

COGNITIVE DEVELOPMENT SOCIETY 2011

All sessions at the Sheraton Society Hill Hotel, Philadelphia, PA

THURSDAY, OCTOBER 13

8:30am - 5:00pm	Two pre-conference events: <i>Creating Development: Integrating Processes over Multiple Timescales and Social Cognitive Development</i> in the Cook room and Ballroom E
7:00 - 9:00pm	Welcome reception in the Hamilton Room, sponsored by Taylor & Francis Registration in the Sheraton Lobby

FRIDAY, OCTOBER 14

7:30	Registration and continental breakfast in Ballroom Lobby
8:30 - 8:45	Society Hill Ballroom Welcome, Nora Newcombe and Judy DeLoache Presentation of CDS Book and Journal Awards: Henry Wellman and Laura Namy Introduction of plenary speaker, Lynn Liben
8:45 - 9:45	Society Hill Ballroom Plenary talk - <i>Hippocampal development: Implications for cognitive development and the nature-nurture debate</i> Lynn Nadel, University of Arizona
	Coffee break
10:15 - 12:00	Society Hill Ballroom Plenary symposium - <i>The future faces of cognitive development research</i> Judy DeLoache (organizer), Patricia Ganea, Justin Halberda, Vikram Jaswal, Katherine Kinzler, and Kristin Shutts
12:00 - 1:30	Lunch on your own or workshop in the Hamilton Room <i>NIH funding: Training and research grant opportunities</i> (advance registration required)
1:30 - 3:15	CONCURRENT SYMPOSIA Ballroom C: <i>Using functional neuroimaging to shed light on the developing visual brain</i> Aaron Buss & John Spencer (organizers), Teresa Wilcox, Karin James Ballroom D: <i>The development of moral cognition</i> Marjorie Rhodes (organizer), Kiley Hamlin, Nadia Chernyak, Fiery Cushman Ballroom E: <i>Attention and memory interactions across development</i> Julia Markant & Dimo Amso (organizers), Duncan Astle, Shannon Ross-Sheehy, Natasha Kirkham
3:45 - 5:15	CONCURRENT SYMPOSIA Ballroom C: <i>Comparing comparisons: Does comparison learning vary across domains?</i> Stella Christie & Lynn Perry (organizers), Sarah Gerson, Laura Namy Ballroom D: <i>An interdisciplinary approach to the origins of causal inference: Integrating developmental, comparative, and adult studies</i> Anna Waisman (organizer), Paul Muentener, Laurie Santos, Kosuke Sawa, Laura Schulz Ballroom E: <i>Developing natural and supernatural counterintuitive concepts</i> Jonathan Lane (organizer), E. Margaret Evans, Julia Plummer, Dimitris Pnevmatikos, Nikos Makris, Paul L. Harris ALTERNATE POSTER SESSION A in Claypoole/Bromley rooms
5:45 - 7:15	Claypoole/Bromley and Ballroom AB POSTER SESSION I

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SATURDAY, OCTOBER 15

7:30	Registration and continental breakfast in Ballroom Lobby
8:30 - 8:45	Society Hill Ballroom Introduction of plenary speaker: Nora Newcombe
8:45 - 9:45	Society Hill Ballroom Plenary talk – <i>A social neuroscience perspective on adolescent risk-taking</i> Laurence D. Steinberg, Temple University
	Coffee break
10:15 - 12:00	Society Hill Ballroom Plenary symposium – <i>Memory development and the brain: New methods to address old questions</i> Nora Newcombe & Simona Ghetti (organizers), Noa Ofen, Tracy Riggins, Margaret Sheridan
12:00 - 1:30	Lunch on your own or Lunch workshop in the Hamilton Room <i>Five Burning Questions of the Professoriate</i> (Advance registration required)
1:30 – 3:15	CONCURRENT SYMPOSIA Ballroom C: <i>Effects of developmental experience on neurocognitive development: Insights into the origins of human cognition</i> Maria Bedny (organizer), Jennie Pyers, Martha Farah, Courtney Stevens, Gary Marcus Ballroom D: <i>The problem of probabilistic inference: How children learn from and search through probabilistic worlds</i> Elizabeth Bonawitz (organizer), Josh Tenenbaum, Elissa Newport, Fei Xu Ballroom E: <i>Specific generalities: Learning at different levels</i> Charles Kalish (organizer), Susan Graham, Anne Riggs, Shelbie Sutherland, Susan Gelman, Sarah-Jane Leslie
3:45 – 5:15	CONCURRENT SYMPOSIA Ballroom C: <i>The causes and explanations of explanation in early childhood</i> Cristine Legare & Andrei Cimpian (organizers), Amelie Bernard, Alison Gopnik, Susan Gelman Ballroom D: <i>Pedagogy and selective trust: The trade-offs of learning from others</i> Lucas Butler & Daphna Buchsbaum (organizers), Hyowon Gweon, Carolyn Palmquist, Melissa Koenig Ballroom E: <i>New perspectives on developmental change in numerical estimation</i> Hilary Barth (organizer), Sara Cordes, Dale Cohen ALTERNATE POSTER SESSION B in Claypoole/Bromley
5:45 - 7:15	Claypoole/Bromley and Ballroom AB POSTER SESSION II

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POSTER SESSION I: FRIDAY, OCTOBER 14 FROM 5:45 – 7:15 PM

1. Orange dots tell you where green things are? The role of executive functions in understanding symbol-referent relations - *Andrea Astle, Corrie Vendetti, Deepthi Kamawar, Charlotte Bradley, Jennifer Gomes*
2. Proportional reasoning and children's number-line estimation: The role of feedback - *Hilary Barth, Shipra Kanjlia, Emily Slusser, Jennifer Garcia*
3. The role of labels in children's object category learning - *Catherine A. Best, Christopher W. Robinson, Vladimir M. Sloutsky*
4. Neural correlates of belief- and desire-reasoning: A functional near infrared spectroscopy approach - *Lindsay Bowman, Henry Wellman, Ioulia Kovelman*
5. Inquiry and family conversations at a science museum - *Elizabeth J. Carey, V. Claire Mendez, Taylor L. Adney, Virginia I. Hatch, Brianna O. Malyn, Lisa E. Szechter*
6. Effects of executive function training on reading comprehension and cognitive flexibility in second to fifth grade struggling readers - *Kelly Cartwright, Heather Guiffre, Allison Bock, Elizabeth Coppage*
7. Effects of experience on imitation and problem solving in 9-month-olds - *Leslie Carver, Rebecca Cunningham*
8. The shape of things: Young children's early geometric knowledge - *Alicia Chang, Angeliki Athanasopoulou, Jeannie Borchers, Andrew Filipowicz, Katelyn M. Zmich, Roberta M. Golinkoff*
9. Children's simultaneous learning of names and categories - *Chi-hsin Chen, Chen Yu, Lisa Gershkoff-Stowe*
10. Does spatial training improve children's mathematics ability? - *Yi-Ling Cheng, Kelly Mix*
11. Understanding the properties of interactive cartoon characters - *Laura Claxton*
12. The role of gesture versus action in improving children's understanding of linear measurement - *Eliza Congdon, Mee-Kyoung Kwon, Raedy Ping, Susan Levine*
13. Using visuals in middle school mathematics - *Jennifer Cooper, Virginia Clinton, Pooja Sidney, Martha Alibali, Mitchell Nathan*
14. Development of beliefs about chance and luck - *Chelsea A. Cornelius, Jacqueline D. Woolley*
15. Dissociation between small and large numerosities in newborns - *Aurelie Coubart, Veronique Izard, Elizabeth S. Spelke, Arlette Streri*
16. Sources of conceptual knowledge in the development of mathematical reasoning - *Noelle Crooks, Pooja G. Sidney, Shanta Hattikudur, Martha W. Alibali*
17. An impact evaluation of the Sit Stay Read intervention program - *Denise Davidson, Hannah Alarian, Sandra Vanegas, Vanessa Raschke, Kelly Haas, MaryEllen Schneider*
18. Bilingual children prefer native speakers: Two cases of bilingualism in the U.S. - *Jasmine DeJesus, Jocelyn B. Dautel, Hyesung G. Hwang, Katherine D. Kinzler*
19. Exploring the developmental origins of probabilistic inference in infancy - *Stephanie Denison, Fei Xu*
20. Developmental regularities in Ecuadorian children's early life and 'pre-life' reasoning - *Natalie A. Emmons*
21. Three-year-olds' flexible rule usage in a causal reasoning task - *Christopher Erb, David Sobel*
22. Tones as invitation to categories? The role of experience with tones and words on infants' category formation - *Lucy Erickson, Erik D. Thiessen, David H. Rakison*
23. Perceptual access reasoning revealed: Failure to replicate Perner & Horn (2003) - *William Fabricius, Tessa Frederick*
24. Children's understanding of whole number and fraction magnitudes - *Lisa Fazio, Robert Siegler*
25. Development of mental rotation in 3- to 5-year-olds - *Andrea Frick, Nora S. Newcombe*
26. The impact of second language learning and language use on language abilities and executive function in bilinguals - *Kathleen Ghio, Carla Wall, Makeba Parramore Wilbourn*
27. The representation of mental number line in children with prenatal brain injury - *Tilbe Goksun, Adam J. Woods, Anjan Chatterjee, Sarah Zelonis, Leila Glass, Sabrina Smith*
28. Aggregation and context dependency in early word learning - *Elizabeth Goldenberg, Catherine Sandhofer*
29. Are vocabulary and executive function related to number-concept development in bilingual preschoolers? - *Meghan Goldman, James Negen, Barbara Sarnecka*
30. The developmental roots of a preference for negative fiction - *Lily Guillot, Paul Bloom*
31. Effects of linguistic group on selective imitation in infants - *Lauren Haumesser Howard, Annette Henderson, Marissa Miller, Amanda L. Woodward*
32. Scaling of advanced theory-of-mind tasks - *Elizabeth Hayward, Bruce Homer*
33. The influence of invisible mental states on children's social preferences - *Larisa Heiphetz, Elizabeth S. Spelke, Mahzarin R. Banaji*

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34. The influence of competitive school settings on children's academic help seeking - *Catherine Hicks, David Liu, Gail Heyman*
35. Production-comprehension discrepancy in substitute object pretense: The role of inhibitory control and theory of mind - *Emily Hopkins, Eric Smith, Angeline Lillard*
36. Visual monitoring in early handwriting development - *Sarah Hunt, Jennifer Maldarelli, Bjorn Alexander Kahrs, Sara Jane Redahan, Wendy P. Jung, Jeffrey J. Lockman*
37. Display of elements influences selection of children's enumeration strategies - *Brenda Jansen, Koen Vlaar, Marthe Straatemeier, Han Van Der Maas*
38. What if the nice guy is clueless? Children adjust their trust based on evidence regarding reliability - *Angie M. Johnston, Candice M. Mills, Asheley R. Landrum*
39. The effects of prior visual and haptic experience on haptic-to-visual cross-modal transfer - *Hilary Kalagher*
40. The effect of task demand on belief reasoning in the pretend world - *Melissa M Kibbe, Lu Wang, Alan M Leslie*
41. Children's understanding of facts, norms and preferences: Who should they listen to? - *Sunae Kim, Kathleen Corriveau, Paul Harris*
42. Finding the semantic components of dynamic events: Infants categorize manner of motion - *Haruka Konishi, Sujeet Ranganathan, Roberta Golinkoff, Kathy Hirsh-Pasek*
43. Is early understanding of pointing communicative? Evidence from 9-month olds - *Madelaine Krehm, Kristine H. Onishi, Athena Vouloumanos*
44. Bridging the gap: Infants' sensitivity to bridge width and drop-off height - *Kari Kretch, Jennifer Quon, Jennifer Kung, Karen Adolph*
45. Structure, or lack thereof, in children's word learning: Fast-mapping non-solid substances - *Sarah Kucker, Larissa Samuelson*
46. Narrative socialization of earliest memories: Adolescents and their mothers - *Marina Larkina, Patricia J. Bauer*
47. Does increased bilingual exposure enhance executive function in low income children? - *Alena Esposito, Lynne Baker-Ward*
48. Is it guilty in here, or is it just me? Individual differences in guilt and its effects on cognitive processing - *Candace Lassiter, Janet Boseovski, Vanessa Alvarado*
49. Children value ideas: Separating the value of ideas from the effort developing them - *Vivian Li, Kristina Olson*
50. Introducing the child affective facial expressions set (CAFE) - *Vanessa LoBue, Cat Thrasher*
51. Developmental changes in uncertainty monitoring during early adolescence - *Kristen Lyons, Jacob Anderson, Philip D. Zelazo*
52. Touching up mental rotation: Effects of tactile experience on 6-month-old infants' mental object rotation - *Wenke Moehring, Andrea Frick*
53. The effect of goals on learning from empirical data: Systematic testing leads to conceptual change - *Amy M. Masnick, David Klahr, Erica R. Knowles*
54. Parental transmission of left-to-right spatial structuring in early childhood - *Koleen McCrink, Wesley Birdsall, Christina Caldera*
55. Social cognition and language in children with high-functioning autism and Asperger's syndrome - *Kyla McDonald, Nancie Im-Bolter, Keely Owens-Jaffray, Katharine Bailey*
56. The bully in my mind: Investigating children with mean imaginary companions - *Melissa A. McInnis, Ansley Tullos Gilpin, Edward D. Barker, Jillian Pierucci*
57. Elaboration strategy use and memory for source in 4- and 6-year-old children: A training study - *Lee-Ann McKay, Suzanne Hala*
58. Can toddlers learn foreign words through overhearing? - *Jennifer Menjivar, Nameera Akhtar*
59. Individual differences in executive functions explain longitudinal development trends in analogical reasoning - *Robert G. Morrison, Leonidas A. A. Doumas, Valerie Flores, Lindsey E. Richland*
60. Effects of labels on categorization: A critical analysis of similarity-based approaches - *Nicholaus Noles*
61. Mathematical learning and the action-gesture continuum - *Miriam Novack, Eliza Congdon, Susan Goldin-Meadow*
62. Do 7-month-olds prefer social entities that have more allies and possessions? - *David Pietraszewski, Karen Wynn*
63. When is "a lot" more than "a few"? - *Amanda Pogue, Adel Jalabi, Mathieu Le Corre*
64. Counting and estimating: Developmental relations between magnitude estimation and counting skill - *Richard Prather, Cody Stitzel, Lisa Byrge, Sandra Street, Ty Boyer, Linda Smith*
65. Rumor mongering and remembering: Linking children's natural conversations following rumor to later false reports - *Gabrielle Principe, Erica Schindewolf*

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66. Count on it? Math and literacy talk during parent-child interactions in Head Start families - *Geetha B. Ramani, Meredith L. Rowe, Sarah H. Eason, Kathryn A. Leech*
67. Preschoolers' understanding about people's ability - *Fan Yang*
68. Learning to 'think' out loud: The role of mental verb input in the explication of epistemic representations - *Valerie San Juan, Janet Wilde Astington*
69. Understanding the link between sensory perception and knowledge: A comparison of hearing and deaf children - *Ellyn Schmidt, Jennie Pyers*
70. How do different types of toys influence the complexity of children's play? - *Patricia Schultz, Marissa Greif*
71. Drawing comparisons across children's performance on numerical and proportion estimation tasks - *Emily Slusser, Adele Borden, Martine Seiden, Hilary Barth, Anna Shusterman*
72. Paws and affect: Infants' affective responses to cat biological motion - *Kasey C. Soska, Angeline Lillard, Rachel Keen, Amanda Grenell, Judy DeLoache*
73. Construction grammar and the acquisition of nouns and verbs - *André L. Souza, Catharine Echols*
74. Four and five-year-old children spontaneously attribute flexibility to polysemous words - *Mahesh Srinivasan, Jesse Snedeker*
75. Social cognition in a complex social environment and its relationship to language development - *Joan Test*
76. Developmental differences in sensitivity to probabilistic negative feedback: Indices of heart-rate and behavior - *Anna Van Duijvenvoorde, Brenda Jansen, Hilde Huizenga, Maurits Van Der Molen*
77. An ridiculously unbelievably preposterous conclusion: Use of adjectives in best-selling books - *Ashley Vance, George Hollich, Arum Han*
78. Joint attention, self locomotion, and the development of intention understanding - *Amanda C. Brandone*
79. Preschoolers' own knowledge conditions their judgments of others' epistemic states - *Christopher Vredenburgh, Tamar Kushnir*
80. Premature linguistic color categories: Analysis of errors in color labeling - *Katie Wagner, Elizabeth Chase, Karen Dobkins, David Barner*
81. Daytime sleepiness predicts recall when controlling for strategy use - *Ashley Washing, Chris Odiorne, Jane F. Gaultney*
82. Siblings' effect on theory of mind development among Mexican-American children - *Amy A Weimer*
83. Examining the body-object interaction effect in children - *Michele Wellsby, Penny M. Pexman*
84. Auditory attention and social cognition: Two-year-olds' understanding of how sound influences others - *Rebecca Williamson, Rechele Brooks, Andrew N. Meltzoff*
85. Direct social signals scaffold learning from unfamiliar referential cues during infancy - *Rachel Wu, Natasha Z. Kirkham, Kristen A. Swan, Teodora Gliga*
86. Cognitive level of development and mathematical fluency of first grade children - *Zane Wubbena*
87. Infants' perception of objects with an ambiguous start of motion - *Yevdokiya Yermolayeva, David H. Rakison*
88. The development of context use and three way bindings in episodic memory - *Hyungwook Yim, Simon Dennis, Vladimir Sloutsky*
89. Young children's response to variations in category sampling processes - *Andrew Young, Charles W Kalish, Jordan Thevenow-Harrison*
90. Early gesture use and joint attention in at-risk twins - *Ozlem P. Yuksel-Sokmen, Naomi J. Aldrich, Patricia J. Brooks, Sonia Ragir, Elizabeth M. Lennon, Judith M. Gardner*

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POSTER SESSION II: SATURDAY, OCTOBER 15 FROM 5:45 – 7:15 PM

1. Children's biological explanations: Revisiting the vitalistic-to-mechanistic shift - *Florencia K. Anggoro, Kerry L. Simon, Kelsey M. Killeen*
2. Tempo of speech discrimination in preschool children: The roles of intersensory redundancy and task difficulty - *Lorraine E. Bahrick, Sheila Krogh-Jespersen, Catherine Naclerio, Yessenia Lau*
3. The effect of intrasensory stimulation on infants' quantitative discrimination - *Joseph Baker, Kerry Jordan*
4. Age-related differences in performance and metacognitive accuracy in three reasoning domains - *Karin Bakracevic Vukman*
5. Pedagogical signals and improved causal reasoning: Related or not? - *Igor Bascandzic, Paul L. Harris*
6. Young children help others to achieve their social goals - *Jonathan S. Beier, Harriet Over, Malinda Carpenter*
7. Precision of number, size, and cumulative area discriminations in preschoolers - *Justin Bonny, Stella Lourenco*
8. Cognitive flexibility in monolingual and bilingual infants - *Natalie Brito, Emily Atkinson, Rachel Barr*
9. Selective use of selective learning: Children use past accuracy differently in different domains - *Patricia Brosseau-Liard, Susan Birch*
10. Children's pretend play is linked to causal knowledge and counterfactual reasoning - *Daphna Buchsbaum, Deena Skolnick Weisberg, Alison Gopnik*
11. Play, creativity, and gender schema flexibility - *Justine Bucy, Isabelle Cherney*
12. Individual differences in verbal and spatial skills in algebra students - *Allison Talbot, Julie L. Booth*
13. Your picture is in a contest!: Do young children consider context when seeking feedback? - *Anthony Byers, Judy DeLoache, Keirstin McCambridge, Katherine Kidwell*
14. Eighteen-month-old infants are sensitive to what others can see when understanding others' speech - *You-jung Choi, Yuyan Luo, Hyun-joo Song*
15. Exposure to generic language induces rapid changes in children's naive theories about achievement - *Andrei Cimpian*
16. The effects of anxiety and emotion on temporal visual attention - *Steve Croker, Frances A. Maratos, Lauren Kelly*
17. Cross-dimensional mapping of number, length and brightness by preschool children - *Lola De Hevia, Monica Vanserslice, Elizabeth Spelke*
18. Predictors of local processing in typical and atypical development - *Jennifer E. Drake, Ellen Winner*
19. Preschoolers' body size judgements: Implications for decision-making - *Sarah Dunphy-Lelii, Helen Skouteris, Marilyn Hooley*
20. Entrapment or falling: Infants' exploration of action possibilities - *John Franchak, Arhanti Sadanand, Karen Adolph*
21. It's okay to judge a block by its color: Toddlers' use of symbolic and intrinsic cues to objects' causal powers - *Daniel Friel, Melissa Kline, Amanda Seed, Laura Schulz*
22. The joint role of anxiety and working memory in gender differences in math performance - *Colleen Ganley, Marina Vasilyeva*
23. Lexical access in a modified Stroop task: The role of semantic neighborhood density in preschool children - *Lisa Gershkoff-Stowe*
24. Children's understanding of acting v. pretense - *Thalia Goldstein, Paul Bloom*
25. Exploring the effects of schooling on changes in behavioral and neurological indices of children's executive functioning - *Jennie K. Grammer, William J. Gehring, Melisa Carrasco, Matt H. Kim, Frederick J. Morrison*
26. Parent support for learning words from video - *Gabrielle Strouse, Brian Verdine, Kate O'Doherty, Georgene Troseth, Megan Saylor*
27. Peer influence on infants' developing preferences - *Laura Hennefield, Lori Markson*
28. When humans become animals: Development of the animal category in early childhood - *Patricia Herrmann, Douglas Medin, Sandra Waxman*
29. Social class influences the development of intergroup attitudes in a novel groups paradigm - *Suzanne Horwitz, Kristina Olson, Kristin Shutts*
30. Infants' inferences about gradedness and hierarchy of others' preferences - *Jane Hu*
31. Catching up and falling short: Early bilinguals' second language attainment in grammar and speech production - *Becky Huang, Chen-Huei Wu, Alex Brenner, Jesse Snedeker*
32. Comparing affective and neutral inhibitory control in 5- to 7-year-olds - *Amanda Hudson, Sophie Jacques*
33. The development of executive functioning and theory of mind during middle childhood - *Alycia Hund, Allison Bock, Lindsey Berbeka, Kristin Gallaway, Lindsay Sarno, Callyn Zartman*
34. The role of executive function in the acquisition of biological concepts: An individual differences study - *Yeshim Iqbal, Deborah Zaitchik, Susan Carey*
35. Distractibility during the preschool years - *Kathleen Kannass, Nancy M. Wyss, Kathryn O'Toole, Clare Griner*

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36. Palestinian and American children's understanding of facial expressions - *Mary Kayyal, James Russell, Sherri Widen*
37. Micro-coding preschoolers' ability to inhibit - *Christina Kirkman, Sarah Berger*
38. Children know about sticks and stones, but what do they say about words? - *Robyn Kondrad, Claire Galdun, Vikram K. Jaswal*
39. Visual statistical learning of shape sequences in infancy - *Lauren Krogh, Scott Johnson*
40. An examination of linkages between early mother-child reminiscing and children's later deliberate memory performance - *Hillary Langley, Jennifer Coffman, Amy Hedrick, Jennifer Bohanek, Lynne Baker-Ward, Peter Ornstein*
41. When spatial cues conflict adults and young children make different choices - *Amy Learmonth, Ashley Smith, Melanie Bronstein, Michelle Palmieri*
42. Auditory feedback of exploratory arm movements facilitates the development of reaching in infancy - *Mei-Hua Lee, Karl M. Newell*
43. Four year- old children and Capuchin monkeys pay forward generosity and spite in a donation game - *Kristin Leimgruber, Adrian F. Ward, Michael I. Norton, Kristina R. Olson, Kurt Gray, Laurie R. Santos*
44. School-age children's memory for emotional scenes - *Jacqueline Leventon, Jennifer S. Wilson, Patricia J. Bauer*
45. Response monitoring in 4-5 year olds: Investigating the presence of ERN and/or Pe using a Go-Nogo task - *Michaela Upshaw, Jessica Sommerville, Liliana Lengua*
46. Similarities and differences in approximate numerical comparisons between children and adults as revealed by eye gaze - *Klaus Libertus, Melissa Libertus*
47. Approximate number discrimination predicts later math ability in preschoolers - *Melissa Libertus, Lisa Feigenson, Justin Halberda*
48. Adult and infant attention during action perception is context dependent - *Jeff Loucks, Jessica Sommerville*
49. The role of co-occurrence probability in children's inductive inference - *Bryan Matlen, Karrie Godwin, Anna Fisher*
50. At a loss for words: Exploring 18-month-olds' willingness to apply the mutual exclusivity bias to gestural labels - *Meredith Elizabeth Mechanik, Grace Kohut, Makeba Parramore Wilbourn*
51. One of these things is not like the other: Examining the isolation effect in young children - *Stephanie Miller, Naomi Chatley, Stuart Marcovitch, Melissa McConnell Rogers*
52. Infants' abilities to parse and enumerate orthogonal ensembles - *Mariko Moher, Lisa Feigenson*
53. How does communicative experience impact preschool children's understanding of symbolic gestures? - *Lauren Myers, Madeline Berkowitz, Sara Chang, Alexandra Spear*
54. Theory of mind development predicts preschoolers' use of belief words in reasoning about emotions - *Nicole Nelson, Sherri C. Widen*
55. Learning words from overhearing: Relations with social experience - *Rosalie Odean, Priya Shimpi, Nameera Akhtar*
56. The joint effects of mothers' and teachers' memory-relevant language on the development of children's memory skills - *Peter Ornstein, Hillary Langley, Benjamin Brumley, Kathryn Howlett, Jennie Grammer, Jennifer Coffman*
57. Does mother know best? Maternal knowledge calibration predicts children's language development - *Ashley Pinkham, Tanya Kaefer, Susan B. Neuman*
58. Are executive functioning skills necessary to succeed on false belief tasks based on violation of expectation? - *Diane Poulin-Dubois, Jessica Yott, Melissa Dimitriadis*
59. Only a fraction of students have mastered fractions by middle school - *Aryn Pyke, Robert Siegler*
60. The effects of multiple exemplars on learning category-specific associations in 12-month-old infants - *Maartje Raijmakers, Dorothy J. Mandell*
61. Do mood states influence food consumption and food selection? - *Lakshmi Raman*
62. Developing multivariable thinkers - *Stephanie Ramsey, Deanna Kuhn*
63. Preschoolers' forgiving of past mistakes depends on the informant's social closeness - *Bolivar Reyes-Jaquez, Catharine H. Echols*
64. Reading to learn: Pre-readers' and early readers' trust in text as a source of knowledge - *Elizabeth J. Robinson, Shiri Einav, Amy Williamson*
65. The importance of knowing who likes to fep: Evidence for constraints on social category based induction - *William Dunlop, Andrew Scott Baron, Yarrow Dunham*
66. The nature of the electrophysiological response associated with recollection in preschool children - *Leslie Rollins, Tracy Riggins*
67. An exploration into the limits of infants' object chunking - *Rebecca D. Rosenberg, Lisa Feigenson*
68. The role of disgust in acquiring purity-based morals - *Josh Rottman, Deborah Kelemen*
69. Social cues help infants glean structure from action - *Kara Sage, Dare Baldwin*
70. Generalization and sequential understanding of novel and familiar events in children with cognitive and language delays - *Tashana Samuel, Laraine McDonough*

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71. Mothers' conversational goals during an event: Linkages to children's remembering - *Priscilla San Souci, Amy M. Hedrick, Hillary Langley, Kathryn Howlett, Erin Wilkerson, Catherine A. Haden And Peter A. Ornstein*
72. A cognitive developmental perspective on authenticity: Reasoning about accidental and purposeful authenticity violations - *Brooke Schepp, Cristine Legare, Naomi Schwendemann, Molly Callahan*
73. Does a man who knows about sports know about cooking as well? Preschoolers' trust in the testimony of males and females - *Christine Shenouda, Judith Danovitch*
74. Idealization and scientific models - *Mark Sheskin, Frank Keil*
75. The development of number concepts in oral-deaf preschoolers - *Anna Shusterman, Talia Berkowitz*
76. 24-month-olds learn unconventional labels from unconventional actors - *Annette Henderson, Susan Graham, Vanessa Schell*
77. Nouns, but not adjectives or stickers, guide inductive inference in preschoolers - *Amy Booth, Susan Graham, Sandra Waxman*
78. The role of contextual diversity on cross-situational word learning: A comparison between adults and children learners - *Sumarga Suanda, Nassali Mugwanya, Laura L. Namy*
79. The learning mechanisms guiding children's number word mappings - *Jessica Sullivan, David Barner*
80. Infants learn visual sequences with noisy statistics - *Kristen Swan, Natasha Kirkham*
81. Words organize children's attention in a search task - *Catarina Vales, Linda Smith*
82. The dynamics of development on the dimensional change card sorting task - *Bianca Van Bers, Ingmar Visser, Tessa Van Schijndel, Dorothy Mandell, Maartje Raijmakers*
83. Verb learning: An eye-tracking study of event comparison by children and adults - *Christina Velasquez, Jane Childers, Rebecca Parrish*
84. One or two persons speaking: Does it make a difference in structural priming? - *Friederike M. Von Lehmden, Katharina J. Rohlfing, Eva Belke*
85. Infants' understanding of plants: Is there an edibility assumption? - *Annie Wertz, Karen Wynn*
86. Imaginative play in homeless children - *Rachel White, Stephanie Carlson, Ann Masten*
87. Parent-child conversations and object manipulation in a museum exhibit: Impacts on learning outcomes - *Erin Wilkerson, Catherine Haden, David Uttal, Philip Hoffman, Nathaniel Meadow*
88. Same old story -- contextual cueing facilitates word learning in shared storybook reading - *Sophie E Williams, Jessica S. Horst, Jane Oakhill*
89. Young children's social categorization: Is the moral dimension most important? - *Tess N. Young, Karen Bartsch*
90. Assessing children's conceptions of robotics with the "Draw-a-Robot Task" - *Corinne Zimmerman, Kevin Devine*

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ALTERNATE POSTER SESSION A: FRIDAY, OCTOBER 14 FROM 3:30 – 5:15 PM

1. Theory of mind and social problem solving in children with and without language-based learning disabilities - *Katharine Bailey, Nancie Im-Bolter, Keely Owens-Jaffray, Kyla McDonald*
2. Are preschoolers' tool choices influenced by preference cues? - *Sarah Bidmead, Marissa Greif*
3. The effects of attentional biases for emotion and shape on preschoolers' interference control - *Alexandra Bluell, Derek Montgomery*
4. Theory of mind and self understanding in middle childhood: Gender and developmental differences - *Sandra Bosacki*
5. Your eyes say "no" but your heart says "yes": Behavioral and psychophysiological indices in infant quantitative processing - *Caitlin Brez, John Colombo*
6. Which block is better at making the machine go?: How children balance their trust in an informant vs. the data - *Sophie Bridgers, Daphna Buchsbaum, Elizabeth Seiver, Alison Gopnik, Thomas L. Griffiths*
7. Integrating behavioral and neural dynamics over development in the dimensional change card sort (DCCS) task - *Aaron Buss, John P. Spencer*
8. Writing and reading multidigit numbers: gender differences in preschoolers - *Lisa Byrge, Cody Stitzel, Sandra Street, Richard W. Prather, Linda B. Smith*
9. Working memory capacity in bilingual and monolingual children - *Alejandra Calvo, Vered Latman, Ellen Bialystok*
10. Young children's concept of middle in the domain of number - *Chi-ngai Cheung, Stella Lourenco*
11. I can tell you what I think: Relations between toddlers' mental state language and theory of mind skills - *Sabrina S. Chiarella, Diane Poulin-Dubois, Susanne Kristen, Beate Sodian*
12. Children's concept of time in space - *Katherine S. Choe, Jacob Davis*
13. Effects of first-language label training on second-language label learning in preschoolers - *Caitlin Cole, Melissa Koenig, Maria Sera*
14. Effects of exogenous and endogenous distraction on long-term recall in toddlers - *Wallace E. Dixon, Jr., Hannah G. Lawman*
15. Do chimpanzees use inductive inferences to categorize objects by non-visible properties? - *Francine Dolins, Susan Gelman, Jessica Bramlett, Michael Beran*
16. Trust based on group membership or accuracy? Individual differences in children's informant preferences - *Fadwa B. Elashi, Candice M. Mills*
17. "This is the door." Analyzing preschool children's block building - *Erica Zippert, Geetha B. Ramani, Shane Schweitzer, Sophia Huang Pan*
18. Do children learn how to use tools through gesture? A problem by design - *Marissa Greif, Allison Weinstein*
19. The representation of internally-driven object's change and object's features in children: New developments - *Maciej Haman*
20. Follow the liar: Does lying to children cause them to lie in return? - *Chelsea Hays, Gail Heyman, Leslie Carver*
21. Temporal synchrony in gesture and speech - *David Holcombe, R. Breckinridge Church, Spencer Kelly*
22. Non-featural influences on children's similarity judgments - *Gavin Jenkins, Larissa Samuelson*
23. Infants' response to goal-related information within an unfolding stream of intentional action - *Jessica Kosie, Dare Baldwin*
24. Young children's ability to remember information about absolute extent - *Mee-Kyoung Kwon, Susan Cohen Levine*
25. What happens when a monster bakes cookies? Children's judgments of reality - *Stephanie LaRose, Hannah Bisgyer, Alyssa Lepore*
26. The cognitive developmental underpinnings of ritual - *Cristine Legare, Harvey Whitehouse, Nicole Wen, Jenna Seagraves*
27. The effects of distractibility on reading comprehension among elementary school-age children - *Cindy Lipper*
28. Anthropomorphism and morality: Mental state attribution and concern for non-human entities - *Gabriel Lopez-Mobilia, Jacqueline Woolley*
29. The effect of set size and language on children's early noun learning - *Shelley Mackinnon, Lisa Cantrell, Linda B. Smith*
30. Fantasy orientation and social competency - *Leslie Mathis, Ansley Tullos Gilpin, Melissa McInnis, Jillian Pierucci*
31. Learning mechanisms for acquiring knowledge of tonality in music - *Rikka Quam, Matthew Rosenthal, Erin E. Hannon*
32. Infant attention to multimodal speech cues: Connecting visual attention and communicative development - *Alexa Romberg*
33. Probing the link between visual short-term memory (STM) and attention in infants - *Shannon Ross-Sheehy, John P. Spencer*

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34. Gaze and point following reveals intentional understanding: relationships between early joint attention & theory of mind - *Camila Soares De Abreu, Claudia Cardoso-Martins, Catharine H. Echols*
35. The manifestation of rural vs urban poverty on working memory - *Michele Tine, Christine Gange, Rebecca Gotlieb, Julia Schneider, Auriell Towner*
36. Is performance on a nonverbal false belief task rule-based? - *Jessica Yott, Diane Poulin-Dubois*
37. Specifying the relationship between pretense and inhibitory control in preschoolers - *Jennifer Van Reet, Katherine Boguszewski*
38. Learning to distrust - *Kimberly Vanderbilt, David Liu, Gail Heyman*
39. What was that called? Retrieval dynamics in statistical word learning - *Haley Vlach, Catherine Sandhofer*
40. The role of explanation in children's causal learning - *Caren Walker, Joseph Williams, Alison Gopnik, Tania Lombrozo*
41. Learning to learn: Examining one-trial learning in infants - *Kelsey West, Viridiana Benitez, Linda Smith*
42. Sarcasm appreciation in middle childhood: Behavioral and processing measures tell the story - *Juanita Whalen, Penny Pexman*
43. Omega-6 to omega-3 ratio and higher order cognitive functions in 7 to 9 year olds - *Kelly Will, Carol Cheatham*
44. Child-directed action (motionese) promotes imitation - *Rebecca Williamson, Rebecca J. Brand*

ALTERNATE POSTER SESSION B: SATURDAY, OCTOBER 15 FROM 3:30 – 5:15 PM

1. Children's socio-cognitive understanding of jealousy during middle childhood - *Naomi Aldrich, Nicole Kwoka, Jessica Herrera, Patricia J. Brooks*
2. How ostensive naming facilitates word learning via fast mapping - *Emma Axelsson, Jessica S. Horst*
3. Biological motion primes 10-month-olds' categorization abilities - *Kristyn Wright, Diane Poulin-Dubois*
4. Inhibition of responses in young monolingual and bilingual children: Evidence from ERP - *Raluca Barac, Ellen Bialystok*
5. How early dependence leads to later independence: The case for cognitive development - *Elaine Barry*
6. Development of language without vision - *Marina Bedny, Hilary Richardson, Rebecca Saxe*
7. The effects of bilingualism and socioeconomic status on cognitive control - *Viridiana L. Benitez, Linda B. Smith*
8. Performance dissociation on number line estimation and arithmetic between Chinese kindergartners and second graders - *Qingyi Yu, Elida Laski*
9. Spoken word recognition in children and adults - *Manuela Cameiro, Selene Vicente*
10. Spontaneous attention to number: Cross-cultural differences - *Lisa Cantrell, Chistine Kercheval, Linda B. Smith*
11. Effects of incentive, motivation, and levels-of-processing on 3- to 5-year-olds' recall - *Hali Castleman, Catherine Stewart, Martha Arterberry*
12. Once upon a time, or a long time ago? Secular and religious children's judgments of real and pretend - *Eva Chen, Paul L. Harris, Kathleen H. Corriveau*
13. The effects of negative parental affect on infant responses to familiar and unfamiliar toys - *Daisy Cruz, Leslie Carver*
14. The 'extent' of children's ability to understand the space/time metaphor - *Carolyn Dahlgren, Talia Berkowitz, Anna Shusterman, Laura Wagner*
15. The relationship between maternal responsiveness and infant joint attention abilities - *Amber Dewey, Julie Gros-Louis*
16. The development of word and face processing abilities - *Eva Dundas, Marlene Behrmann, Lauren Lorenzi*
17. Crossing the boundary: Children's understanding of the causal impermeability between fictional and real worlds - *Caren Walker, Patricia Ganea, Alison Gopnik*
18. Bigger and better?: The influence of sample size on recognition and inductive generalization in preschoolers and adults - *Stephanie Fair, Chris Lawson*
19. Social influences on children's epistemic and emotional trust - *Samantha P. Fan, Jasmine DeJesus, Kathleen Corriveau, Katherine D. Kinzler*
20. It belongs in a museum "because it tells a story": Parent-child conversations about authentic objects - *Brandy Frazier, Susan Gelman, Sarah Stilwell*
21. Effects of similarity and familiarity on beliefs about reality - *Maliki Ghossainy, Jacqueline D. Woolley*
22. Preschoolers' memory for generic and specific category labels - *Selin Gulgoz, Susan Gelman*
23. The development of cognitive control: Evidence from responses to simple relative to embedded rule structures - *Sara Haas, Lauren McShane, David Badre, Dima Amso*
24. Parent-child conversations in a children's museum: Linkages to STEM-related learning - *Philip Hoffman, Erin Wilkerson, Catherine Haden, Jacqueline Geddes*

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25. Semantic and conceptual organization in pre-schoolers and adults - *Nora Isacoff, Karin Stromswold*
26. The role of maternal reminiscing style and language ability at 36 months on second graders' reports of first memories - *Jennifer Johnson, Lynne Baker-Ward, Jennifer Bohanek, Amy Hedrick, Carole Peterson*
27. Children's understanding of emotional influences on others' behavior - *Meghan Kanya, Judith Danovitch*
28. Twelve-month-old infants can use verbal information in anticipating other people's action goals - *Eun Young Kim*
29. The influence of task conditions on working memory performance during development - *Gabriela Koppenol-Gonzalez, Samantha Bouwmeester, Jeroen K. Vermunt*
30. Bad singers make bad judges? Children's understanding of relevant and irrelevant characteristics for decision making - *Asheley R. Landrum, Candice M. Mills*
31. Learning proportion as a function of contexts - *Saebyul Lee, Vladimir M. Sloutsky*
32. The effect of supportive touch on compliance in pre-school aged children - *Julia Leonard, Talia Berkowitz, Anna Shusterman*
33. Selective attention constrains infants' learning of competing information - *Julie Markant, Kathleen M. Thomas*
34. Japanese children's response tendencies to comprehensible and incomprehensible yes-no questions - *Mako Okanda*
35. Using affiliative priming to increase prosocial behavior in a naturalistic setting - *Eric Olofson, Hung Duong*
36. Social cognition, language and mental attentional capacity - *Keely Owens-Jaffray, Nancie Im-Bolter*
37. Wish me success, but in the right way: The impact of success expectations varies by type and target - *Daeun Park, Elizabeth A. Gunderson, William L. Owens, Larisa J. Hussak, Susan C. Levine, Sian L. Beilock*
38. Understanding the referential function of pictures - *Olga Peralta, Florencia Mareovich*
39. Increasing the space of hiding raises accuracy of seeking - *Lynn Perry, Larissa Samuelson, John Spencer*
40. Does conventionality matter? Children's consideration of accuracy vs. conventionality when judging reliability - *Jillian Pierucci, Jason Scofield, Ansley Tullos Gilpin*
41. Birthday parties and age manipulation - *Amanda Rhoads, Jacqueline D. Woolley*
42. Children's memory for generalizable and non-generalizable information - *Anne E. Riggs, Charles Kalish, Martha Alibali*
43. Embedded math activities for 5-year-old children in Japanese preschools - *Tomomi Sakakibara*
44. Does group loyalty influence moral judgments? - *Katharine Saunders, Anton Shcherbakov*
45. Sometimes 'people just don't feel like it': Children's explanations of inconsistent behavior - *Elizabeth Seiver, Alison Gopnik*
46. Spin the wheel!: Children allow inequality based on a fair procedure - *Alex Shaw, Kristinia Olson*