹Brown University, ²University of California, Los Angeles & Brown University

P1-144 Children's expectations for outgroup food choice and the influence of pro-American biases

Bailey Immel¹, Shreya Sodhi¹, Zoe Liberman¹

¹University of California, Santa Barbara

P1-145 The role of causal reasoning in children's inferences about leaders

Duygu Yilmaz¹, Gaye Soley²

¹New York University, ²Bogazici University

P1-146 Children see correcting in private as a cue to friendship

Chuyi Yang¹, Zoe Liberman¹

¹University of California, Santa Barbara

P1-147 The effect of event boundaries on 3-year-olds' novel category learning

Alice Xu¹, Catherine Sandhofer¹

¹University of California, Los Angeles

P1-148 "Split the cookie in half!": Exploring informal parent-child fraction talk and its relation to symbolic fraction knowledge

Karina Kling¹, Yihan Chen¹, Susan Levine¹

¹University of Chicago

P1-149 Working memory and cultural influences on children's ritual inflexibility

Ashley Marin¹, Rebekah Richert¹

¹University of California, Riverside

P1-150 Creativity across domains: examining the role of imagination and self-regulation in early childhood creativity

Rebecca Bauer¹, Ansley Gilpin², Emmy Bray²

¹Hampden-Sydney College, ²University of Alabama

P1-151 Social group exposure and children's ritual inflexibility: examining the effects of school type, out-group exposure, and religious engagement

Alison Garcia¹, Jamison Cortez¹, Ashley Marin¹, Rebekah Richert¹

¹University of California, Riverside

P1-152 Children's social versus material priorities when copying others

Jane Minogue¹, Andrew Whiten², Mark Nielsen³

¹University of Queensland, ²University of St Andrews, ³University of Queensland & University of Johannesburg

P1-153 Children expect atheists to be more likely to violate moral and conventional norms

Oya Serbest¹, Zoe Liberman¹, Gaye Soley²

¹University of California, Santa Barbara, ²Bogazici University

P1-154 Does God scare you? How children's personal connection with God relates to their prayer inflexibility

Elena Guerrero Galaz¹, Jamison Cortez¹, Ashley Marin¹, Rebekah Richert¹

¹University of California, Riverside

P1-155 Parental play and language contributions to infant spatial development

Carol Lu¹, Ariel Starr¹

¹University of Washington

P1-156 "Saving face" when faced with feedback In-person feedback reduces children's persistence and negative affect during mathematics practice

Megan Merrick¹, Emily Fyfe¹

¹Indiana University

P1-157 Relations between spatial skills and science achievement: a meta-analysis

Kinnari Atit¹, Emily Grossnickle Peterson², Katie Gilligan-Lee³, Zachary Hawes⁴

¹University of California, Riverside, ²American University, ³University College Dublin, ⁴University of Toronto

P1-158 How confident are you? Adults, but not children, are less confident when making temporal judgements compared to numerical ones

Evan Sumner¹, Lucy Panyard¹, Karina Hamamouche¹

¹Butler University

P1-159 Comparison of route and landmark knowledge in individuals with Fragile X syndrome and typically developing children

Daria Lasc¹, Matthew Baker¹, Romal Bhullar¹, Sonia Conde¹, Arielle Hershkovich¹, Edward Merrill², Yingying Yang¹

¹Montclair State University, ²University of Alabama

P1-160 Making a broad impact: children's valuation for a world-oriented mindset

Janice Im¹, Angelyse Madsen¹, Fan Yang¹, Andrei Cimpian²

¹University of Chicago, ²New York University

P1-161 *Mind over matter: conflict monitoring and science learning*

Igor Bascandzic¹, Adani Abutto^{2,3}, Caren Walker⁴, Elizabeth Bonawitz¹

¹Harvard University, ²Stanford University, ³Stanford University & University of Munich, ⁴University of California, San Diego

P1-162 *Evaluating observational contexts for learning hard nouns: how word learning is measured is key*

Kosta Boskovic¹, Umay Suanda¹

¹University of Connecticut

P1-163 *Using numbers to encode space reduces item recognition in adults but not children*

Yujia Zhang¹, John Opfer¹

¹Ohio State University

P1-164 *Language produced during shared book reading in homes*

Anastasia Stoops¹, Jessica Montag¹

¹University of Illinois Urbana-Champaign

P1-165 *Expectations of forgiveness and perceptions of perpetrator intent differ in interpersonal and intergroup contexts*

Jacob Glassman¹, Katherine McAuliffe¹

¹Boston College

POSTER SESSION 2 FRIDAY, MARCH 22, 2024 5:45 pm – 7:00 pm

P2-1 *Parents' spatial talk to boys and girls in museum settings: variations by topic and exhibit size and scale*

Vera Umansky¹, Maureen Callanan¹, Emily Melvin¹
¹University of California, Santa Cruz

P2-2 *The effects of drawing on memory in children*

Rebecca Bove¹, Karin James²
¹Indiana University-Bloomington, ²Indiana University

P2-3 *Novel noun learning during naturalistic picture book reading in 14-, 18-, and 22-month-olds*

Kristen Gilyard¹, Erika Bergelson¹
¹Harvard University

P2-4 *ASR performance in Spanish-English bilingual children: the role of bilingual proficiency*

Trisha Thomas¹, Andrea Takahesu-Tabori², Antje Stoehr³, Ying Xu¹
¹University of Michigan, ²MGH Institute of Health, ³Basque Center on Cognition, Brain and Language

P2-5 *Exploring caregiver-child mental state talk during scientific storybook reading*

Amanda Haber¹, Sona Kumar², Kathleen Corriveau³
¹Fairfield University, ²Purdue University, ³Boston University

P2-6 *Who did it? Children consider others' emotional reactions when inferring agent responsibility*

Tiffany Doan¹, Yang Wu¹
¹University of Toronto Scarborough

P2-7 *How prompting feelings of relatedness during a STEM storybook reading impacts children's persistence*

Sona Kumar¹, Amanda Haber², Kathleen Corriveau³
¹Purdue University, ²Fairfield University, ³Boston University

P2-8 *Spatial skills and STEM learning during the early elementary years*

Alycia Hund¹, Alexis Colwell²
¹Illinois State University, ²Indiana University Bloomington

P2-9 *Children's essentialist and stigmatizing beliefs about mental illness*

Katie Steele¹, Jonah Brenner¹, Casey Schofield²
¹University of Texas at Austin, ²Skidmore College

P2-10 *How children reason about intellectual humility and intellectual arrogance*

Shauna Bowes¹, Kylee Novick², Stella Lourenco², Arber Tasimi²
¹Vanderbilt University, ²Emory University

P2-11 *Child vocabulary and toddler classroom language environments*

Ryan Colburn¹, Alexa Ellis¹
¹University of Alabama

P2-12 *The Spanish and English web-CCT: dual language trends in bilingual Spanish-English speaking children*

Diego Leon¹, Margaret Friend¹, Matthew Mearthur¹
¹San Diego State University

P2-13 *"They're nice because they're rich": 5- and 6-year-old children's absolute evaluations for groups of wealth and poverty*

Gabriel Nguyentran¹, Rose Scott¹
¹University of California, Merced

P2-14 *Learning about viruses at home: The effect of anthropomorphic representations on children's thinking about viruses*

David Menendez¹, Emory Richardson², Kalina Mcneil³, Susan Gelman³
¹University of California, Santa Cruz, ²Yale University, ³University of Michigan

P2-15 *School-aged children differentially trust textbooks, humans, and ChatGPT*

Justin Ruiz¹, Ada Chen¹, Carolyn Palmquist¹, Robyn Kondrad²
¹Amherst College, ²James Madison University

P2-16 *Exploring how young children's "literal" and "reality" biases collide in their metaphor comprehension*

Mary Beth Neff¹, Patricia Ganea², Ingrid Lossius Falkum¹
¹University of Oslo, ²University of Toronto

P2-17 *It's alive! Are children's and adults' vitalistic attributions to nature related to environmental moral concern?*

Lizette Pizza Becerra¹, Deb Kelemen¹
¹Boston University

P2-18 *All tied up: developing the knot reasoning task, a novel measure of non-rigid spatial thinking*

Grace Bennett-Pierre¹, Thomas Shipley¹, Nora Newcombe¹, Elizabeth Gunderson^{2, 3}
¹Temple University, ²Indiana University, ³Indiana University-Bloomington

P2-19 *Infants expect others to explore objects that violate their expectations*

Anna Mears¹, Lisa Feigenson¹
¹Johns Hopkins University

P2-20 *Children's willingness to pay for self-promotion: cooperation vs. competence*

Trisha Katz¹, Michael Tomasello¹
¹Duke University

P2-21 *Exploring the relations between helping, sharing, and comforting in childhood prosocial development*

Selest Beaulieu¹, Radu Urian¹, Kristen Dunfield¹
¹Concordia University

P2-22 *Placement of prized possessions: children's reasoning about how social factors shape where others put possessions*

Rob Ethan Santiago¹, Alexis Smith-Flores¹, Madison Pesowski², Adena Schachner¹
¹University of California, San Diego, ²University of the Fraser Valley

P2-23 *What do children learn from statements about opportunities for novel social groups?*

Erin Kim¹, Hilary Barth¹, Jessica Pordy¹, Molly Fung¹, Suchita Sridhara¹, Ellie Pan¹, Addie Defeo¹, Jinjia Hu¹, Shanthy Soans¹, Sarah Hammond¹, Abby Wolk¹, Courtney Litts¹, Selena Delgado¹, Rachel Hsu¹, Leah Vaidya¹, Emily Hauser¹

¹ Wesleyan University

P2-24 *All the cool kids are doing it: children's naïve theories of popularity and social influence*

Katie Vasquez¹, Alex Shaw¹

¹ University of Chicago

P2-25 *The development of prejudice and discrimination: black men and children as large, strong, and threatening?*

Julia Wefferling¹, Paul Muentener¹

¹ Tufts University

P2-26 *Twenty-month-olds recognize the impact of phone usage on others' performance*

Qiong Cao¹, Anna Mears¹, Lisa Feigenson¹

¹ Johns Hopkins University

P2-27 *Children's imitation of costly rituals: insights into early cultural learning*

Mingxuan Zhao¹, Frankie Fong², Andrew Whiten³, Mark Nielsen⁴

¹ University of Queensland, ² University of Queensland & Max Planck Institute for Evolutionary Anthropology, ³ University of St Andrews, ⁴ University of Queensland & University of Johannesburg

P2-28 *The role of situational context in 4- to 9-year olds' moral evaluations of prosocial and transgressive actions*

Sophie Charles¹, Ilana Cohen^{1,2}, Larisa Solomon¹

¹ Columbia University, ² Barnard College

P2-29 *A longitudinal investigation of imaginary companions, fantasy orientation, and theory of mind*

Hea Jung Lee¹, Rebekah Richert¹

¹ University of California, Riverside

P2-30 *Exploring how proximal factors may relate to differences in maternal speech with bilingual families*

Alexus Ramirez¹, So Yeon Shin¹, Brenda Jones Harden, Tiffany Martoccio¹, Lisa Berlin², Rachel Romeo²

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

P2-31 *Advancing the reporting of developmental EEG data: tools for estimating reliability, effect size, and data quality metrics*

Wenyi Xu¹, Santiago Morales¹, Laurel Gabard-Durnam², Alexa Monachino¹

¹ University of Southern California, ² Northeastern University

P2-32 *Eye can help: infant prosocial behavior in a gaze-contingent eye-tracking paradigm*

Sarah Probst¹, Felix Warneken¹

¹ University of Michigan

P2-33 *Developmental changes in children's predicted learning curves.*

Xiuyuan Zhang¹, Brandon Carrillo¹, Ac Christakis¹, Saif Behairy¹, Julia Leonard¹

¹ Yale University

P2-34 *Learn or perform? Children's inferences about adult's child-directed achievement goals and actions*

Brandon Carrillo¹, Mika Asaba¹, Lizbeth Lozano¹, Julia Leonard¹

¹ Yale University

P2-35 *Mathematics undraped: an inspection of content explicit and implicit through parent-child interaction*

Stephanie Gomez¹, Keting Chen¹

¹ California State University, San Bernardino

P2-36 *Pandemic disruptions and socioeconomic status: examining their effects on early vocabulary development*

Matthew McArthur¹, Noemi Garcia¹, Margaret Friend¹

¹ San Diego State University

P2-37 *Acceptable noise level development for 3-12 year olds*

Zewei Li¹, Yanjie Su¹, Yanwei Wang¹

¹ Peking University

P2-38 *Characterizing infant object experience through repeated video sampling across the day*

Yushan Guo¹, Maximilian Tang¹, John Franchak¹

¹ University of California, Riverside

P2-39 *How does inheritance influence children's resource valuation and sharing?*

Sophie Riddick¹, Richard Ahl¹, Mahsa Ershadi¹, Katherine McAuliffe¹

¹ Boston College

P2-40 *Episodic future thinking emerges after episodic memory*

Mathieu Le Corre¹, Mario Alberto Domínguez Castro²

¹ Universidad Nacional Autónoma de México, ² None

P2-41 *Investigating strategy flexibility in algebra: the role of executive function, procedural fluency, and conceptual knowledge*

Qiushan Liu¹, David Braithwaite¹

¹ Florida State University

P2-42 *Development of visual perception of fire intensity in early childhood*

Justin Bonny¹

¹ Morgan State University

P2-43 *The nature of word-referent copresence in children's picture books*

Amanda Fording¹, Umay Suanda¹

¹ University of Connecticut

P2-44 *Early looking toward the mouth predicts later receptive language in ASD*

M.D. Rutherford¹, Esin Gürcan¹

¹ McMaster University

P2-45 Sortals in counting and the number sense

Casey Cooper¹, Eloise West¹, Darko Odic¹

¹University of British Columbia

P2-46 Children's understanding of digital rights violations and its influence on consumption

Kazuki Nishikiori¹, Shaylene Nancekivell¹

¹University of Manitoba

P2-47 Learning gender variation in speech: an acoustic analysis of child-directed speech

Eugene Wong¹, Benjamin Munson¹

¹University of Minnesota

P2-48 Exploring the relation between infant body position and adult language input across the day

Hailey Rousey¹, Maximilian Tang¹, Sahrai Garcia¹, John Franchak¹

¹University of California, Riverside

P2-49 Relations between sitting, object interaction, and caregiver speech input in infants with typical development and infants with cerebral palsy

Kari Kretch¹, Ginna Byun¹, Agnes Chan¹, Keisha Jones¹, Ganya Luo¹, Emily Marcinowski², Lin-Ya Hsu³, Natalie Koziol⁴, Michele Lobo⁵, Stacey Dusing¹

¹University of Southern California, ²Louisiana State University,

³University of Washington, ⁴University of Nebraska-Lincoln, ⁵University of Delaware

P2-50 Five- to 9-year-olds' use of wealth and trait information in interpersonal evaluations

Taylor Wood¹, Janet Boseovski²

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

P2-51 "I want to see if it's real or not": the influence of informant reality status on children's preference for science exploration

Allison Williams¹, Shoronda Matthews¹, Rebekah Richert², Kathleen Corriveau¹

¹Boston University, ²University of California, Riverside

P2-52 Associations among the home math environment, home executive function environment, and young children's math and EF skills

Isabel Valdivia¹, Jisun Kim¹, Maegan Reinhardt¹, Caroline Hornburg¹

¹Virginia Tech

P2-53 A systematic realist review of school-based working memory training: understanding effectiveness, mechanisms, and transferability for improved academic performance

Jia Song¹, Sarah Macquarrie^{2,3}, Alexandra Hennessey³

¹University of Manchester, ²University of Manchester, ³University of Manchester

P2-54 Relations among students' experience of the math error climate, math identity, and math problem solving performance

Maegan Reinhardt¹, Isabel Valdivia¹, Jisun Kim¹, Tamika Mcelveen², Amanda Mayes³, Dana Miller-Cotto⁴, Eric Wilkey⁵, Andrew Ribner⁶, Nydia Prishker⁷, Ma Bernadette Andres-Salgarino⁸, Sarah Powell⁹, Sara Schmitt¹⁰, David Purpura³, Caroline Hornburg¹

¹Virginia Tech, ²Miami University, ³Purdue University, ⁴Kent State University, ⁵Vanderbilt University, ⁶Chatham University, ⁷St. Thomas Aquinas College, ⁸Santa Clara County Office of Education, ⁹University of Texas at Austin, ¹⁰University of Oregon

P2-55 Infant vocalization increases when sitting in daily life

Maximilian Tang¹, Hailey Rousey¹, Sahrai Garcia¹, John Franchak¹

¹University of California, Riverside

P2-56 Investigating the moderating role of socioeconomic status in the relationship between music training and auditory discrimination

Bahare Bahmani¹, Ansley Gilpin¹

¹University of Alabama

P2-57 How beliefs about the acceptability of different kinds of lies relate to the promotion of Santa Claus?

Yilin Liu¹, Thalia Goldstein², Candice Mills¹

¹University of Texas at Dallas, ²George Mason University

P2-58 What did we learn from the pandemic? Recollections of Estonian schoolchildren.

Pirko Tõugu¹

¹University of Tartu

P2-59 Does God have to follow the rules? Folk sociology in concepts of religious agents across cultural-religious settings

Kara Weisman¹, Tamer Amin², Florencia Anggoro³, Maliki Ghossainy⁴, Benjamin Jee⁵, Mahesh Srinivasan⁶, Rebekah Richert¹

¹University of California, Riverside, ²American University, ³College of the Holy Cross, ⁴Boston University, ⁵Worcester State University, ⁶University of California, Berkeley

P2-60 Children's considerations for moral evaluations of stealing

Cole Dougherty¹, Kristen Dunfield¹, Clare Conry-Murray², Holly Recchia¹

¹Concordia University, ²Saint Joseph's University

P2-61 Probing nonhuman primate errors on false belief tasks to explore the evolutionary roots of theory of mind

Amanda Royka¹, Daniel Horschler¹, Walker Bargmann¹, Laurie Santos¹

¹Yale University

P2-62 Toddlers' sensitivity to the temporal pattern of their failures and successes

Peter Zhu¹, Hyowon Gweon¹

¹Stanford University

P2-63 Parents' reported approaches to children's science misconceptions

Sam Mchugh¹, Surya Marimuthu¹, Maureen Callanan¹
¹University of California, Santa Cruz

P2-64 See what I mean? Learning verbs via their observational contexts

Nina Schoener¹, Umay Suanda²
¹University of California, Berkeley, ²University of Connecticut

P2-65 Evaluating content for a computer-based universal screener and diagnostic assessment for K–8 mathematics

Emma Lazaroff¹, Sandra Pappas¹
¹Amplify Education Inc.

P2-66 Examining the impact of a mindfulness-based intervention on contemplative practice and bias reduction in parents and preschoolers

Abby Brown¹, Biju Rajbhandari¹, Morgan Harris¹, Fatemeh Esfandiari¹, Amanda Greene¹, Kenya Wolff¹, Alicia Stapp¹, Stephanie Miller¹
¹University of Mississippi

P2-67 Training mental rotation in children

Stephanie Grinshpun¹, Karima Elgamal¹, Matthew Baker¹, Samantha Zakrzewski¹, Melinda Mo¹, Komal Khara¹, Ameet Kaur¹, Yingying Yang¹, Frances Connors², Beverly Roskos², Edward Merrill²
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P2-68 Number and size of animate characters in U.S. and Japanese picture books

Megumi Kuwabara¹
¹California State University, Dominguez Hills

P2-69 An early association between distractibility and emotion understanding: The moderating role of family expressiveness

Yulong Tang¹, Paul Harris²
¹Zhejiang University of Technology, ²Harvard University

P2-70 Children's reasoning about transgender identity disclosure

Ashley Jordan^{1,2}, Daniel Alonso^{3,4}, Selin Gulgoz⁴
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P2-71 It's the thought that counts... or is it? A social cognitive model of gift exchange

Kayley Dotson¹, Felix Warneken¹
¹University of Michigan

P2-72 Not all pattern tasks are equal: predicting children's numeracy skills from early patterning assessments

Tongyao Zhang^{1,2}, Emily Fyfe¹
¹Indiana University, ²Indiana University Bloomington

P2-73 Maladaptive but malleable: gender-science stereotypes emerge early but are modifiable by language

Michelle Wang¹, Amanda Cardarelli¹, Jonah Brenner², Sarah-Jane Leslie³, Marjorie Rhodes¹
¹New York University, ²University of Texas at Austin, ³Princeton University

P2-74 Visuospatial perspective taking in individuals with Fragile X syndrome

Sonia Conde¹, Arielle Hershkovich¹, Romal Bhullar¹, Jack Gregory¹, Nikita Duncan¹, Daria Lasc¹, Matthew Baker¹, Edward Merrill², Yingying Yang¹
¹Montclair State University, ²University of Alabama

P2-75 The impact of short-term model familiarity on two-year-olds' word learning

Jina Ahn¹, Catherine Sandhofer¹, Erica Cartmill¹
¹University of California, Los Angeles

P2-76 Is parents' verb use tuned to whether the child knows the verb?

Yumi Munir¹, Sudha Arunachalam¹
¹New York University

P2-77 The role of parent language in children's understanding of unobservable entities: The case of Chinese secular and Christian families

Jingyi Xu¹, Yixin Kelly Cui¹, Paul Harris², Kathleen Corriveau¹
¹Boston University, ²Harvard University

P2-78 Epistemic and social trust in children of different racial/ethnic groups across contexts

Rylie Putrich¹, Paloma Iniguez², Anjui Barrett³, Rose Scott², Yuyan Luo¹, Lori Markson⁴
¹University of Missouri, ²University of California, Merced, ³Washington University in St. Louis, ⁴Washington University

P2-79 Profiles of Latino home learning environments and their associations with kindergarteners' expressive vocabulary

Qianjin Guo¹, Diana Leyva¹
¹University of Pittsburgh

P2-80 Children from China, Kenya, and the US give reasons to resolve disagreements

Hanna Schleihauf¹, Antonia Langenhoff², Zhen Zhang³, Yuhan Wang⁴, Esther Herrmann⁵, Bahar Koymen⁶, Henriette Zeidler⁷, Jan Engelmann²
¹Utrecht University, ²University of California, Berkeley, ³Chinese Academy of Sciences, ⁴Beijing Normal University, ⁵University of Portsmouth, ⁶University of Manchester, ⁷Aston University

P2-81 An adaptive touchscreen task to assess young children's mental rotation

Ruby Trujillo¹, Aaron Beckner¹, David Tompkins¹, Lisa Oakes², Marianella Casasola¹, Vanessa Lobue³
¹Cornell University, ²University of California, Davis, ³Rutgers University

P2-82 Additivity or ceiling: examining the effects of different patterns of thinking on children's causal reasoning

Rebecca Beaton¹, Deon Benton¹
¹Vanderbilt University

P2-83 Cognitive reflection and family socioeconomic status predict children's explanations of social inequalities

Bianca Vives¹, Zarafshan Bano¹, Samantha Macksey², Michele Villacres³, Breckie Church¹, Andrew Young¹
¹Northeastern Illinois University, ²University of Wisconsin Madison, ³New York University

P2-84 Children's understanding of social preferences based on quantity and quality of allocated resources

Youjung Choi¹, Marie-Claire Diehl¹

¹Southern Illinois University

P2-85 How prosocial majority promotes children's sharing: a goal contagion account

Qiao Chai^{1,2}, Jie He²

¹University of Virginia, ²Zhejiang University

P2-86 Age and vocabulary knowledge differentially predict timing and amplitude of the N400 during word learning in school-aged children

Jacob Momsen¹, Julie Schneider², Alyson Abel³

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²Louisiana State University, ³San Diego State University

P2-87 Caregiver beliefs and practices surrounding child development from a racially and socioeconomically diverse sample

Maria Maldonado¹, Julie Schneider¹

¹Louisiana State University

P2-88 Looking into the crystal ball: children's and adults' outcome and emotion predictions in uncertain situations

Maria Calderon Leon¹, Hannah Kramer², Karen Lara³, Kristin Lagattuta¹

¹University of California, Davis, ²University of Wisconsin

Madison, ³Southwestern University

P2-89 Investigating non-adjacent dependency learning in 12-month-old infants

Helen Shiyang Lu¹, Toben Mintz¹

¹University of Southern California

P2-90 Episodic memory supports episodic future thinking for oneself and another

Que Anh Pham¹, Livia Trindade¹, Tashauna Blankenship¹

¹University of Massachusetts Boston

P2-91 Companion animals vs. farm animals speciesism from childhood to adulthood

Tina Bagus¹, Hanna Beissert², Luke Mcguire³

¹University of Wuerzburg, ²Goethe University Frankfurt, ³

University of Exeter

P2-92 A cross-cultural study of parental bonding, mentalizing, and mind-mindedness in the United States and Taiwan

Chun-Hao Chiu¹

¹Whitman College

P2-93 The COVID-19 pandemic: effects on social cognitive outcomes in early childhood

Rose Scott¹, Gabriel Nguyentran¹, James Sullivan¹

¹University of California, Merced

P2-94 Children's social evaluations of empathizers

Alexis Smith Flores¹, Gabriel Bonamy¹, Leslie Zecaida¹, Lindsey Powell¹

¹University of California, San Diego

P2-95 Aligning proportionally equivalent whole number and fraction magnitudes on number lines improved estimation accuracy for 3rd through 5th graders with or at risk for math learning difficulties

Charles Fitzsimmons¹, Daniel Scheibe², Jessica Rodrigues³, John Opfer⁴, Pooja Sidney⁵, Clarissa Thompson²

¹University of North Florida, ²Kent State University, ³University of Missouri, ⁴Ohio State University, ⁵University of Kentucky

P2-96 Trusting competent or sociable informants? Examining the impact of evaluation modes on children's trust decision-making processes

Shaocong Ma¹, Paul Harris², Eva Chen³

¹University of Virginia, ²Harvard University, ³National Tsing Hua University

P2-97 The role of preferences and goals in children's happiness attributions

Lingyan Hu¹, Fan Yang², Douglas Frye¹

¹University of Pennsylvania, ²University of Chicago

P2-98 Children's understanding of others' social preferences based on various dimensions of shared similarities

Alyssa Cooley¹, Youjung Choi²

¹Southern Illinois University Carbondale, ²Southern Illinois University

P2-99 Young children's working memory predicts their cheating behaviours one year later

Liyuzhi Dong¹, Kanza Batool¹, Catherine Ann Cameron², Kang Lee¹

¹University of Toronto, ²University of British Columbia

P2-100 Children's quantity perception is biased by high caloric foods

Rahma Mbarki¹, Jarin-Atu Aminu², Erin Dindial², Jinjing Jenny Wang³

¹Boston University, ²Rutgers University, New Brunswick, ³Rutgers University

P2-101 "What's the score right now?": Children's evaluations of Google's ability to answer current event questions.

Lauren Girouard-Hallam¹, Judith Danovitch¹

¹University of Louisville

P2-102 The development of conceptual compositionality in young children

Stephanie Alderete¹, Anna Cao¹, Steven Piantadosi¹, Fei Xu¹

¹University of California, Berkeley

P2-103 Children's selective information-transmission: a meta-analysis

Fanxiao Qiu¹, Joanna Park¹, Erika Patall¹, Henrike Moll¹

¹University of Southern California

P2-104 Forming friendships through feigned similarity: evidence from preschoolers and adults

Shi-Wei Ong¹, Xiao Pan Ding¹

¹National University of Singapore

P2-105 Direct and indirect intergroup contact differentially inform American children's interpersonal and societal attitudes about immigrant groups

Laura Elenbaas¹, Kelly Lynn Mulvey², Christia Spears Brown³, Jane Singman¹, Megan Norris¹

¹Purdue University, ²North Carolina State University, ³University of Kentucky

P2-106 Do children's questions about novel words help them retain word meanings?

Laura Janakiefski¹, Kareena Gor¹, Robert Lopes¹, Megan Saylor¹

¹Vanderbilt University

P2-107 NIH baby toolbox executive functioning and cognition domain

Y. Catherine Han¹, Rachel Flynn², Aaron Kaat¹, Stephanie Carlson³, Lisa Oakes⁴, Philip David Zelazo³, Richard Gershon¹

¹Northwestern University, ²San Francisco State University, ³University of Minnesota, ⁴University of California, Davis

P2-108 Exploring emotional contagion for dogs to early adolescents and emerging adults

Kristine Kovack-Lesh¹, Ryan Davis¹, Jacoby Cefalu¹, Julia Meyers-Manor¹

¹Ripon College

P2-109 Teaching robots to learn: robot mistakes and learning outcomes

Celina Bowman-Smith¹, Charlotte Aitken¹, Thuvaraka Mahenthiran¹, Elaria Ebeid¹, Edith Law¹, Elizabeth Nilsen¹

¹University of Waterloo

P2-110 Using scalar implicatures to investigate pragmatic language comprehension among AAE and GAE-speaking children

Michelle Erskine¹, Jan Edwards², Yi Ting Huang²

¹Purdue University, ²University of Maryland College Park

P2-111 Children's social evaluations of sleep arrangements

Rodney Tompkins¹, Adena Schachner¹

¹University of California, San Diego

P2-112 Seeing gray in a world of black and white: do children appreciate intellectual humility in the face of moral dilemmas?

Pearl Han Li¹, Lanay Fuller¹, Tamar Kushnir¹

¹Duke University

P2-113 An investigation of children's reasoning about data transfers

Breanna Amoyaw¹, Shaylene Nancekivell¹

¹University of Manitoba

P2-114 Does your child surprise you? Validation of the child surprisingness scale

Kaitline Fournier¹, Patricia Brosseau-Liard¹

¹University of Ottawa

P2-115 Teaching children to play imaginatively: considerations for peer treatment

Lindsey Held¹, Ansley Gilpin¹, Summer Braun¹, Rachel Thibodeau²

¹University of Alabama, ²University of Missouri

P2-116 The development of gendered expectations of moral parties

Anastasiia Grigoreva¹, Arber Tasimi¹

¹Emory University

P2-117 Assessing neurocognitive and language development in the HEALTHY Brain and Child Development (HBCD) study

Tracy Riggins¹, Julie Kable², Alexandra Potter³

¹University of Maryland, ²Emory University, ³University of Vermont

P2-118 Early social causal learning: Impacting children's learning from and preference for in-group adults

Paloma Iniguez¹, Lindsey Powell², Rose Scott¹

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

P2-119 The relation between mother's self-esteem and school-aged children's reading habits: The mediating effects of mother's school involvement and children's academic stress

Yookyeong Park¹, Hayeon Park²

¹State University of New York, Albany, ²Duksung Women's University

P2-120 Multidimensional profiles of Head Start preschoolers' moral self-concept predict subsequent, but not concurrent, aggression

Erin Baker¹, Jamie Gahtan², Rong (Sophia) Huang³, Sumaita Salim², Sojung Park²

¹University at Albany & State University of New York, ²University at Albany & SUNY Purchase, ³University of Connecticut

P2-121 Chinese children's essentialism of socioeconomic status and residency

Tonghui (Kailee) Zhu¹, Xinyi Chang², Xin (Alice) Zhao², Rose Scott¹

¹University of California, Merced, ²East China Normal University

P2-122 "You didn't take my side": when children think friends will be more upset than non-friends

Alexander Mackiel¹, Alex Shaw¹

¹University of Chicago

P2-123 Do weird children start out as or become analytic thinkers?

Qianhui Ni¹, Hongyu Hu¹, Ryan Nichols², Henrike Moll¹

¹University of Southern California, ²California State University, Fullerton

P2-124 Beliefs about masks and vaccines for COVID-19 across three U.S. communities

Tania Dhaliwal¹, Susan Gelman², David Menendez³, Danielle Labotka²

¹University of Chicago, ²University of Michigan, ³University of California, Santa Cruz

P2-125 The eye of the beholder: perceiving jealousy in interpersonal interactions

Manasa Ganesh Kumar¹, Eric Walle¹

¹University of California, Merced

P2-126 *What's next?: Parents' questions and preschoolers' math skills in China and the US*

Zhongyu Wei¹, Qianru Tiffany Yang¹, Iris Jeffries¹, Meredith Rowe¹

¹Harvard University

P2-127 *Prosocial risk taking in mid-childhood*

Bethany Corbett¹, Aidan Feeney², Teresa McCormack²

¹Ulster University, ²Queen's University Belfast

P2-128 *Spatial toy play is associated with spatial cognition development in 4- and 5-year-olds*

Yinbo Wu¹, Henry Arnold¹, Manuel Reyes¹, Priscilla Lioj¹, Elizabeth Alvarez¹, Vianca Rodriguez¹, Yvonne Ralph², Shannon Pruden¹

¹Florida International University, ²University of Texas, Tyler

P2-129 *Infants remember "objectness" best: examining 18-20-month-olds' representations of objects' featural and categorical identities*

Aimee Stahl¹, Melissa Kibbe²

¹College of New Jersey, ²Boston University

P2-130 *Gender-stereotyped conformity in YouTube videos viewed by 3- to 5-year-olds*

Ahyeon Shin¹, Stephanie Ardiano-Longo¹, Ani Avakian¹, Marie Lassaigue¹, Wilder Schonfeldt¹, Rebecca Dore², Alex Bonus², Corinne Bower¹

¹California State University, Los Angeles, ²Ohio State University

P2-131 *How does mental rotation training affect calculation skills? The role of state anxiety and calculation type*

Xinhe Zhang¹, Elizabeth Gunderson¹

¹Indiana University

P2-132 *Dynamic assessments more accurately capture culturally and linguistically diverse children's vocabulary knowledge*

Lauren Betzer¹, Julie Schneider¹

¹Louisiana State University

P2-133 *"Why should I participate in research?" Results from the Project GARDEN family information survey on different families' motivations to participate in online research*

Ian Chandler-Campbell¹, Bri C. Amador¹, Yilin Liu¹, Ameera Hussain¹, Nimra Ali Shah¹, Candice Mills¹

¹University of Texas at Dallas

P2-134 *Children's consideration of knowledge in communicative helping*

Teresa Garcia¹, Lucas Butler¹

¹University of Maryland

P2-135 *"Because she knows more": young children's preferences for teachers' explanations differ based on question type*

Nina Ye¹, Allison Williams¹, Sarah Suárez², Kathleen Corriveau¹

¹Boston University, ²Dean College

P2-136 *Worked examples may only improve estimation accuracy of fractions with small whole number components among 5th and 6th graders with low prior knowledge*

Morgan Shingledecker¹, Samuel Pearl¹, Clarissa Thompson², Charles Fitzsimmons¹

¹University of North Florida, ²Kent State University

P2-137 *Infants' expectations for helpers*

Bill Pepe¹, Brandon Woo², Ashley Thomas², Lindsey Powell¹

¹University of California, San Diego, ²Harvard University

P2-138 *Facilitating young children's learning of science lessons by cueing attention to contextual information*

Svetha Mohan¹, Jill King¹, Julie Markant¹

¹Tulane University

P2-139 *Children's evaluation of observable and unobservable properties during scientific reasoning*

Taneisha Vilma¹

¹Wheaton College Massachusetts

P2-140 *The impact of inequality on children's prosocial behaviors*

Yuhang Shu¹, Amrisha Vaish²

¹University of Virginia, ²University of Virginia

P2-141 *How do people reach the top? Emerging beliefs about high-status people predict children's aspirations to gain social status*

Aashna Poddar¹, Andrei Cimpian¹

¹New York University

P2-142 *Effects of talker variability on learning similar and dissimilar novel words in 17-month-olds*

Marina Rabideau¹, Federica Bulgarelli¹

¹University at Buffalo

P2-143 *The emergence of helping in infancy: investigating the interplay of socio-cultural interactions, motor abilities, and infant social cognition*

Natalie Christner¹, Marina Kammermeier², Anja Kassecker¹, Markus Paulus²

¹LMU Munich, ²Ludwig-Maximilians-Universität München

P2-144 *The intersection of parent questions, child skills, and activity context in informal STEM learning*

Valerie Bambha¹, Sarah Surrain¹, Tricia Zucker¹, Yusra Ahmed¹, Diana Leyva²

¹University of Texas Health Science Center at Houston, ²University of Pittsburgh

P2-145 *The everyday objects that younger and older USA infants hold*

Allyson Kuznia¹, Jena Miko¹, Kayla McComb¹, Caitlin Fausey¹, John Franchak²

¹University of Oregon, ²University of California, Riverside

P2-146 *The sound of skepticism: children's proficiency in detecting speaker disbelief through prosody*

Kate Rho¹, Susan Birch¹

¹University of British Columbia

P2-147 Examining commonalities between executive function and effortful control in toddlerhood

Racheal Embry¹, Morgan Harris¹, Fatemeh Esfandiari¹, Amanda Greene¹, Dallas Kiner¹, Ashlynn Payne¹, Abby Brown¹, Stephanie Miller¹

¹University of Mississippi

P2-148 Children's responses to racial discrimination during shared book reading predict future evaluations of discrimination

Natalie Sarmiento¹, Eren Fukuda¹, Mahika Mohan¹, Nicole Huth², Patricia Devine¹, Kristin Shutts¹, Katharine Scott³

¹University of Wisconsin - Madison, ²Boston University, ³Wake Forest University

P2-149 Toddlers' interpretation of taxonomically underspecified nouns

Toben Mintz¹, Olesia Bokhanovich¹

¹University of Southern California

P2-150 Do implicit fairness biases relate to explicit endorsement of inequality?

Yiyan Wang¹, Felix Warneken²

¹University of Michigan, Ann Arbor, ²University of Michigan

P2-151 Which one is a balide? The effects of prosody and animacy on novel noun learning with children

Samantha McDonald¹, Julie Hupp¹, Melissa Jungers²

¹Ohio State University, ²Ohio State University at Newark

P2-152 Eclipsing reality: children's belief in astrology and its effects on behavior

Juliette Chartier¹, Jacqueline Woolley²

¹Duke University, ²University of Texas

P2-153 Do you want to know what numbats eat or what numbats look like? Children's use of overhypothesis in reasoning about animals

Claire De Aguayo¹, Kristan Marchak¹

¹University of Alberta

P2-154 Children learn functional relations through self-directed information gathering

Caiqin Zhou¹, Rebekah Gelpi², Daphna Buchsbaum¹, Christopher Lucas³

¹Brown University, ²University of Toronto, ³University of Edinburgh

P2-155 A growth mindset intervention promotes girls' motivation towards intellectually challenging activities

Kyong-Sun Jin¹, Seowoo Kim¹, Lin Bian²

¹Sungshin Women's University, ²University of Chicago

P2-156 Do preschoolers selectively teach objective facts instead of subjective opinions?

Elizabeth Gottesman¹, Fanxiao Qiu¹, Henrike Moll¹

¹University of Southern California

P2-157 Do 10-month-old infants expect an adult to comfort a crying baby whether the two belong to the same group or not?

Joo Hyang Park¹, Renee Baillargeon², Kyong-Sun Jin³

¹Sungshin Women's University, ²University of Illinois, ³Sungshin Women's University

P2-158 Type of analogy during instruction moderates relationships between sixth-grade students' inhibitory control and mathematics learning

Pooja Sidney¹

¹University of Kentucky

P2-159 Using books to improve mental rotation skills in 4- and 5-year-old children

Nadia Tavassolie¹, Lexi Sylverne², Emily D'Antonio¹, Nora Newcombe¹, Marsha Weinraub³, Elizabeth Gunderson⁴

¹Temple University, ²Rutgers University, ³Temple University, ⁴Indiana University

P2-160 The interplay of narrative ability and delayed memory recall in children

Katelyn Hill¹, Samantha Cohen¹, Josh Litwin¹, Ingrid Olson¹, Nora Newcombe¹

¹Temple University

P2-161 Young children understand obligatory and supererogatory actions: Evidence from the U.S. and Korea

Seowoo Kim¹, Fernando Sanchez Hernandez², Renee Baillargeon³, Kyong-Sun Jin¹

¹Sungshin Women's University, ²University of Illinois Urbana-Champaign, ³University of Illinois

P2-162 Analogical processing as a learning effect for the block design task

Danielle Rothschild¹, Kiley McKee¹, Dedre Gentner¹, David Uttal¹

¹Northwestern University

P2-163 Why is mom doing all the chores?: The developmental roots of gender disparities in unpaid domestic labor

Jane Singman¹, Rebecca Peretz-Lange^{2,3}

¹Purdue University, ²SUNY Purchase, ³Purchase College

P2-164 Children's skepticism about a claim is calibrated by social group information

Jenna Alton¹, Hannah Keepers², Lucas Butler¹

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

P2-165 Relations between stress, sleep, and parenting style in young children: an exploratory analysis

Tracy Riggins¹, Isabel Wilder², Zehua Cui³

¹University of Maryland, ²National Institut, ³University of Maryland, College Park

POSTER SESSION 3 SATURDAY, MARCH 23, 2024 1:15 pm – 2:30 pm

P3-1 *"Todo es ciencia": Mexican-heritage parents' definitions of science*

Diana Acosta¹, Catherine Haden², Maureen Callanan¹, Gigliana Melzi³, Anele Villanueva², Paola Montúfar Soria³

¹University of California, Santa Cruz, ²Loyola University Chicago, ³New York University

P3-2 *Brief, relevant experience prompts functional tool use in infants*

Caroline Danforth¹, Lauren Malachowski¹, Amy Needham¹

¹Vanderbilt University

P3-3 *Actually, I am one to judge: children struggle with uncertainty in the moral domain*

Alexa Sacchi¹, Samuel Ronfard¹

¹University of Toronto

P3-4 *What kids choose to read matters: exploring protagonist racial diversity and its impacts in children's self-reported book reading*

Ellen Kneeskern¹, Nicole Park¹, Isobel Heck¹

¹University of Rochester

P3-5 *Ongoing racial bias in the PPVT: implications for "word gap" researchers*

Marcus Forest¹, Julie Schneider¹

¹Louisiana State University

P3-6 *Infants' moral trait inferences in protective third-party intervention*

Norman Zeng¹, Inderpreet Gill¹, Jessica Sommerville¹

¹University of Toronto

P3-7 *Quantifying attention to structure in children and adults: The role of speech and gesture on a patterning task*

Giulia Borriello¹, Emily Fyfe²

¹Kent State University, ²Indiana University

P3-8 *The coordination of proactive and reactive cognitive control across development: an ERP investigation*

Rachel Foster¹, Aditi Hosangadi¹, Lindsay Bowman¹, Nicolas Chevalier², Yuko Munakata¹

¹University of California, Davis, ²University of Edinburgh

P3-9 *Impact of interactive videos on children's narrative and educational comprehension*

Zexuan Pan¹, Ying Xu¹

¹University of Michigan

P3-10 *Caregiver's impact on 3- to 6-year-old children's mechanistic causal reasoning during contexts of failure*

Gauri Harindranath¹, Paul Muentener¹

¹Tufts University

P3-11 *Can children account for others' knowledge state when making numerical decisions?*

Shannon Desbiens¹, Elif Poyraz¹, Jinjing Jenny Wang^{1,2}

¹Rutgers University, New Brunswick, ²Rutgers University

P3-12 *Preschoolers, false belief performance, and the development of inhibitory control*

Elif Poyraz¹, Alan Leslie²

¹Rutgers University, New Brunswick, ²Rutgers University

P3-13 *Reported cross-race play promotes positive STEM competency beliefs and high-status occupation expectations for Black peers*

Marley Forbes¹, Elise Kaufman¹, Jonquil Rumberger¹, Melanie Killen²

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

P3-14 *Children's memory for events: The challenge of free recall*

Susan Benear¹, Obinnaya Onwukanjo^{2,3}, Nora Newcombe⁴, Ingrid Olson⁴

¹New York University, ²Columbia University Irving Medical Center, ³Columbia University, ⁴Temple University

P3-15 *Toward a theoretical understanding Latine children's prosociality: Mechanisms of intergenerational transmission of cultural values*

Andrew Meltzoff¹

¹University of Washington

P3-16 *Impact of sitting support and positioning on infant social attention*

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P3-17 *Children's and adults' beliefs about wanting versus liking as drivers of emotions and behaviors*

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P3-18 *Associations between parents' autonomy supportive management language and children's STEM talk during and after tinkering at home*

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P3-19 *Development of children's social preferences based on political partisanship*

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P3-20 *The development of children's beliefs about God's causal relevance in everyday life*

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P3-21 *They are more likely to get sick: examining how children from three community contexts reason about COVID-19 contraction risk across social groups*

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P3-22 Does current ecological relevance attenuate the effects of chaotic home environments on children's inhibitory control performance?

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P3-23 Differential failure feedback: what parents say and what children infer

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P3-24 Infants exhibit enhanced learning after observing violations in the social domain

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P3-25 Examining differences in parent-child spatial language use through book reading and play

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P3-26 Five-year-olds demonstrate adult-like priors about number

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P3-27 Beyond words: revealing toddlers' understanding of mental states through expressions

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P3-28 Simulating infants' tradeoffs between caregiver proximity and exploration using reinforcement learning models

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P3-29 Schooling improves inhibitory control in 6-year-olds independent of age: a secondary data analysis

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P3-30 Black and White U.S. children's preferences for racially diverse versus homogeneous groups

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P3-31 Artificial intelligence enhances children's science learning from television shows by boosting their response to questions of high cognitive demand

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P3-32 Acquiring word knowledge from low informative input

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P3-33 Emotion expectations following positive and negative outcomes

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P3-34 Process or outcome? Children's understanding of the value of effort

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P3-35 Thinking caps & tin foil hats: children's intellectual humility and conspiracy beliefs

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P3-36 Learning to differentiate fake news from real news: A developmental investigation

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P3-37 Children use causal knowledge to identify better questions during information search

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P3-38 Children's motivational beliefs in math, verbal, and spatial domains: relations to gender, grade level, and achievement

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P3-39 Representation in positions of power: children's creation of (in)equality in complex social hierarchies

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P3-40 From the mouths of babes: relations between children's verbal fluency and emotional functioning

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P3-41 Black and white children's responses to unequal social hierarchies and reasoning for upward social mobility

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P3-42 Children's developing capacity to use visual processing time to infer hidden objects

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P3-43 Quality of spatial language in YouTube videos watched by 3-to-5-year-olds: associations with caregiver education

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P3-44 Gender differences in engagement in academic gender-stereotyped tasks under competition

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P3-45 Children's judgements of contextual racial presentation

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P3-46 Are toddlers intrinsically motivated to explore their own competence?

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P3-47 Is it worth it? Understanding children's value-based learning strategies during early and middle childhood

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P3-48 What is that? Iconicity of images in picture books.

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P3-49 Impossible and improbable events in U.S. and Chinese children's picture books

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P3-50 Past, present and future: children's perceptions of the stability of beliefs in scientific and religious entities

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P3-51 Parents' language about challenges during a wordless storybook task and its relation to children's strategic persistence

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P3-52 Children's self-perception of ethnic-racial identity (ERI) and identification of ERI in anthropomorphic characters

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P3-53 Does parental code-switching impact bilingual toddlers' word learning?

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P3-54 My tablet's about to go dead! 6-year-old children adjust their cognitive strategies depending on whether an external source is reliably available

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P3-55 The development of beliefs about the controllability of positive and negative emotions, thoughts, and behaviors

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P3-56 Servals are like cats but with longer legs: parental use of comparison in conversations with their toddlers about categories

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P3-57 From dinosaurs who eat classmates to ghosts who need friends: an analysis of fantasy presented in children's picture books

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P3-58 Infants' neural processing of others' actions based on language group

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P3-59 NIH baby toolbox numeracy and early math domain

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P3-60 The origins of the mental timeline

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P3-61 Consonant and word development after early cochlear implantation

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P3-62 Joint attention cues for social encoding in infants with a familial history of autism

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P3-63 Properties of child-directed talk during parent-toddler play with familiar and unfamiliar objects

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P3-64 Children's trust in information provided by others on YouTube when making moral judgment

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P3-65 The effect of linguistic context on Korean 3-year-olds' verb learning

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P3-66 Learning about emotions: How words affect early emotion understanding development

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P3-67 Children's reasoning about groups: examining beliefs about the benefits of diverse and homogenous teams

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P3-68 "Being a mathematician" does not affect children's persistence on math tasks

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P3-69 Theory of mind predicts children's cheating one year later

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P3-70 Confirmation or surprise? Rhyme, prediction, and a word's likelihood support preschoolers' fast-mapping

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P3-71 Children's confrontation of racial discrimination: testing a method for increasing anti-racist action.

Mahika Mohan¹, Katharine Scott², Eren Fukuda¹, Natalie Sarmiento¹, Nicole Huth³, Patricia Devine¹, Kristin Shutts¹

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P3-72 How well do children remember events while hearing verbs?

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P3-73 "Where's your monster going?": Children's story and STEM talk during tinkering and reflections.

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P3-74 Does the similarity of nouns across sentences influence children's grammatical knowledge of verbs?

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P3-75 When is it wrong to not believe? Investigating the role of race and gender identity in children's evaluations of epistemic injustice

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P3-76 Getting tall: compositionality and statistical sensitivity in adjective acquisition

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P3-77 Children's in-group preferences: a large-scale analysis on racially diverse children's race-based social judgements

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P3-78 Assessing new creativity measures: exploring early childhood creativity across contexts

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P3-79 Children's social approval for girls and boys engaged in brilliance-required activities: the impact of race

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P3-80 Children's social evaluations of transgender identity concealment

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P3-81 Diversity in the development of cognitive flexibility throughout kindergarten and first grade: Early and delayed developers and implications for internalizing and externalizing psychopathology

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P3-82 Exploring the impacts of illusory control on children's social learning

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P3-83 How do children's beliefs about emotions impact their judgments of fairness?

Emma Yu¹, Peter Blake¹

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P3-84 Partner traits predict children's forgiveness in a repeated Prisoner's Dilemma game

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P3-85 Bilingual Latine families' language use during book reading activity with preschool-aged children

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P3-86 Predictors of skill expression in infants' everyday behavior

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P3-87 Parent support for autonomy during block play and children's spatial ability: A study of families in China and the U.S.

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P3-88 The development of intersectional impression formation among diverse children

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P3-89 Perspective taking on children's behaviors: parent versus child views on child prosociality and aggression

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P3-90 Unfold home and childcare numeracy environment and their associations with preschool children's numeracy skills

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P3-91 Foreign language use and its impact on the brain structure

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P3-92 Changing minds: intervention and causal theory of mind

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P3-93 "It's the circle of life": children's reasoning about familiar and novel life cycles

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P3-94 Investigating early mathematical skills differences between STEM and non-STEM students

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P3-95 Predicting preschoolers' numeracy skills from measures of language

Michelle Luna¹, Claire Guang², Chineme Jane Otuonye¹, Alina Boada¹, Connor O'Rear¹, Megan Miranda¹, Patrick Kirkland¹, Nicole McNeil¹

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P3-96 The role of Latino skin tone bias in children's judgments of trustworthiness

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P3-97 Children's emerging ability to balance internal and external cognitive resources

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P3-98 Gender bias in parental praise of infants

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P3-99 It's the counterfactual thought that counts: counterfactual reasoning without counterfactual language

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P3-100 Preschoolers' gender differences in third-party punishment is related to parental distribution of care

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P3-101 Influences of processing time on accent-related biases in children and adults

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P3-102 Diversity in felt gender identities among British and Chinese children

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P3-103 Children associate science and math achievement with high social status across cultures

Rui Wang¹, Anran He¹, Jillian Lauer¹

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P3-104 The effect of media richness on various kinds of children's selective trust

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P3-105 The effect of modality and social contingency on retention and generalization of novel words

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P3-106 Learning words from the company they keep

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P3-107 More is better? Children's reasoning about generous donation

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P3-108 Seeing versus hearing: how moral stories with different degrees of anthropomorphism impact children's prosocial learning?

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P3-109 Children's perceptions of math and spatial domains

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P3-110 How often do verbs and relevant events co-occur? Evidence from everyday interactions in Latin America and the US

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P3-111 Young children punish transgressions regardless of their perceived severity

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P3-112 The role of talker-specific accent information on children's referential communication

Zoe Cheung¹, Eleonora Rossi¹

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P3-113 When you say it's okay, does it really mean it is okay? How do children and adults reason about evaluative testimony?

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P3-114 Must there be an explanation? Children and the principle of sufficient reason

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P3-115 Associations between parents' scientific process language and children's science inquiry

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P3-116 "I just followed the number line": examining children's strategies for interpreting and constructing graphs

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P3-117 Exploring demographic differences in parents' selection and implementation of character-based strategies with their children

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P3-118 Codeswitching during shared reading among bilingual parents and children

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P3-119 Parental math engagement with preterm and full-term toddlers

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P3-120 Being powerful may not be gendered, but being powerless is: children's gender attributions of socially powerful agents

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P3-121 Evaluations of competence in domestic dogs (*Canis lupus familiaris*)

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P3-122 Writing and reflecting: how middle school students learn from data visualizations during field trips

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P3-123 Infants' attention biases towards caregivers vs. strangers reflect social network size

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P3-124 Knowledge-behavior gap: does prosocial norm understanding predict actual prosocial behavior?

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P3-125 How peer informant gender impacts children's novel word learning and recall

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P3-126 Individual differences in third and sixth graders' fraction understanding and relations to executive function and spatial/relational reasoning

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P3-127 Shifting standards for the same work: youth use different standards when judging performance based on wealth status and race

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P3-128 Examining the relationship between fantasy orientation and skepticism or credulity in children

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P3-129 Ratio discrimination across formats in 6-month-old infants

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P3-130 Who brags about what? Children's gendered expectations of bragging

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P3-131 Children's and adults' reasoning about generic statements concerning social kinds

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P3-132 Dual language learning, working memory, and math achievement in kindergarten

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P3-133 Do parents' scientific or religious values relate to the lies they tell their children?

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P3-134 Examining the reliability and validity of a parent-report executive function rating scale

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P3-135 20-month-olds use syntax and semantics to map from sentences to spatial relations

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P3-136 Youths' expectations for social mobility take both race and wealth status into account

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P3-137 Exploring children's motivation to pay a cost to follow rules

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P3-138 Understanding whether and which indicators of socioeconomic status predict cognitive strategy selection for a visuospatial science task

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P3-139 Will I help or befriend? Children's and adults' coordination of the social past when evaluating traits and making sociomoral decisions

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P3-140 Unveiling curiosity: a multi-dimensional exploration of K-3rd graders' curiosity

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P3-141 Exploring the developmental origins of gender stereotypes: children's emerging beliefs about social hierarchies

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P3-142 The crazy cupcake game: collaboration and competition in young children

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P3-143 Death is an open book: investigating parent attitudes toward using death media with their children

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P3-144 Boundaries of early forgiveness: the impact of apology type and transgression frequency on children's forgiveness decisions

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P3-145 Infants' manipulation complexity is influenced by object affordances

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P3-146 Children's reasoning about changes in academic performance over time

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P3-147 Preference matters: knowledge of preference influences children's evaluations of the act of leaving a choice for others

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P3-148 The role of environmental context in scaffolding children's word meanings

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P3-149 What influences infants' regulatory skills? Exploring the role of parental emotion reactivity and infants' resting EEG activity

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P3-150 Exploring the influence of semantic content on children's attention in scene viewing

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P3-151 How youth think about wealth inequalities created through structural, individual, and random reasons

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P3-152 Interrupting the cultural transmission of idealized biological prototypes

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P3-153 Children's and adults' reasoning about how expected wait time influences preferences and emotions

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P3-154 Pretense and persistence: disentangling the roles of psychological distancing and embodied competence in the "Batman Effect"

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P3-155 Literacy and spatial representations of time and number in preschoolers

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P3-156 Assessing infant affect-biased attention using steady-state visual evoked potentials

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P3-157 The pink lie: how children evaluate and understand lies told to seem similar to others

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P3-158 Cultivating social curiosity in young children: an experimental approach to fostering young children's curiosity about others

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P3-159 Beyond the veil: examining underrepresented identities in children's literature about death

Amanda Neuwirth¹, Daphne Lynd¹, Anondah Saide¹

¹University of North Texas

P3-160 Understanding the relationship between fractions and algebra reasoning in younger and older students: a structural equation modeling approach

Victoria Jay^{1,2}, Percival Matthews¹, David Kaplan¹, Martha Alibali¹, Edward Hubbard¹

¹University of Wisconsin, ²University of Wisconsin Madison

P3-161 Parents' descriptive input for different domains in a semi-naturalistic setting

Erjing Zhang¹, Catherine Sandhofer¹

¹University of California, Los Angeles

P3-162 The effect of visual dominance on exploration and word learning in infants and adults

Lauren Stone¹, Linda Smith², Chen Yu³

¹Hope College, ²Indiana University, ³University of Texas at Austin

P3-163 Cognitive development and adaptive problem solving in children with early dual language exposure

Ainsley Hanrahan¹, Henry Chi¹

¹Washington University in St. Louis

P3-164 The development of contextual learning and inference

Andrei Amatuni¹, Nicole Varga¹, Andrei Gordienko², Omer Ashmaig¹, Neal Morton³, Alison Preston¹

¹University of Texas at Austin, ²University of Pennsylvania, ³University of Wisconsin Milwaukee

P3-165 What do we really learn about children from parents' and teachers' reports?

Erin Baker¹, Yookyong Park², Sojung Park³

¹University at Albany & State University of New York, ²State University of New York, Albany, ³University at Albany & SUNY Purchase

POSTER SESSION 4 SATURDAY, MARCH 23, 2024 5:45 pm – 7:00 pm

P4-1 Stereotypes of brilliance: unpacking their links with gender presentation and gender identity

Molly Tallberg¹, Vanessa Lazaro¹, Lin Bian¹
¹University of Chicago

P4-2 Parents take over less when they think children are learning

Reut Shachnai¹, Mika Asaba¹, Lingyan Hu², Julia Leonard¹
¹Yale University, ²University of Pennsylvania

P4-3 Low-income preschoolers' reasoning about moral harm: a longitudinal person-centered study

Erin Baker¹, Jessica Wilke²
¹University at Albany & State University of New York, ²Carl von Ossietzky University of Oldenburg

P4-4 Using gaze-contingent active sampling to measure toddlers' preference for reliable speakers

Jess Mankewitz¹, Jenny Saffran¹
¹University of Wisconsin - Madison

P4-5 Relationships between parental taking over and demographics

Natalie Masetti¹, Reut Shachnai¹, Allyson Mackey², Julia Leonard¹
¹Yale University, ²University of Pennsylvania

P4-6 Children's context-dependent probabilistic social decision-making based on affiliation and dominance

Gakyung Kim¹, Sang Ah Lee¹
¹Seoul National University

P4-7 Young children's sociopolitical worldviews

Isabella Ramkissoon¹, Rachel King¹, Isobel Heck², Katherine Kinzler¹
¹University of Chicago, ²University of Rochester

P4-8 Student satisfaction and self-regulation during COVID-era online learning

Gabriella Morra¹, Olushola Soyoye¹, Christina Barbieri¹, Julie Booth²
¹University of Delaware, ²Temple University

P4-9 Who's in charge? The emergence of children's ability to differentiate social power cues based on context

Jessica Lee¹, Andrew Baron¹
¹University of British Columbia

P4-10 Codeswitching dynamics: exploring contextual influences on Spanish-English parent-child interactions

Emily Bagan¹, Emma Libersky¹, Caitlyn Slawny¹, Margarita Kaushanskaya¹
¹University of Wisconsin - Madison

P4-11 Exploring the depth of children's word knowledge and associations with socioeconomic status and literacy interest

Dorentina Dedushaj¹, Grace Lin², Kathryn Leech¹
¹University of North Carolina at Chapel Hill, ²Massachusetts Institute of Technology

P4-12 Parenting behaviors during math play: examining parent gender differences

Faith Logan¹, Ashli-Ann Douglas¹, Camille Msall¹, Bethany Rittle-Johnson¹
¹Vanderbilt University

P4-13 Lack of variability in family structure in YouTube videos for 3-to-5-year-olds

Stephanie Ardiano-Longo¹, Ani Avakian¹, Marie Lassaigue¹, Ahyeon Shin¹, Wilder Schonfeldt¹, Rebecca Dore², Alex Bonus², Corinne Bower¹
¹California State University, Los Angeles, ²Ohio State University

P4-14 Does goal-encoding facilitate young infants' preferences for helpful over unhelpful agents?

Raechel Drew¹, Chloe Fichter¹, Caroline Mawhinney¹, Samantha Pang¹, Chantelle Chin Sin-Shuen¹, J. Kiley Hamlin¹
¹University of British Columbia

P4-15 Children's evaluations of a robot's characteristics are associated with socio-cognitive skills and robots' learning behaviours across a novel classification teaching task

Charlotte Aitken¹, Celina Bowman-Smith¹, Thuvaraka Mahenthiran¹, Elaria Ebeid¹, Edith Law¹, Elizabeth Nilsen¹
¹University of Waterloo

P4-16 Children's abstract thinking about careers and relative prioritization of career-related factors

Jessica Waltmon¹, Isobel Heck², Katherine Kinzler¹, Susan Levine¹
¹University of Chicago, ²University of Rochester

P4-17 Young children infer the relative competence of social groups by observing how they are addressed

Roya Baharloo¹, Aneesa Conine-Nakano², Mahesh Srinivasan³
¹University of California Berkeley, ²Stanford University, ³University of California, Berkeley

P4-18 Developmental change of uncertain information preference among young children

Shoko Iwasaki¹, Yusuke Moriguchi¹
¹Kyoto University

P4-19 Early gender differences in negotiation: examining children's negotiation behavior in a self- vs. an other-advocacy context

Caroline Walsh¹, Sophie Arnold², Katherine McAuliffe¹
¹Boston College, ²New York University

P4-20 Learning to extend shape and number patterns: do lessons focused on the pattern unit help?

Nicholas Vest¹, Lauren Anthony¹, Christine Becerra¹, Pragati Maheshwary¹, Kendall Callery¹, Alyssa Shack¹, Martha Alibali²
¹University of Wisconsin - Madison, ²University of Wisconsin

P4-21 Face recognition and racial biases: the role of social experiences

Kirsty Kulhanek¹, Kindy Insouvanh¹, Marian Espina¹, Jennifer Rennels¹

¹University of Nevada, Las Vegas

P4-22 The limits of generosity in childhood

Rachael Silberstein¹, Peter Blake¹

¹Boston University

P4-23 Curious collectors: what do children collect?

Martin Zettersten¹, Roope Kaaronen², Jack Terwilliger³, Oryan Zacks⁴, Luca Hahn⁵, Casey Lew-Williams¹

¹Princeton University, ²University of Helsinki, ³University of California, San Diego, ⁴Tel Aviv University, ⁵University of Exeter

P4-24 The emergence of religious parochialism across diverse societies

Abby McLaughlin¹, Anton Gollwitzer², Sophie Riddick¹, Patrick Tusiime³, Samantha Bangayan⁴, Katherine McAuliffe¹

¹Boston College, ²BI Norwegian Business School, ³Kibale Forest Schools Program, ⁴N/A

P4-25 Congenitally blind and sighted speakers use similar intuitive theories of vision to assign generic color labels

Zaida McClinton¹, Judy Sein Kim², Marina Bedny¹

¹Johns Hopkins University, ²Princeton University

P4-26 Eliciting curiosity to impact early science learning

Hannah Puttre¹, Kathleen Shepardson¹, Kathleen Corriveau¹

¹Boston University

P4-27 Gender differences in children's response to ineffective teaching across contexts

Mia Radovanovic¹, Aafiya Somani¹, Miguel Alzona¹, Annabelle Persaud¹, Jessica Sommerville¹

¹University of Toronto

P4-28 Show me a "Mommy": infants' associations between parental labels and unfamiliar white and black faces

Shi Xin Ooi¹, Anuk Dias², Charisse Pickron¹

¹University of Minnesota, ²University of Minnesota Twin Cities

P4-29 Conceptual, social, and practical life skills in young children's educational YouTube videos: associations with parental education

Marie Lassaigue¹, Rebecca Dore², Alex Bonus², Corinne Bower¹

¹California State University, Los Angeles, ²Ohio State University

P4-30 Can children learn compositional number words from the syntax of nouns?

Sebastian Holt¹, David Barner¹

¹University of California, San Diego

P4-31 Getting organized: the relationship between conceptual organization and word-learning

Allison Granger¹, Layla Unger^{2,3}, Vladimir Sloutsky¹

¹Ohio State University, ²University of York & Ohio State University, ³Ohio State University & University of York

P4-32 Toward understanding early gender disparities in STEM: persistence on a science-based task

Nicole Stucke¹, Armita Dadvar¹, Sabine Doebel¹

¹George Mason University

P4-33 Neural foundations of infant empathy

Nico Navarro¹, Lindsey Powell¹, Meghan Pierce¹, Seaira Juarez¹, Charleen Necor¹, Khanh Nguyen¹, Cayla Regas¹, Yuxuan Yue¹

¹University of California, San Diego

P4-34 The relation between spatial language comprehension and mental transformation during early childhood.

Nick Mattox¹, Hannah Bowley¹, Yinbo Wu¹, Vanessa Vieites², Yvonne Ralph³, Timothy Hayes¹, Aaron Mattfeld¹, Anthony Dick¹, Shannon Pruden¹

¹Florida International University, ²Rutgers University, ³University of Texas, Tyler

P4-35 English monolingual and English-Polish bilingual children's use of word formation strategies

Jordan Perry¹, Denise Davidson¹, Danieli Mercado Ramos¹

¹Loyola University Chicago

P4-36 Good friendship quality makes adolescents happy and gritty: a longitudinal study

Jaehoon Yoo¹, Daeun Park^{1,2}

¹SungKyunkwan University, ²Chungbuk National University

P4-37 Children in Kenya and the US respond negatively to inequity of belief

Colin Jacobs¹, Henriette Zeidler^{2,3}, Oded Ritov¹, Nancy Njogu³, Mahesh Srinivasan¹, Jan Engelmann¹

¹University of California, Berkeley, ²Aston University, ³Kisii University

P4-38 Learning words through repetitions across contexts

Jiaqi (Jenny) Geng¹, Katharine Graf Estes¹

¹University of California, Davis

P4-39 Children's understanding of a goal of autonomy

Sohee Ahn¹, Lindsey Powell¹

¹University of California, San Diego

P4-40 Generating children's category exemplars with Markov Chain Monte Carlo with people

Pablo Leon Villagra¹, Olympia Mathiaparanam², Christopher Lucas³, Karl Rosengren², Daphna Buchsbaum¹

¹Brown University, ²University of Rochester, ³University of Edinburgh

P4-41 A qualitative analysis of gender stereotypes and children's implicit theories of ability in the arts and sciences

Chellam Antony¹, Matthew Kim²

¹Purdue University, ²University of Kentucky

P4-42 Growth mindset & bilingualism: investigating perceptions towards dual language learning in early childhood

Alexis Alexis Garcia¹, Gali Medina¹, Anastasiia Brigadnova¹, Lina Kanagavary¹, Dianamie Pineda Pineda¹, Kristopher Huevo¹, Kandice Grote²

¹California State University of Northridge, ²California State University, Northridge

P4-43 *Echoes of understanding: evaluating metalinguistic awareness in monolingual and bilingual children and their caregivers*

Ashlie Pankonin¹, Alyson Abel²

¹San Diego State University & University of California, San Diego, ²San Diego State University

P4-44 *'Your French makes you sound nice!': Children's attitudes towards French speakers in a diverse community*

Marianne Turgeon¹, Tracie Pospisil¹, Anne-Lois Kouassi-Djan¹, Jacqueline Perich¹, Asma Noomani¹, Isabel Wynn¹, Ruth Kircher², Andrea Macleod¹, Anne-José Villeneuve¹, Kristan Marchak¹

¹University of Alberta, ²Fryske Akademy

P4-45 *Children's beliefs about the emotional consequences of norm adherence and violation*

Annie Riggs¹, Anne Fast^{1,2}

¹Western Washington University, ²Clark University

P4-46 *Investigating the mechanisms underlying unsuccessful replications: Three replication attempts of Hamlin et al. (2007)*

Francis Yuen¹, J. Kiley Hamlin¹

¹University of British Columbia

P4-47 *"A cat is alive because it has inner stuff...": Children's understanding of biology and its relation to executive functioning.*

Anjali Pradeep¹, Stuart Marcovitch²

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

P4-48 *Do early counters recognize counting as a signal for fairness?*

Taylor Stone¹, Nadia Chernyak², Sara Cordes¹

¹Boston College, ²University of California, Irvine

P4-49 *The role of different types of anthropomorphism in children's biology learning from stories*

Deena Weisberg¹, Alex Bonus²

¹Villanova University, ²Ohio State University

P4-50 *Predictors and barriers to caregiver/child play*

Mikka Hoffman¹, Allie Tung¹, Dominic Gibson¹

¹foundry10

P4-51 *Parents' perceptions of their own children's number knowledge*

Allie Tung¹, Mikka Hoffman¹, Dominic Gibson¹

¹foundry10

P4-52 *Do children care about causal stability?*

Ny Vasil¹, Kate Marctullio², Anais Jimenez², Shihan Gao², Tania Lombrozo³, Alison Gopnik²

¹California State University, East Bay, ²University of California, Berkeley, ³Princeton University

P4-53 *The role of school math proficiency in the math anxiety-math achievement link*

Ariadne Nelson¹, Jalisha Jenifer², Christopher Dunne¹, Sian Beilock³, Susan Levine¹

¹University of Chicago, ²Columbia University, ³Dartmouth College

P4-54 *Perceptual learning in infants across domains*

Rodica Constantine¹, Kindy Insouvanh¹, Erin Hannon¹, Jennifer Rennels¹

¹University of Nevada, Las Vegas

P4-55 *Children's engagement during a museum visit to a mammoth fossil exhibit*

Jiayue Sun¹, Maureen Callanan², Claudia Castañeda²

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

P4-56 *Development of Theta oscillations in auditory and written sentence processing: a comparative study between adults and school-aged children*

Saipriya Metla¹, Mohammad Behboudi¹, Mandy Maguire¹

¹University of Texas at Dallas

P4-57 *How access to solutions influences children's persistence*

Alexandra Rett¹, Caren Walker¹

¹University of California, San Diego

P4-58 *Cultural scripts of emotion: exploring cross-cultural variations in children's emotion knowledge and parental socialization practices*

Seokyung Kim¹, Stacey Doan², Li Wang³, Hidemi Hirabayashi⁴, Midori Kazama⁵, Mayumi Karasawa⁴, Ka I Ip⁶

¹University of Minnesota Twin Cities, ²Claremont McKenna College, ³Peking University, ⁴Tokyo Woman's Christian University, ⁵Odawara Junior College, ⁶University of Minnesota, Twin Cities

P4-59 *Where should I look next? Using a storybook intervention to promote children's strategic exploration in a virtual search task across cultures*

Julie Vaisarova¹, Sarah Kiefer², Hilal Sen³, Peter Todd⁴, Kelsey Lucca¹

¹Arizona State University, ²Brown University, ³University of Akureyri, ⁴Indiana University

P4-60 *Influence of attention on topological properties and surface features in toddlers' working memory*

Praveen Kenderla^{1,2}

¹Boston University, ²University of California, Riverside

P4-61 *Environmental adaptation in children's social learning strategies*

Katherine Shannon¹, Aneesa Conine-Nakano¹, Willem Frankenhuis², Michael Frank¹, Hyowon Gweon¹

¹Stanford University, ²University of Amsterdam

P4-62 *Brain break preferences among children*

Praveen Kumaravelan¹, Freya Kaur², Karrie Godwin¹

¹University of Maryland, Baltimore County, ²Child Development Lab

P4-63 *Variations in violations: evaluating the impact of the degree of expectation-violation and violation-type on children's memory for storybook details*

Carla Macias¹, Kimele Persaud¹

¹Rutgers University, Newark

P4-64 Understanding possibility vocabulary predicts performance on behavioral measures of possibility concepts

Brian Leahy¹, Scarlett Close², Eimantas Zalneiriunas², Partick Rourke³, Susan Carey², Roman Feiman³

¹Massachusetts Institute of Technology & Brown University, ²Harvard University, ³Brown University

P4-65 Exploring the opportunities and limitations of large language models in understanding emotional dynamics in parent-child communication

Hao Ran Tang¹

¹St. George's School

P4-66 Enjoyment or effort: math learning goals and decision making in two cultures

Yu Zhang¹, Kexin Que², Susan Levine³, Stella Christie⁴

¹California State University, ²Northwestern University, ³University of Chicago, ⁴Tsinghua University

P4-67 The effect of future imagination on prosocial sharing in preschoolers

Jinyi Zhang¹, Kathleen Vohs¹, Stephanie Carlson¹

¹University of Minnesota

P4-68 Prevalence of math language in YouTube videos watched by 3-to-5-year-olds: are there differences by child gender and parent education?

Ani Avakian¹, Wilder Vonschonfeldt¹, Ahyeon Shin¹, Giselle Padilla¹, Marie Lassaigne¹, Stephanie Ardiano-Longo¹, Rebecca Dore², Alex Bonus², Corinne Bower¹

¹California State University, Los Angeles, ²Ohio State University

P4-69 Collaborative versus independent learning in YouTube videos watched by young children

Elizabeth Plascencia¹, Rebecca Dore², Alex Bonus², Corinne Bower¹

¹California State University, Los Angeles, ²Ohio State University

P4-70 Impact of hand cues on infant object encoding

Seaera Juarez¹, Lauren Smith¹, Lindsey Powell¹

¹University of California, San Diego

P4-71 Children's predictions of gender preferences for block play: gender stereotypes and implications for childhood engagement of spatial skills

Victoria Vizzini¹, Deborah Wu², Christina Hogan³, Jennifer Mcdermott³

¹University of Massachusetts Amherst, ²Stonehill College, ³University of Massachusetts—Amherst

P4-72 Learning through errors: tapping into teachers' knowledge of early math development

Jiwon Ban¹, Elida Laski¹

¹Boston College

P4-73 Anticipating the future: children's and adult's reasoning about the emotional benefits of varying expectation management strategies

Lucy Stowe¹, Sonakshi Khanna¹, Hannah Kramer², Karen Lara³, Kristin Lagattuta¹

¹University of California, Davis, ²University of Wisconsin, Madison, ³Southwestern University

P4-74 Unveiling the complexity of gendered speech in early childhood: efficient rater sampling for precise ratings on 5-year-olds' gender

Diqi Zeng¹, Eugene Wong¹, Benjamin Munson¹

¹University of Minnesota

P4-75 Context vs. process: understanding the role of household chaos and parents' emotions during homework help in children's math achievement

Olivia Cook¹, Chapel Forte¹, Nandrea Burrell¹, Colleen Ganley¹, Sara Hart¹

¹Florida State University

P4-76 Exploring the factors that impact performance on a commercial shape sorter toy during infancy and early childhood

Emily Kramer¹, Aaron Beckner¹, Van Pham², Vanessa Lobue³, Lisa Oakes², Marianella Casasola¹

¹Cornell University, ²University of California, Davis, ³Rutgers University

P4-77 How do children's attempts to insert pieces into their correct openings vary with different spatial toys and age?

Aaron Beckner¹, Emily Kramer¹, Valerie Bambha², David Tompkins¹, Lisa Oakes³, Vanessa Lobue⁴, Marianella Casasola¹

¹Cornell University, ²University of Texas Health Science Center at Houston, ³University of California, Davis, ⁴Rutgers University

P4-78 Children's intuitive reasoning about incentives

Shuai Shao¹, Gail Heyman¹

¹University of California, San Diego

P4-79 Cognitive and conceptual influences on flexibility development

Julie Olsen¹, Mark Sabbagh¹

¹Queen's University

P4-80 Leveraging common mathematical errors to support understandings of equivalence and operations

Christina Barbieri¹, Sarah Clerjuste¹, Elena Silla¹, Kamal Chawla¹

¹University of Delaware

P4-81 Consistent individual differences in infants' responses to expectancy violations across the physical and social domains

Nick Bisbee¹, Lisa Feigenson¹

¹Johns Hopkins University

P4-82 How does maternal postpartum depression influence infant brain activity: the role of the family home environment

Olufemi Shakuur Nyabingi¹, Ruohan Xia², Zoe Pestana², Aditi Hosangadi², Serena Mon³, Tahl Frenkel⁴, Lindsay Bowman²

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P4-83 The influence of learning cues and model attractiveness on children's attention and imitation

Alexis Rice¹, Marian Espina¹, Tra Bui¹, Jennifer Rennels¹

¹University of Nevada, Las Vegas

P4-84 Evaluating the functional forms of developmental change in infants' linguistic and cognitive development using (meta-)meta-analysis

Anjie Cao¹, Molly Lewis², Sho Tsuji³, Christina Bergmann⁴, Alejandrina Cristia⁵, Michael Frank¹

¹Stanford University, ²Carnegie Mellon University, ³University of Tokyo, ⁴Max Planck Institute for Psycholinguistics, ⁵LSCP, CNRS

P4-85 Development of racial categorization and its neural mechanism from childhood to young adulthood

Jiaming Wan¹, Shihui Han¹, Wanze Xie¹

¹Peking University

P4-86 Autism-related functional connectivity and episodic memory differences

Stephanie Sinclair^{1, 2}, Lindsey Mooney¹, Christine Wu Nordahl³, Marjorie Solomon¹, Simona Ghetti¹, Joshua Lee¹

¹University of California, Davis, ²University of California, Davis-Center for Mind and Brain, ³University of California, Davis

P4-87 Language and AI: an empirical study on the efficacy of large language models (LLM) in multilingual transcript analysis and interpretation

Henry Chi¹, Ainsley Hanrahan¹

¹Washington University in St. Louis

P4-88 The role of testimony of a native speaker in children's judgments of improbable events

Nazli Altinok¹, Gaye Soley², Ceren Boynuç³

¹University of Konstanz, ²Bogazici University, ³Boğaziçi University

P4-89 Group membership biases children's evaluation of evidence

Joshua Confer¹, Hanna Schleichauf², Dorsa Amir¹, Jan Engelmann¹

¹University of California, Berkeley, ²Utrecht University

P4-90 Measuring scientific interest in preschool

Jihye Bae¹, Margaret Shavlik¹, Amy Booth¹

¹Vanderbilt University

P4-91 'Why don't you give it a try?' Even 3-year-old children master some modal reasoning tasks if they have a more agentive task structure

Leonie Baumann¹, Lydia Schidelko¹, Marina Proft¹, Johannes Rakoczy¹

¹University of Göttingen

P4-92 Effects of "we"-framing and partner number on 2- and 3-year-olds' commitment

Jared Vasil¹, Maya Provençal², Michael Tomasello^{1, 3}

¹Duke University, ²Duke University & Stanford University, ³Duke University & Max Planck Institute for Evolutionary Anthropology

P4-93 Children's multifaceted stereotypes about intelligence: evidence from British, Chinese, and Indian contexts

Rishita Advani¹, Anran He¹, Yumeng Wang¹, Jillian Lauer¹

¹University of Cambridge

P4-94 Social metacognition: 3-year-olds demonstrate explicit metacognitive competence in social paradigm of partial ignorance task

Marlene Meyer¹, Marina Proft², Lydia Schidelko², Johannes Rakoczy², Jan Engelmann³

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P4-95 Young children and parents do not prefer magical solutions to magical problems

Jennifer Van Reet¹

¹Providence College

P4-96 Effects of counting fluency training on preschoolers' mathematics abilities

Sydney Buffonge¹, Stephen Ferrigno¹

¹University of Wisconsin Madison

P4-97 Children's judgments of inner conflict

Umang Khan¹, Christina Starmans¹

¹University of Toronto

P4-98 Why work hard? Examining children's intuitive theories about effort in school

Jun Woo Kim¹, Bethany Lassetter¹, Siqi Zhao¹, Andrei Cimpian¹

¹New York University

P4-99 Robots among children: comparing child and GPT-4 performance on a global-local processing task

David Tompkins¹, Aaron Beckner¹, Valerie Bambha², Vanessa Lobue³, Lisa Oakes⁴, Marianella Casasola¹

¹Cornell University, ²University of Texas Health Science Center at Houston, ³Rutgers University, ⁴University of California, Davis

P4-100 A new questionnaire measure of autonomy support for parents of preschool children

Romulus Castelo¹, Stephanie Carlson¹

¹University of Minnesota

P4-101 Relations between laypeople's beliefs about memory and their perceptions of children's disclosures of maltreatment during conversations with parents

Gabrielle Principe¹, Catherine Hopkins¹, Elizabeth Petagna¹, Katie Elston¹, Madeline Keller¹, Aaliyah Pickens¹, Ava Lubin¹

¹College of Charleston

P4-102 Investigating the impact of playful learning landscapes in early childcare centers

Annelise Pesch^{1, 2}, Katelyn Fletcher¹, Olivia Williams¹, Kathy Hirsh-Pasek¹

¹Temple University, ²Temple

P4-103 Role representations: developing representations used to reason about agents who occupy roles

Aaron Baker¹, Yarrow Dunham¹, Julian Jara-Ettinger¹

¹Yale University

P4-104 Because I want to: valuing goals for their own sake

Asmita Mittal¹, Junyi Chu², Laura Schulz¹

¹Massachusetts Institute of Technology, ²Harvard University

P4-105 Structured activities facilitate grandparent and grandchild enjoyment of triadic videochat interactions

Lauren Myers¹, Gabrielle Strouse², Narindra Andrisoamampianina³, Lauren Daniels¹, Hayley Katz¹, Jessica Langlois¹, Abigail Milhaven¹, Kendall Shaw¹, Jade Stone², Caitlyn Thomas², Todd Velianski², Hazem Mohamed Ahmed²
¹Lafayette College, ²University of South Dakota, ³University of Wisconsin, Madison

P4-106 Comparing univariate and multivariate approaches to fNIRS data analysis

Carlos Aguilar¹, Lindsey Powell¹
¹University of California, San Diego

P4-107 Children's cost-benefit analysis about agents who act for the greater good

Zoe Finiasz¹, Montana Shore², Fei Xu³, Tamar Kushnir¹
¹Duke University, ²Boston University, ³University of California, Berkeley

P4-108 Learning loopholes: the development of intentional misunderstandings in children

Sophie Bridgers¹, Kiera Parece², Ibuki Iwasaki¹, Annalissa Broski¹, Laura Schulz¹, Tomer Ullman³
¹Massachusetts Institute of Technology, ²Harvard & Massachusetts Institute of Technology, ³Harvard University

P4-109 Do parents and children agree about children's play preferences?

Darby Krugel¹, Aaron Beckner¹, Emily Kramer¹, Marianella Casasola¹
¹Cornell University

P4-110 Exploring loophole behavior: a comparative study of autistic and non-autistic populations

Kiera Parece¹, Sophie Bridgers², Annalissa Broski², Tomer Ullman³, Laura Schulz²
¹Harvard & Massachusetts Institute of Technology, ²Massachusetts Institute of Technology, ³Harvard University

P4-111 Context-dependent language input in parent-infant interactions: a comparative analysis of puzzle and busyboard play

Nikhita Prabhu¹, Erim Kizildere¹, Lisa Oakes¹
¹University of California, Davis

P4-112 Ten- and 11-month-old infants use others' emotions to individuate agents

Andrea Ventura¹, Brandon Woo², Ashley Thomas²
¹Boston University, ²Harvard University

P4-113 Efficacy of indirect perspective-taking training in typically developing children.

Matthew Baker¹, Stephanie Grinshpun¹, Karima Elgamal¹, Samantha Zakrzewski¹, Komal Khera¹, Edward Merrill², Yingying Yang¹
¹Montclair State University, ²University of Alabama

P4-114 An eye-tracking task assessing visual short-term memory in 12- to 36-month-old children

Van Pham¹, Aaron Beckner², David Tompkins², Marianella Casasola², Vanessa Lobue³, Lisa Oakes¹
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P4-115 All talk, no digital play: examining the effects of digital media use and social interaction on low SES children's vocabulary knowledge

Sarah Kucker¹, Julie Schneider²
¹Southern Methodist University, ²Louisiana State University

P4-116 An analysis of assessments of specific and general math skills for preschool children

Pritha Sengupta¹, Talia Berkowitz¹, Skye Gasataya¹, Anna Shusterman¹, Claudia Ferrara¹, Emma Trapani¹
¹Wesleyan University

P4-117 Adult mealtime language use and child language outcomes in Spanish speaking homes in the US.

Yanet Admasu¹, Kathleen Denicola-Precht¹, Enrico Di Castro Young¹, Carlos Benitez-Barrera², Mandy Maguire¹
¹University of Texas at Dallas, ²University of Wisconsin Madison

P4-118 Enhancing the mathematical landscape in preschool classrooms: opportunities and challenges of implementing a play-based early numeracy intervention

Skye Gasataya¹, Remi Feuerman¹, Andi Wiley¹, Sophie Williamson¹, Pritha Sengupta¹, Talia Berkowitz¹, Anna Shusterman¹
¹Wesleyan University

P4-119 Reassessing children's cardinal principle knowledge on the give-a-number task

Saige Rovero¹, Pritha Sengupta¹, Skye Gasataya¹, Talia Berkowitz¹
¹Wesleyan University

P4-120 A cross-cultural examination of children's reasoning about social-status inequalities

Anran He¹, Nicole Alarcon², Jillian Lauer¹
¹University of Cambridge, ²Columbia University

P4-121 Show or tell? Preschool-aged children flexibly adapt how they communicate based on others' auditory access.

Catherine Qing¹, Aaron Chuey¹, Rondeline Williams¹, Michael Frank¹, Hyowon Gweon¹
¹Stanford University

P4-122 "Oh! Um... Sure": children use other's linguistic surprisal to guide stereotype inferences

Ben Morris¹, Alex Shaw¹
¹University of Chicago

P4-123 Understanding the relation between curiosity and creativity in elementary students

Natalie Evans¹, Jamie Jirout¹
¹University of Virginia

P4-124 Exploring in depth: examining children's exploration patterns in a revised curiosity task

Katie Thomas¹, Abigail Krissing¹, Natalie Evans¹, Jamie Jirout¹
¹University of Virginia

P4-125 Developmental trajectories of Muslim children's differentiation of the mind and soul

Nicholas Shaman¹, Mahnoor Ahmad², Angela Helom¹
¹University of Houston - Clear Lake, ²University of Houston

P4-126 Sources of variation in infant-directed communication and links to caregiver-infant synchrony

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