

Third Biennial Meeting, 2003, Posters, Friday October 24

Third Biennial Meeting
Cognitive Development Society
Park City, Utah
October 24-25, 2003

Conceptual Development I

Color category acquisition in Himba and English children - a longitudinal study

Debi Roberson, Jules Davidoff, Ian Davies, & Laura Shapiro

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Children's evaluative categorization

Simone P. Nguyen

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Relative importance of intended function vs. current use and first use
in artifact categorization by preschoolers.

Mikolaj Hernik & Maciej Haman

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Developing a notion of tool function: Evidence from a video task

Marissa L. Greif, Frank Keil, & Franky Gutierrez

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Assessing the Development of Race Stereotypical Responding in Early Childhood

Stacey D. Espinet & Dr. Philip D. Zelazo

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Pragmatic Thinking: Children's Consideration of the Role of Goals in Category Decisions

Brian Viola

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Why don't they just drop the ball?

Vallotton, C.D., & Harper, L.V.

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How direct experience with nature influences early biological knowledge

Andrzej Tarlowski

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The Improbable-Impossible Distinction:

Children's Understanding of Ontological Possibility

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Approaches to changing basic knowledge misconceptions:

When the solution becomes the problem

Courtney B. Stein & Kevin Dunbar

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Teleological explanation and conceptual change:

Reasoning about nature among Romanian Roma (Gypsies)

Krista Casler & Deborah Kelemen

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Language Development I

The Shape Bias in Object Labeling for 14-, 16-, and 20-Month-Olds

Julie M. Hupp & Robert A. Haaf

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The absence of a shape bias in children's word learning

Andrei Cimpian & Ellen M. Markman

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Neural correlates of lexical development at 24 months of age

Leslie J. Carver, Nisreen Mandilawi, & Elizabeth Bates

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The Relationship between Maternal Labeling and 20-Month-Olds' Vocabulary and Categorical Abilities

Jennifer E Reams, Anne L Fulkerson, Aren Murod, & Peg-Hull Smith

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A social-pragmatic account of label rejections

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Vocabulary Development And Word Learning Strategies: A Solid Connection

Larissa Samuelson, Jessica Horst, Anne Schutte, & Brandi Peterson

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Attention-Following, Rapid Learning of Novel Object Names,
and Word Comprehension in Two and Three Year Olds with Autism

Andrea S. McDuffie & Paul J. Yoder, PhD

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Children's Accelerated Vocabulary Development in Response
to Conversational Language Intervention

Keith E. Nelson, Marnie E. Arkenberg, Kelly Mendez, Jake Feldman

Yue Xuan, & Patrick Craven

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The relationship between teachers' reading styles and low-income preschool children's use of temporal language

Roseanne L. Flores

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Proposed poster title: A Case Study of the Construction of Evaluative Meaning in Adult-Child Conversations

Roberta Corrigan

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Perceiving Vowels in a Crowded Vowel Space

Laura Sabourin & Janet F. Werker

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Does visual speech information help us recognize our native language?

Whitney M. Weikum, Athena Vouloumanos, Emiela Kaufman,

Jordi Navarra Ordone, & Janet F. Werker

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Social-Cognitive Development I

To cross or not to cross? Gathering relevant information by 9-13 month olds on the visual cliff

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Infants' Understanding That 'Seeing' Equals 'Knowing: The Role of Surprise

Sarah Dunphy-Lelii & Henry M.

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Eyes on the Prize: Twelve-month-old infants track the goals of individual agents

Jennifer L. Sootsman, James D. Morgante, Camille Wilson Brune,

& Amanda L. Woodward

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Infants' understanding of references to absent objects

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Infants recognize properties of mentioned absent things

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Foreseeability, Theory of Mind and Children's Moral Reasoning

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Theory of Mind I

Whose Mind is it Anyway?: Social and Intrapersonal Theories of Mind

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Children's developing knowledge about the distractible nature of the mind

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Young Children's Understanding of False Beliefs Using Modified Tasks

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“John Thinks that Mary Feels” False Belief Across Cognitive and Affective Domains

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Young Children's Use of Belief Information in Persuasion and False Belief Tasks

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Spatial Cognition I

Children's Strategy Use in a Search Task Involving Nested Landmarks

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The Role of Object Information in Location Memory

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Developmental transition between spatial and nonspatial memory in children

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Effects of training on sex differences in spatial skills

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Infants' Spatial Reasoning About Tools

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Figure-Ground Segregation in Human Infants: Sitters versus Non-Sitters

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How Toddlers Represent Space

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Memory and Narrative I

Family Narratives of Shared Emotional Experiences and Relations to Child Behavior

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Social and Emotional Content of Children's Diaries

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Young Children's Understanding and Memory for Emotional and Non-emotional Information in Text

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Emotion knowledge and autobiographical memory in Euro-American and Chinese 3-year-olds

Qi Wang, Rachel Hutt, Melissa McDermott, & Ruohong Wei

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Cross cultural differences in autobiographical memories and self-concept

Nurit Gur-Yaish, Ofer Fein, Ph.D, & Qi Wang, Ph.D

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Memories for Early Childhood Experiences: Comparing Adults to Preschoolers

Nancy E. Furlong, Leslie R. Taylor, & Michael C. Switzer

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Teachers, trauma, and trigonometry: College students' autobiographical math memories

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Women's & Men's Use of Internal State Terms in Narratives of the Past, Present, and Future

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Preschoolers' Recollection of When and How Learning Occurred and Who Taught Them

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"I know it happened I'm just not sure where":

Source monitoring training with highly similar events

Sean C. Cameron & Kim P. Roberts

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The effect of Induced Decision-Making on Young Children's Mnemonic Strategy in Episodic Memory

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Utilization Deficiencies in Memory Performance

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Five years after a medical emergency: Children's verbal recall of preverbal experiences

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Children remember childhood; But what are they remembering?

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Verbal accessibility of early non-verbal memories: What really predicts?

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The Developmental Influence of Temperament-Related Behaviors on Memory Performance

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Traumatic Experiences Early in Life: Examining Potential Influences on Explicit Memory and Temperament-Related Behaviors

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“I Tricked You!”:

The Effects of Coaching on Young Maltreated Children's Event Reports

Lindsay Malloy, Thomas D. Lyon, & Jodi A. Quas

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Reasoning and Problem Solving I

When You Have More Objects Than Hands: How Infants Grasp Three Adjacent Objects

Amy Needham

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Taking Contingency Seriously in Sensory-based Models of Learning in Infants

Christopher G. Prince, Nathan A. Helder, Eric J. Mislivec, Beverley J. Ang, Maureen S. Lim, & George J.

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Relationship between individual differences in information processing speed and brain organization in preschool children

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Developmental stability in speed of information processing

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Working Memory and Inhibition Constraints on Children's Analogical Reasoning

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Children's Planning in Two Social Contexts

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Cause and Effect in the Mind of the Preschool Child

Caroline M. Yoachim & Andrew N. Meltzoff

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Does Big Bird Hug or Push Cookie Monster? An Examination of Rule-Based Reasoning and Language Processing in Preschool Children

Jennifer A. Parker & Christopher Moore, Ph.D

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Developmental Differences in Estimates of Sexual Risk and Benefits Among Adolescents: A Fuzzy-Trace Theory Analysis

Reyna, Valerie F., Metz, Kirsten C., Roberts, Jennifer L., Adam, Mary B.,

LeCroy, Craig, & Poirier, Kristin L.

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A Developmental Study of the Understanding of Anticipatory Regret and Disappointment

Jennifer M. Ferrell, Robert E. Guttentag, Stacey L. Dunn, & Jeffrey M. Gredlein

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Math and Science I

Learning Science with Storybooks: Do Anthropomorphic Explanations Affect Learning?

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Developmental Trends in Young Children's Scientific Reasoning Biases

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How do children understand shadows? The importance of congruent physical relations

Heidi Kloos

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When less is more: Using multiple representations to support learning about algebraic symbols

Bethany Rittle-Johnson & Page McMullen

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What do Patterns, Narratives, and Math have in Common?

Shilpi Majumder & Daniela O'Neill

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Understanding Nothing: Preschoolers' Understanding of Zero as a Numerical Concept

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Multiple Representations of Quantity in Children Ages 4-6

Linda Whealton Suriyakham & Susan Cohen Levine, Ph. D.

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Executive Functions I

Negative Priming in 3- to 5-Year-Old Children

Catherine N. M. Ortner & Philip David Zelazo

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The Role of Negative Priming in the DCCS

Alexandra E. Sutherland, Donaya Hongwanishkul, Jackie Chiang,

Ulrich Muller, & Philip D. Zelazo

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Further Support for Negative Priming in the Dimensional Change Card Sort

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Three- to Four-Year-Old Children's Rule Switching in Context of Affective Stimuli

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Spatial reversal in young children with autism: The relationship between non-verbal ability and performance on an executive function task

Benjamin E. Yerys, Lila Kopelioff, Susan L. Hepburn, & Sally J. Rogers

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Executive Function among Children with Different Types of Developmental Disorders: The Role of Cognitive Matching Procedures

Russo, N., Zelazo, P. D., Dawkins, T., Martel, G., Landry, O., Iarocci, G., & Burack, J. A.

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Reading and Text Comprehension

Understanding the Written Word: Does Experience with Personal Symbol System Help?

Smita Srivastava & Marianne Wiser

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How Words Represent: Nonreaders' Knowledge of the Fixed Meaning of Written Words

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Exploring the latent factors behind cross-linguistic transfer: cognitive abilities

Gigi Luk & Ellen Bialystok

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Factors Predicting Reading Ability in Chinese-English Bilingual Children

Bruce D. Homer & Qing Xue

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Language Markers of Reading Disability in Two-year-old Children

Hamilton, E. E., Lesko, K., & Shatz, M.

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Learning the A B C's:

Do some kinds of picture books help or hinder young children's learning?

Cynthia Chiong

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Children's comprehension of storybooks:

Reality/fantasy differentiation and identification of obstacles

Jacqueline D. Woolley

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Spatial Cognition II

Virtual Environments as Laboratories for Studying Cognitive Development:

Results from an Immersive, Interactive Bicycling Simulator

Jodie M. Plumert, Joseph K. Kearney, & James F. Cremer

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Overcoming Natural Map Misalignment

Jordan R. Vosmik & Clark C. Presson

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Distinctions between preschoolers' selective attention

and memory for location strategies in the context of a spatial learning task

Fran C. Blumberg & Meira Torenberg

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Flexibility in Spatial Categorization near a Developmental Transition

Vanessa R. Simmering, Anne R. Schutte, & John P. Spencer

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Developmental Changes in the Stability and Flexibility

With Which Children Form Spatial Categories

Alycia M. Hund

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Influences on Children's Large-Scale Spatial Cognitive Strategies

David Uttal & Clare Davies

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Quantitative Tests of the Dynamic Field Theory and the Spatial Precision Hypothesis

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Math and Science II

Understanding Student Epistemologies of Science:

Sixth Graders Studying the Environment in School, the Local Community and a Museum

Sandra Toro Martell

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Conversations about Sinking and Floating in Mexican-descent Families

Deborah Siegel & Maureen Callanan

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Characterizing people's conceptions of reasoning in science and everyday contexts:

Is scientific reasoning special?

Carrie Pritchard

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“Solving Problems with Addition: A Tale of Two Mapping Processes”

James A. Dixon

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Structural Alignment in Mathematics Learning: Consequences for Memory and Transfer

Lindsey Engle Richland

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Conceptual Understanding of Fraction Procedures: An Exploration with Third Graders

Kristie Jones

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Perceptual Learning of Fractions

Elizabeth Christina Schofield & Philip J. Kellman

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Social-Cognitive Development II

Parenting practices, parenting stress, and children's social cognitive development

Nicole Guajardo, Greg Snyder, Rachel Cutler, & Katie Elkington

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Theory of Mind is Your Friend: Positive Relations Between

Mental Representational Ability and Social-Cognitive Competence in Preschoolers.

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Social Outcomes of Children's Theory of Mind Development

David Liu, David C. Kerr, Henry M. Wellman, & Sheryl L. Olson

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Children's and adults' explanations of intentional and unintentional acts

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Preschoolers' Explanations of Intentional and Unintentional Behavior

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Theory of Mind II

Parents and Children Talk about Irony

Jennifer R. Dyer & Maureen Callanan

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Investigating Differences in Self versus Other Focused Mental State References

in Cantonese and English Speaking Parents'

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When does Knowledge become Reliable? Exploring the Developmental Psychology of Reliabilism

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Adult's Imaginings: Continuity Explored

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Counterfactual Conditionals and False Belief: A Developmental Dissociation

Manuel Sprung & Josef Perner

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False Positives in False Belief Tasks: A Reevaluation

Dr. Bill Fabricius & Rebecca Bolnick

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Executive Functions II

Keeping it in (or out of) mind:

Elicited imitation with distractors and A-not-B at 15 and 20 months

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Attentional control and symbolic awareness: Evidence from the moving word task

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The development of two kinds of inhibition in monolingual and bilingual children:

Simon VS Stroop

Michelle M. Martin & Ellen Bialystok

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Inhibition and Working Memory Contributions to Children's Tower of London Performance

Christine A. MacDonald, W. Keith Berg, Joseph P. McNamara, & Dana L. Byrd

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Computerized versus Non-computerized Presentation of the Tower of London:

Mode Matters in Both Children and adults

Parker, J. R., Smith, L. J., McNamara, J. P. H., Leever, B. A., Saiz, J. M.,

Reynolds, L. M., Hood, D. N., & Berg, W. K.

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Memory and Narrative II

Executive function as a predictor of rejection of false childhood memories

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Influence of attractiveness stereotypes on children's responses to leading questions

Jacqueline Muir-Broaddus, Rebecca Stelter, Aeron Aanstoos, & Stephanie Orin

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False Reports in Preschool Children: A Result of Repeated Interviews or Leading Instructions?

Lindsay Malloy, Jodi A. Quas, Annika Melinder, Michelle D'Mello, & Gail S. Goodman

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The effects of presentation order on recognition and recall memory in 9-month-olds

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Charting the Stability of Mnemonic Performance Across the First Two Years:

A Longitudinal Analysis

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Short-Term Forgetting in 16- and 20-Month-Old Children

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Short- and Long Term Memory in 20-Month-Old Children: Relations with Initial Learning

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Working Memory, Short Term Memory, & Domain General Problem Solving by Infants

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Behavioral Recall And Electrophysiological Recognition Memory

In 3-Year-Old Children At Risk for Memory Impairment

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Changes in Memory Binding and Episodic Memory during Early Childhood

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Exploring Physiological Stress Responses and Children's Memory for an Arousing Event

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Flexible attention and modality preference in young children:

Does familiarity of auditory stimuli affect auditory processing?

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Do you hear what I hear? Auditory and visual input competing for four-year-olds' attention

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Racial Awareness and Interracial Contact as Factors in the Development of

Recognition Memory for Own- and Other-Race Faces

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Implicit memory: What Develops?

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Maternal Reminiscing Style: Linkages to Children's Remembering Over Time

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Mother-child Conversation During Events: Linkages to Remembering Over Time

Amy M. Hedrick, Joy M. Ippolito, Marisa R. Greco, Ryan W. Cople, Catherine A. Haden,
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Elaborative Talk About the Past Enhances Children's Narrative Skills

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Learning from the past to aid coping in the future: Examining the relations among mother-child conversations,
attachment security, and children's coping with asthma

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Reasoning and Problem Solving II

Young Children's Questions about Santa Claus: A Preliminary Analysis

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Explanation in Parent-Child Conversation Using the CHILDES Database

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Developmental changes in metacognition and their connections with some cognitive variables

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Children's Developing Knowledge about the Reasoning Process

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Expertise in Children and Adults: The Role of Knowledge Utilization

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Similarity-based induction in young children: Evidence from a memory study

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A Microgenetic Analysis of Strategy Development in Gifted and Average-Ability Children

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Assessing intellectual development of high school students

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Sleep and Cognition: The Effects of Sleep Disorders on Cognition in Children

Lyndsie Horn, Sima Zadeh, Jane F. Gaultney, Jeannine Gingras, & Charles Kaplan

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Understanding Visual Representations

Acquiring a dual representation of pictures:

When do preschoolers' differentiate between content and formal properties?

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Children's Production and Evaluation of External Representations

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Children's Drawings: A Mirror to Their Minds

Isabelle D. Cherney, Tara M. Dickey, Judy D. Flichtbeil, & Claire Seiwert

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I Can Picture It: Two-year-olds Learn to Use Photographs as a Source of Information

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Parent-Child Discussions of Photography

Lisa E. Szechter & Lynn S. Liben

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Television Viewing Contributes to the Development of Representational Insight?

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Language Development II

The utility of an extensive preferential looking assessment

of language comprehension at 12 months of age

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"I say tomato, you say tomaato:" Infants' learning of similar words.

Julia Wales & George Hollich

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Two-year-old children's perception of plurals: One mip, two mips

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Word knowledge as process: Evidence for partial knowledge in toddlers' vocabularies

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Young Children's Word Learning: The Effects of Linguistic Diversity

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A Micro-genetic Study on Children's Word Learning

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Acquisition of Tag Questions in Children with SLI:

An Intervention Study using Conversational Recasting

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Word learning is smart: evidence that priming affects preschooler's extensions of novel words

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Parents provide cues about their ignorance when playing with and labeling unfamiliar objects

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Deferred imitation, visual recognition memory

and emerging communicative skills in early infancy

Mikael Heimann, Karin Strid, Lars Smith, Stein Erik Ulvund, & Andrew N Meltzoff

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"Who's Drinking?" Production and Comprehension of Iconic Gestures in Preschoolers

Jana M. Iverson, Hanna Thal, & Robert Wozniak

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Conceptual Development II

Looks Aren't Everything: 10-Month-Olds Can Also Categorize By Function

Jessica S. Horst, Lisa M. Oakes, & Kelly M. Madole

(jessica-horst@uiowa.edu)

The role of comparison on infants' categorization in an object-examining task

Kristine Kovack & Lisa Oakes

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Superordinate, basic, and subordinate categorization in young children:

Age, domain, and attribute

Marc H. Bornstein & Martha E. Arterberry

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Toddlers' Comprehension of Symbolic Relations Pertaining to Action Categories:

Impact of Familiarization With Multiple Instances

Barbara Younger, Kathy Johnson, & Stephanie Furrer

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Perceptual versus nonobvious features in category membership decisions:

A statistical learning account

David Rakison & Erin Hahn

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Children's Understanding of Morality as a Domain of Knowledge

Judith Danovitch, Daniel Hyde, & Frank Keil

(Judith.Danovitch@yale.edu)

Children's use of deontic and psychological properties in social categorization

Chris A. Lawson & Charles W. Kalish

(calawson@wisc.edu)

Category membership and the pattern of movement

in the attribution of psychological and biological properties

Maciej Haman

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Children's Understanding of Individual Identity and Brain Transplant:

What Makes Us Who We Are

Katherine Choe, Frank Keil, & Paul Bloom

(katherine.choe@yale.edu)

Foundational Traces in Life Judgments:

Reexamining the Development of the Living Things Concept

Robert F. Goldberg & John E. Opfer

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Interest and Play

When Predisposition Meets Opportunity:

The Emergence of Children's Early Childhood Interests Expressed through Play in the Home

Neitzel, C., Johnson, K., & Alexander, J.

(carin.neitzel@Vanderbilt.Edu)

From Interest to Expertise: Predictors of Sustained Intense Interests in Young Children

Johnson, K. E., Alexander, J. M., & Leibham, M. E.

(joalexan@indiana.edu)

Children's Early Play Interests and

Subsequent Academic Self-regulatory Behaviors in Kindergarten

Neitzel, C., Alexander, J., & Johnson, K.

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Third Biennial Meeting, 2003, Schedule of Events for Friday, October 24

**Third Biennial Meeting
Cognitive Development Society
Park City, Utah
October 24-25, 2003 Schedule of Events
Friday Oct 24, 2003**

8:00-9:00

Registration/Light Breakfast (Summit Ballroom hallway)

9:00-9:15

Plenary Welcome (Summit Ballroom A & B)

9:15-10:15

Plenary Talk #1 (Summit Ballroom A & B)
Judy DeLoache, University of Virginia
“The dawn of symbolization”
(Chair: David Klahr)

10:15-10:45

Break (coffee in Summit Ballroom hallway)

10:45-11:45

Plenary Talk #2 (Summit Ballroom A & B)
Richard J. Davidson, University of Wisconsin-Madison
“Affective style: Neural substrates and biobehavioral correlates”
(Chair: Nora Newcombe)

12:00-1:30

Lunch
APA Science Directorate/Cognitive Development Society “Burning Questions of

the Professoriate” Workshop (Ivers Room, 2nd floor; Advanced registration required)

1:30-3:15

Symposium #1(Summit Ballroom A)

New Directions in Stress and Memory (Organizers: Jodi Quas & Robyn Fivush)

Paper 1: Children’s memory for mild stressors: Combined influence of child and contextual factors

Jodi Quas

Paper 2: Predicting children’s recall of stressful events

Carole Peterson & Michelle Rees

Paper 3: Individual differences in stress and memory for a natural disaster

Robyn Fivush, Jessica McDermott Sales, Lorraine Bahrack, & Janat Parker

Paper 4: The relations between abuse exposure, psychopathology, and adolescents’ autobiographical memory

Andrea Follmer Greenhoot, Rebecca Johnson, & Laura A. McCloskey

Discussant: Katherine Nelson

Symposium #2(Summit Ballroom B)

Infant Social Cognition: Emerging Understanding of Attentional Relations (Organizers: Rechele Brooks & Amanda Woodward)

Paper 1: Eying social cognition: Developmental changes in infants' understanding of eye gaze

Rechele Brooks & Andrew N. Meltzoff

Paper 2: Gaze-following and gaze comprehension in the first year of life

Amanda L. Woodward & Camille Wilson

Paper 3: Understanding vision vs. understanding perception/attention: Rethinking what it means to follow another's orientation

Matthias Bolz, Patricia Zettler, & Susan C. Johnson

Paper 4: The object of my attention: Infants’ implicit understanding of seeing=knowing

Diane Poulin-Dubois, Kara M. Olineck, & Tamara L Demke

Discussant: Chris Moore

3:30-5:15

Symposium #3 (Summit Ballroom A)**The Impact of Fantasy on Cognitive Development (Organizer: David M. Sobel)**

Paper 1: Effects of context on children's judgments of the reality status of novel entities
Jennifer Van Reet & Jacqueline Woolley

Paper 2: The influence of a fantasy context on preschoolers' analogical problem solving
Rebekah A. Richert

Paper 3: Pretense and executive functioning in preschoolers
Stephanie M. Carlson

Paper 4: Are fantasy effects fantastic? The role of causal violations in children's understanding of pretense
David M. Sobel

Discussant: Marjorie Taylor

Symposium #4 (Summit Ballroom B)**The Embodied Representation as a Mechanism of Learning: Evidence from Neurological, Cognitive, and Social Research (Organizer: R. Breckinridge Church)**

Paper 1: The role of multi-modal instruction in deep learning: Does the instructor's gesture embody the concept for the learner?

R. Breckinridge Church, S. Ayman-Nolley, D. Glover, M. Vasich, & Martha Alibali

Paper 2: Making the learner gesture: Can facilitating embodiment through gesture enhance learning?
S. Wagner

Paper 3: What happens when teachers mirror children's variable knowledge in their speech and gesture?
Children learn

M. Singer & S. Goldin-Meadow

Paper 4: Multimodal experience changes the brain during word learning

S. Kelly

5:30-7:00 (Abstracts and location information on following pages)**Poster Session #1**

Posters 1-59 Courtyard Tent

Posters 60-90 Summit Ballroom C

(Snacks and Cash Bar – Summit Ballroom hallway)

Third Biennial Meeting, 2003, Schedule of Events for Saturday, October 25

**Third Biennial Meeting
Cognitive Development Society
Park City, Utah
October 24-25, 2003
Schedule of Events
Saturday Oct 25, 2003**

8:00-9:00

Light Breakfast (Summit Ballroom hallway)

9:00-12:00

“Big Symposium” A (Summit Ballroom A)

Memory Development in the New Millennium (Organizer: David F. Bjorklund)

Paper 1: Getting declarative memory off the ground: Behavioral and electrophysiological insights into neuro-cognitive developments in the first two years of life

Patricia J. Bauer

Paper 2: Learning to remember: Social-communicative exchanges and the development of children’s memory skills

Peter A. Ornstein & Catherine A. Haden

Paper 3: Memory and cognitive development

Charles J. Brainerd

Paper 4: Children’s testimony: Memory and so much more

Debra Poole

Discussant: Robert S. Siegler

“Big Symposium” B (Summit Ballroom B)

New Perspectives on Language Acquisition (Organizer: Susan Goldin-Meadow)

Paper 1: Infant speech perception sets the stage for language acquisition

Janet Werker

Paper 2: Socio-cognitive foundations for language acquisition and how they are acquired

Dare Baldwin

Paper 3: Language acquisition and creolization: How children shape languages

Elissa Newport

Paper 4: What we can learn about language acquisition from gesture?

Susan Goldin-Meadow

Discussant: Nora Newcombe

12:00-1:30

Lunch

1:30-3:15

Symposium #5 (Summit Ballroom A)

How Do Children Reason about Nature? (Organizers: E. Margaret Evans & Giyoo Hatano)

Paper 1: Essentialism, culture, and the primacy of folk biology

Lawrence A. Hirschfeld

Paper 2: The role vital power plays in young children's understanding of the biological world

Kayoko Inagaki & Giyoo Hatano

Paper 3: Are children "intuitive theists"? Teleological reasoning about purpose in nature

Deborah Kelemen

Paper 4: Causal flexibility in children's and adults' reasoning about living kinds

E. Margaret Evans & Devreaux A. Poling

Discussant: Susan Gelman

Symposium #6 (Summit Ballroom B)

Source Monitoring and Memory in Preschoolers (Organizer: Amy Hammond)

Paper 1: The effect of emotional focus on children's source monitoring

Stacie L. Kovacs, Jennifer Rosentrater, & Nora S. Newcombe

Paper 2: Did I do that or did you do that? Remembering "who" vs. remembering "what" in the context of joint activity

Jessica A. Sommerville & Amy J. Hammond

Paper 3: Another source to monitor: Interviewer gesture affects children's recall

Sara C. Broaders

Paper 4: Winning, losing, and compromising: How outcomes influence memories for what was said and who said it

Marc W. Hernandez & Nancy L. Stein

Discussant: Amy Hammond

3:30-5:15

Symposium #7 (Summit Ballroom A)

In Search of Domain-General Mechanisms Underlying Children's Competencies (Organizers: Bradley J. Morris & Vladimir Sloutsky)

Paper 1: Children learning properties: Are domain-specific mechanisms necessary?

Catherine Sandhofer & Kelly S. Mix

Paper 2: Are linguistic labels "born" special or do they achieve this status? A domain-general mechanism that makes them special

Vladimir M. Sloutsky & Chris Robinson

Paper 3: There's more than one way to skin a syllogism: A strategy model of logical reasoning

Bradley J. Morris & Chris Schunn

Paper 4: Comparison and the development of cognition and language

Dedre Gentner, Laura Namy, & Jeff Loewenstein

Discussant: David Klahr

Symposium #8 (Summit Ballroom B)

Points-of-View and Opacity: Dual Identity, Mutual Exclusivity, and False Belief (Organizers: Elizabeth J. Robinson & Manuel Sprung)

Paper 1: Embedding perspectives: Explaining later development in theory of mind and metalinguistic awareness

Manuel Sprung, Josef Perner, & Martin Doherty

Paper 2: Metalinguistic development in 4- and 5-year olds: A new basis for reasoning about mental states?

Ian Apperly & Elizabeth J. Robinson

Paper 3: Co-ordinating points-of-view

Jill G. deVilliers

Paper 4: Children's sensitivity to opacity: Similarities and differences across a variety of contexts

Deepthi Kamawar

Discussant: Elizabeth J. Robinson

5:30-7:00

(Abstracts and location information on following pages)

Poster Session #2

Posters 1-59 Courtyard Tent

Posters 60-90 Summit Ballroom C

(Snacks and Cash Bar – Summit Ballroom hallway)