

Anna Shusterman, Ph.D.

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EDUCATION

2006 **Ph.D., Harvard University**, Developmental Psychology
1998 **Sc.B., Brown University**, Neuroscience with Honors, *magna cum laude*

POSITIONS HELD

2020- **Co-Chair**, College of Education Studies, Wesleyan University
2014- **Associate Professor**, Psychology Department, Wesleyan University
2007-2014 **Assistant Professor**, Psychology Department, Wesleyan University
2006-2007 **Post-Doctoral Researcher**, Psychology Department, Harvard University
2001-2006 **Doctoral Student**, Psychology Department, Harvard University
1998-2001 **Science Teacher (3rd-12th grade)**, Saint Ann's School, Brooklyn, NY

HONORS AND AWARDS

2021 Binswanger Prize for Excellence in Teaching, Wesleyan University
2015 Finalist, Campus Compact Ehrlich Civically Engaged Faculty Award
2008 National Science Foundation CAREER award
2003-2006 National Science Foundation Graduate Student Research Fellowship
2001-2003 Harvard University Graduate School of Arts and Sciences Fellowship
2002 Harvard University Distinction in Teaching
1998 Phi Beta Kappa

GRANT FUNDING - EXTERNAL

2020-2024 **National Science Foundation**, \$1,868,070 (total costs)
DRL-2010547 Implementation and Efficacy Study of Preschool Math Games for Early Numeracy

2014-2019 **National Science Foundation**, \$724,528 (total costs)
DRL-1420196 Collaborative Project: Language structure and number word learning

2015 **W. C. Graustein Memorial Fund**, \$10,000 (direct costs)
Exploratory Grant: Crossing Boundaries, Sharing Knowledge: Developing a Parent Engagement Component to Kindergarten Kickstart

2013-2015 **Liberty Bank Foundation**, \$30,000 (direct costs)
Early Literacy Grant: Kindergarten Kickstart in Middletown Public Schools

2009-2014 **National Science Foundation CAREER Award**, \$715,000 (total costs)
DRL-0845966 The role of language in children's acquisition of number concepts

2012 **NSF-REU Research Experience for Undergraduates Supplement**, \$10,500

- 2013 **W. C. Graustein Memorial Fund**, \$2,500 (direct costs)
Envisioning university-community partnerships for early childhood
- 2011-2012 **MATTEL Corporation Play Research Grant**, \$25,000 (direct costs; Co-PI)
Understanding the power of play
- 2008-2009 **Trichotillomania Learning Center Research Grant**, \$12,000 (direct costs)
The Comprehensive Survey on Trichotillomania: Analysis of a large data set from 1,154 hairpullers
- 2003-2004 **Trichotillomania Learning Center Small Research Grant**, \$4,000 (direct)
Development of an Index to Assess Phenomenological Factors in Trichotillomania

GRANT FUNDING - INTERNAL

- 2019 Faculty Project Grant, \$3,300 and Student Internship Grant, \$4,400
Development of Children's Navigation Skills: Distal vs. Proximal Landmarks
- 2017 Faculty Project Grant, Wesleyan University, \$4,000
Wesleyan Preschool Math Intervention - Pilot Study
- 2016 Service Learning Initiative Grant, Wesleyan University, \$4,000
Adding preschool service to PSYC 328: Seminar on Early Childhood
- 2016 Center for Pedagogical Innovation Grant, Wesleyan University, \$2,600
Bringing guest speaker panels on Early Childhood to PSYC 328
- 2014 Faculty Project Grant, Wesleyan University, \$3,000
Language structure and the acquisition of early number concepts
- 2011 Faculty Project Grant, Wesleyan University, \$2,040
Children's use of natural landscape geometry in spatial navigation
- 2009 Service Learning Initiative Grant, Wesleyan University, \$4,000
Adding preschool math activities to PSYC 206 (Res. Meth. in Cog. Dev. & Educ.)
- 2009 Faculty Collaborative Project Grant, Wesleyan University, \$3,500
A longitudinal study of number development in young children
- 2008 Mellon Career Development Grant, Wesleyan University, \$7,500
Spatial language and cognition in Nicaraguan Sign Language
- 2008 Faculty Project Grant, Wesleyan University, \$2,500
Development of spatial and mathematical concepts in prelingually deaf children

PEER-REVIEWED PUBLICATIONS

* indicates student co-authors. ** indicates post-doc or lab manager co-authors.

Cheung, P**, Toomey, M*, Jiang, H*, Stoop, T*, **Shusterman, A.** (in press). Acquisition of the counting principles during the subset-knower stages: Insights from children's errors. *Developmental Science*.

Slusser, E**, Ribner, A.*, & **Shusterman, A.** (2019). Language counts: Early language mediates the relationship between parent education and children's math ability. *Developmental Science*, 22(3), e12773.

Vieites, V., Reeb-Sutherland, B., **Shusterman, A.**, & Pruden, S. (2019). Using hippocampal-dependent eyeblink conditioning to predict individual differences

- in spatial reorientation strategies in 3- to 6-year-olds. *Developmental Science*, e12867.
- Shusterman, A.**, Cheung, P.**, Taggart, J.**, Bass, I.*, Berkowitz, T.*, Leonard, J.*, Schwartz, A.* (2017). Conceptual correlates of counting: Children's spontaneous matching and tracking of large sets reflects their knowledge of the cardinal principle. *Journal of Numerical Cognition*, 3(1), 1-30.
- Carey, S., **Shusterman, A.**, Haward, P., and DiStefano, R., (2017). Do analog number representations underlie the meanings of children's first verbal numerals? *Cognition*, 168, 243-255.
- Shusterman, A.** & Li, P. (2016a). Frames of reference in spatial language acquisition. *Cognitive Psychology*, 88, 115-61. doi: 10.1016/j.cogpsych.2016.06.001
- Shusterman, A.**, Slusser, E.**, Halberda, J., & Odic, D. (2016). Acquisition of the cardinal principle coincides with improvement in Approximate Number System acuity in preschoolers. *PloS One*, 11(4), e0153072.
- Cheung, M.P.** Slusser, E.**, & **Shusterman, A.** (2016). A 6-month longitudinal study on numerical estimation in preschoolers. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.) *Proceedings of the 38th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society. [peer-reviewed conference proceedings]
- Schug, M. G.**, **Shusterman, A.**, Barth, H., & Patalano, A. (2015). Early group bias in the Faroe Islands: Cultural variation in children's group-based reasoning. *The Quarterly Journal of Experimental Psychology*, 1-27.
- Feld, L.* & **Shusterman, A.** (2015). Into the pressure cooker: Student stress in high-pressure college preparatory schools. *Adolescence*, 41, 31-42.
- Leonard, J.*, Berkowitz, T., & **Shusterman, A.** (2014). The effect of friendly touch on delay-of-gratification in preschool children. *Quarterly Journal of Experimental Psychology* 67(11), 2123-2133.
- Schug, M.**, **Shusterman, A.**, Barth, H., & Patalano, A. (2013). Minimal group membership influences children's responses to novel group experience with group members. *Developmental Science*, 16(1), 47-55.
- Shusterman, A.**, Lee, S.A., & Spelke, E.S. (2011). Cognitive effects of language on human navigation. *Cognition*, 120(2), 186-201.
- Pyers, J., **Shusterman, A.**, Senghas, A., Emmorey, K., & Spelke, E. (2010). Evidence from users of an emerging sign language reveals that language supports spatial cognition. *Proceedings of the National Academy of Science*, 107(27), 12116-12120.
- Shusterman, A.**, Gibson, D.*, & Finder, B.* (2010). Acquiring first number words: The developmental trajectory of children's meanings for "two." *Proceedings of the 2009 Boston University Conference on Language Development*, Cascadilla Press. [peer-reviewed conference proceedings]
- Shusterman, A.**, Feld, L.*, Baer, L., & Keuthen, N. (2009). Affective regulation in

trichotillomania: Evidence from a large-scale internet survey. *Behavior research and therapy*, 47(8), 637-44.

Shusterman, A., Lee, S.A., & Spelke, E. (2008). Young children's spontaneous use of geometry in maps. *Developmental Science Fast Track* 10(1), 89-96.

Lee, S.A., **Shusterman, A.**, & Spelke, E. (2006). Reorientation and landmark-guided search by young children: Evidence for two systems. *Psychological Science* 17(7), 577-582.

Shusterman, A. & Spelke, E. (2005). Language and the development of spatial reasoning. In P. Carruthers, S. Laurence and S. Stich (eds.), *The Structure of the Innate Mind*. Oxford University Press.

OTHER PUBLICATIONS

Barth, H., & **Shusterman, A.** (2021). Numerical cognition needs more and better distinctions, not fewer. *Behavioral Brain Sciences*. [commentary on target article]

Shusterman, A., May, N*, Melvin, S.*, Kumar, S**, Blumenstock, S*, Toomey, M.*, & Lewis, S.* (2019, September 23). Working in the research-to-practice gap: Case studies, core principles, and a call to action.
<https://doi.org/10.31234/osf.io/qhxbn> [working paper]

Shusterman, A. & Li, P. (2016b). A framework for work on frames of reference. In: Barner, D. and Baron, A., (Eds.), *Core Knowledge and Conceptual Change*, Oxford University Press. [peer-reviewed book chapter]

Slusser, E**, **Shusterman, A.**, & Barth, H. (2012). Understanding the Power of Play. Final research report to Mattel Corporation. [executive report]

MANUSCRIPTS UNDER REVIEW OR IN PROGRESS

Shusterman, A., Peretz-Lange, R*, Berkowitz, T**, Carrigan, E. (*revised submission under review*). The development of early numeracy in Deaf and Hard of Hearing children acquiring spoken language.

Liu, V., Kumar, S., & **Shusterman, A.** (*new submission under review*). Children's use of social category information in predicting social relationships.

Carrigan, E., **Shusterman, A.**, Walker, K., & Coppola, M. (*under revision*). Early exposure to language (in any modality) supports number concept development: Insights from deaf children acquiring signed and spoken language.

Quam, M., Walker, K., Carrigan, E., **Shusterman, A.**, & Coppola, M. (*under revision*). Delayed first language exposure negatively impacts object tracking: Evidence from deaf and hard-of-hearing children.

Lo, Y.P.A.* & **Shusterman, A.** (*under revision*). Preschool teachers' perspectives on early mathematics education.

Shusterman, A., Cheung, P.** , Taggart, J.** , & Sarbh, S.* (*in preparation*). Limitations in children's induction of the cardinality principle: Evidence from the Give-N task with higher quantities.

Slusser, E.** , Chase, E.* , Berkowitz, T., George, E.* , Swee, M.* , Cho, D.* , Barth, H., & **Shusterman, A.** (*in preparation*). The power of play: Promoting preschoolers' social and numerical development through independent play with toys.

CONFERENCE PRESENTATIONS

- Shusterman, A. (2020, July 29-August 1). Getting Our Bearings: Advances in the Understanding of Spatial Reorientation. [Symposium talk]. *42nd Annual Virtual Meeting of the Cognitive Science Society*.
- Quam, M., Santos, S., Walker, K., Carrigan, E., Shusterman, A. & Coppola, M. (2020, June 27-29). *Delayed First Language Exposure Negatively Impacts Object Tracking: Evidence from Deaf and Hard of Hearing Children*. Math Cognition and Learning Society Conference, Dublin, Ireland. [changed to virtual symposium]
- Shusterman, A. (2020, June 27-29). Math Games for Preschool Numeracy. [Symposium talk]. MCLS Conference, Dublin, Ireland. [changed to virtual symposium]
- Shusterman, A., Cheung, P., Sohail, S. (March 12-14, 2020). Developmental Invited Symposium: Children's Understanding of Cardinality: Insight from Counting Errors. *Eastern Psychological Association* [changed to virtual symposium]
- Shusterman, A., Cheung, P., Wagner, K., Barner, D. (2019). Early Knowledge of Small Number Word Meanings in Toddlers. Poster presented at the International Convention of Psychological Science, Paris, France.
- Shusterman, A., Slusser, E., Ribner, A. (2019). Preschool Indicators of Primary School Math Ability. Poster presented at the International Convention of Psychological Science, Paris, France.
- Vieites, V., Pruden, S., Shusterman, A., Reeb-Sutherland, B. (2019). Eyeblink Conditioning as a biomarker for children's success on spatial reorientation tests. Symposium talk given at the 2019 Biennial Meeting of the Society for Research on Child Development, Baltimore, MD.
- Shusterman, A., Cheung, P., Wagner, K., Kumar, S., Barner, D. (2019). Early knowledge of small number word meanings in toddlers. Symposium talk given at the 2019 Biennial Meeting of the Society for Research on Child Development, Baltimore, MD.
- Carrigan, E., Shusterman, A., Coppola, M. (2019). Signed or Spoken Number Word Knowledge Predicts Deaf and Hard of Hearing Children's Numeracy Skills. Poster presented at the 2019 Biennial Meeting of the Society for Research on Child Development, Baltimore, MD.
- Contreras, J., Carrigan, E., Shusterman, A., & Coppola, M. (2018). Children's early numeracy skills are critical for mathematical and academic outcomes. Talk given at the Boston University Conference on Language Development, Boston, MA.
- Shusterman, A. Ribner, A.* , & Pacheco, J.* (2017) Children use asymmetry but not illusory depth as cues for reorientation. Symposium talk presented at the Cognitive Development Society, Portland OR.

- Shusterman, A., Lange, R.*, Berkowitz, T.*, Cheung, P.**, Barclay, M.* (2017). Acquisition of cardinality supports children's attention to numerosity. Talk given at the Society for Research in Child Development, Austin TX.
- Cheung, P.**, Barclay, M.*, Sohail, S.*, Ellman, J.*, May, N.*, Shusterman, A. (2017). Counting and the acquisition of the concept of cardinality. Poster presented at the Society for Research in Child Development, Austin TX.
- Cheung, P.** Toomey, M.*, Jiang, H.*, Stoop, T.*, Shusterman, A. (2017) Re-assessing the Give-A-Number Task as a measure of cardinal principle knowledge. Poster to be presented at the Society for Research in Child Development, Austin TX.
- Cheung, P.**, Barclay, M.*, Shusterman, A. (2017). Limitations in Children's Induction of the Cardinality Principle: Evidence from the Give-A-Number Task with Higher Quantities. Poster at the Budapest-CEU Conference on Cognitive Development.
- Cheung, P.**, Barclay, M.*, Sohail, S.*, Ellman, J.*, May, N.*, Shusterman, A. (2017). Counting and the acquisition of the concept of cardinality. Talk at the Budapest-CEU Conference on Cognitive Development.
- Cheung, M.P.**, Slusser, E.** & Shusterman, A. (2016). A 6-month longitudinal study on numerical estimation in preschoolers. Talk given at the Cognitive Science Society, Philadelphia, PA.
- Gagne, D., Coppolla, M., & Shusterman, A. (2016). Disentangling language and education effects on False Belief understanding: Evidence from homesigners, signers, and unschooled Spanish speakers. *Theoretical Issues in Sign Language* 12, Melbourne, Australia.
- Ribner, A.*, Slusser, E.**, & Shusterman, A. (2015). Preschool Indicators of Primary School Math Ability. Poster presented at the Cognitive Development Society Biennial Meeting, Columbus OH.
- Shusterman, A., Hoyos, C.*, Nuzzi, L.*, Deloach, T.*, Ribner, A.*, Pacheco, J.*. (2014). Effects of language on children's reorientation. Symposium talk given at Conference of the Jean Piaget Society, San Francisco.
- Gibson, D.*, Berkowitz, T.*, Melvin, S.*, & Shusterman, A. (2013). Exact understanding of the word "two" in toddlers. Poster presented at the BU Conference on Language Development, Boston.
- Shusterman, A., Ribner, A.*, & Deloach, T.* (2013). Children's use of landscape features in reorientation. Poster presented at Cognitive Development Society, Memphis.
- Ribner, A.*, Shusterman, A., & Slusser, E.** (2013). Acquisition of number concepts in low-income preschool children. Poster presented at Cognitive Development Society, Memphis.
- Slusser, E.** & Shusterman, A. (2013). Integration of children's acquisition of verbal number with non-verbal number systems. Symposium talk given at biennial meeting of the Society for Research on Child Development, Seattle.
- Leonard, J.*, Berkowitz, T., & Shusterman, A. (2013). The Effects of Friendly Touch on Compliance in Children. Poster presented at biennial meeting of the Society for Research on Child Development, Seattle.
- Slusser, E.**, Chase, E.*, Berkowitz, T., George, E.*, Swee, M.*, Cho, D.*, Barth, H., & Shusterman, A. (2013). The power of play: Promoting preschoolers' social and

- numerical development through independent play with toys. Poster presented at the biennial meeting of the Society for Research on Child Development, Seattle.
- Shusterman, A. & Slusser, E.** (2013). Integration of non-verbal number systems with children's number acquisition. Budapest CEU Conference on Cognitive Development, Budapest.
- Shusterman, A., & Berkowitz, T., & Lange, R.* (2012). The acquisition of number concepts in oral-deaf preschoolers. Boston University Conference on Language Development, Boston, MA.
- Slusser, E.**, Borden, A.*, Seiden, M.*, Shusterman, A., & Barth, H. (2011). Drawing comparisons across children's performance on numerical and proportion estimation tasks. Poster presented at the Biennial Meeting of the Cognitive Development Society, Philadelphia.
- Shusterman, A. & Berkowitz, T. (2011). The development of number concepts in oral-deaf preschoolers. Poster presented at the Biennial Meeting of the Cognitive Development Society, Philadelphia.
- Leonard, J.*, Berkowitz, T., & Shusterman, A. (2011). The Effect Of Supportive Touch On Compliance In Pre-school Aged Children. Poster presented at the Biennial Meeting of the Cognitive Development Society, Philadelphia.
- Slusser, E.**, Odic, D., Halberda, J., & Shusterman, A. (2011). Connecting early number word knowledge and approximate number system acuity. Symposium talk given at the Jean Piaget Society meeting, San Francisco, CA.
- Shusterman, A. & Berkowitz, T. (2011). Number development in oral-deaf preschoolers. Symposium talk given at the SRCD Pre-conference on Deaf and Hard-of-Hearing Children, Montreal.
- Schug, M., Shusterman, A., Barth, H., & Patalano, A. (2011). Early group bias and cultural context: Minimal group membership influences information processing in two societies. Poster presented at the biennial meeting of the Society for Research on Child Development, Montreal.
- Shusterman, A., Slusser, E.**, Odic, D., & Halberda, J. (2011). Connecting early number word knowledge and approximate number system acuity. Poster presented at the biennial meeting of the Society for Research on Child Development, Montreal.
- Hoyos, C.*, Nuzzi, L.*, & Shusterman, A. (2011). Left-right language predicts children's use of landmarks in a disorientation task. Poster presented at the biennial meeting of the Society for Research on Child Development, Montreal.
- Pyers, J., Drennan, L.*, & Shusterman, A. (2011). Differences in visual perspective taking abilities in older and younger learners of Nicaraguan Sign Language. Poster presented at the biennial meeting of the Society for Research on Child Development, Montreal.
- Edelman, S.* & Shusterman, A. (2010). Relative weighting of attractiveness and niceness in young children's friendship preferences. Poster presented at the meeting of the Association for Psychological Science, Boston, MA.
- Shusterman, A., Gibson, D.*, & Finder, B.* (2009). Children's first number words: The developmental trajectory of meanings for the word "two." Paper presented at the Boston University Conference on Language Development, Boston, MA.
- Schug, M.**, Barth, H., Patalano, A., Shusterman, A., Herrig, E.*, & MacDonald, K.*

- (2009). Group bias, statistical reasoning, and social judgments. Poster presented at the Cognitive Development Society Biennial Meeting, San Antonio, TX.
- Edelman, S.* & Shusterman, A. (2009). Relative weighting of attractiveness and niceness in young children's friendship preferences. Poster presented at the Cognitive Development Society Biennial Meeting, San Antonio, TX.
- Shusterman, A., Carey, S. & Spelke, E.S. (2009). Two Paths in the Development of Counting and Cardinality. Symposium talk given at the Biennial Meeting of the Society for Research on Child Development, Denver, CO.
- Gibson, D.* & Shusterman, A. (2009). Evidence for very early understanding that "two" means "a pair." Poster presented at the Biennial Meeting of the Society for Research on Child Development, Denver, CO.
- Shusterman, A. (2008). Language and the acquisition of number concepts. Paper presented at the Boston University Conference on Language Development, Boston, MA.
- Li, P. & Shusterman, A. (2007). Children's acquisition of spatial frame-of-reference terms. Paper presented at the Boston University Conference on Language Development, Boston, MA.
- Shusterman, A., Pyers, J., Senghas, A., Emmorey, K., & Spelke, E.S. (2007). Does spatial language guide spatial representation? Evidence from Nicaraguan Sign Language. Symposium paper presented at the 5th Biennial Meeting of the Cognitive Development Society, Santa Fe, NM.
- Shusterman, A. (2007). Capacities and limitations in children's use of landmarks following disorientation. Poster presented at the Biennial Meeting of the Society for Research on Child Development, Boston, MA.
- Pyers, J., Shusterman, A., Senghas, A., & Emmorey, K. (2007). Does spatial language guide spatial representation? Evidence from Nicaraguan Sign Language. Poster presented at the Biennial Meeting of the Society for Research on Child Development, Boston, MA.
- Shusterman, A., Li, P., Abarbanell, L.*, & Price, A.* (2005). Spatial representation and word-learning in 4-year-olds: Fast mapping and generalization of *north* and *south*. Symposium paper given at the 4th Biennial Meeting of the Cognitive Development Society, San Diego, CA.
- Shusterman, A. & Wagner, L. (2005). The acquisition of the space-time metaphor. Poster presented at the 4th Biennial Meeting of the Cognitive Development Society, San Diego, CA.
- Shusterman, A., Lee, S.A., & Spelke, E. (2005). The surprising benefit of verbal cues in a reorientation task. Poster presented at the Biennial Meeting of the Society for Research on Child Development, April 7-10, Atlanta, GA.
- Lee, S.A., Shusterman, A., & Spelke, E. (2005). Reorientation by a distinct landmark: Evidence for two distinct systems. Poster presented at the Biennial Meeting of the Society for Research on Child Development, April 7-10, Atlanta, GA.
- Chiao, J., Shusterman, A., Bordeaux, A.R.*, & Ambady, N. (2005). Black and Latino adolescent memory for different race faces and voices. Poster presented at the Biennial Meeting of the Society for Research on Child Development, April 7-10, Atlanta, GA.
- Shusterman, A. & Abarbanell, L.* (2004). Fast mapping and generalization of

- spatial reference terms in 4-year-olds. Paper presented at the 29th annual Boston University Conference on Language Development.
- Baron, A.S., Shusterman, A., Bordeaux, A.*, Banaji, M.R. (2004). Implicit race attitudes in African-American and Hispanic children. Poster presented at the 5th Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
- Bordeaux, A.R.*, Chiao, J.Y., Shusterman, A., Ambady, N. (2004). When acquired positive social identities boost performance: A study of stereotype susceptibility. Poster presented at the 5th Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.
- Shusterman, A. & Spelke, E. (2003). Spatial language and spatial reorientation: A training study. Poster presented at the Biennial Meeting of the Society for Research on Child Development, April 24-27, Tampa.

UNIVERSITY AND DEPARTMENT SERVICE

2021-present	Faculty Committee on Rights & Responsibilities
2021-present	Chair, Psychology Department Dept BA/MA Committee
2020-present	Co-Chair, College of Education Studies
2019-present	Review and Appeals Board
2009-present	Psychology Department Ploughback Committee
2016-2021	Co-Coordinator, Minor in Education Studies
2019-2020	Psychology Department Ethics Committee
2017-2018	Chair, Education Policy Committee
2016-2018	Member, Education Policy Committee
2016-2018, 2021-	Member/Chair, Psychology Department BA/MA Committee
2014-2017	Coordinator, Psychology Department Colloquium Series
2013-2017	Psychology Department Stats & Methods Committee
2009-2017	Phi Beta Kappa Nominations Committee
2015-2016	Psychology Department Developmental Search Committee
2015-2016	Chair, Neighborhood Preschool Self-Study
2014-2016	University Ad-Hoc Committee on Title IX Faculty Issues
2014-2015	Early Childhood Advisor to The Neighborhood Preschool
2010-1 & 2012-3	Ad-Hoc Committee to Develop Education Programs
2010	Faculty Research Presenter, Wesleyan Board of Trustees
2009 & 2011	Speaker, McNair Faculty Research Talks
2009	Speaker, Center for Community Partnerships Friday Talks
2009	Speaker, Science Outreach Program
2009-2016	Psychology Department Curriculum Committee
2008-2014	McNair Research Advisor
2008-2011	Psychology Department Graduate Program Committee
2008-2009	University IRB Support Committee
2007-2009	Coordinator, Psychology Department Colloquium Series
2007-2012	Psychology Department Post-Doctoral Fellowship Committee

INVITED TALKS

- 2022 *Columbia University Philosophy Department Seminar on Language and Cognition*
- 2020 Developmental Invited Symposium, Eastern Psychological Association
- 2018 Concordia University, Montreal, Symposium Keynote on Bridging
Developmental Research and Practice Through Community Engagement
Naugatuck Public Schools, Early Childhood Professional Development
Yale University, Developmental Lunch Seminar Series
- 2017 Teachers College Columbia University, Human Development Department
Naugatuck Public Schools, Early Childhood Professional Development Series
- 2016 University of Paris V, Developmental Psychology Colloquium
Institut Jean Nicod, École Normale Supérieure, Psychology Colloquium
Middletown School Readiness Council Workshop Series
Area Cooperative Educational Services (ACES) Keynote
- 2015 Yale University, Center for Emotional Intelligence Research Talks
University of Chicago, Developmental Colloquium
University of Chicago, Education Research Colloquium
UConn-Storrs, Cognitive Science Colloquium
Boston College, Developmental Colloquium
- 2014 Florida International University, Center for Children and Families
Brown University, Linguistics & Language group
Wesleyan, President's Faculty Luncheon Series
- 2013 UMass Amherst, Developmental Psychology group
University of St. Joseph, Keefe-Bruyette Symposium
- 2012 Yale University, Developmental Lunch Seminar Series
- 2011 Cognitive Development Society, Panelist, Burning Questions for the Professoriate
- 2010 UC Berkeley Developmental Lab Meeting
UC San Diego Developmental Brown Bag
Connecticut College, Psychology Department Colloquium
NSF-REESE Principal Investigators Meeting
- 2009 Wellesley College, Summer Science Series
Northwestern University Cognitive Science Series
Wesleyan Natural Sciences and Math Lunch Series
- 2007 University of Connecticut, Psychology Department Developmental Brownbag
Wesleyan University, Psychology Department
Yale, Psychology Department colloquium
Harvard, Laboratory for Developmental Studies
Trichotillomania Learning Center National Conference, Los Angeles, CA
- 2006 Harvard, Guest lecture in Psycholinguistics, Dr. Peggy Li
- 2005 Harvard, Cognition, Brain & Behavior Lunch Seminar
- 2004 Harvard, Laboratory for Developmental Studies
Penn-Harvard Symposium on Language and Thought
- 2003 Johns Hopkins, Conference on Space & Language
Harvard, Cognition, Brain & Behavior Seminar
- 2002 Harvard, Laboratory for Developmental Studies
Conference on The Structure of the Innate Mind, Sheffield, England

PROFESSIONAL ACTIVITIES

- External evaluator, 2021 Connecticut College Corps pilot program
 Member & Subcommittee Co-chair, State of CT Task Force on Covid-19 Recovery, K-12 Higher Education Partnership
- Standing Member, Institute for Education Sciences, Early Childhood Panel (2014-2020)
 Panel Chair, 2019
- Consultant (mathematical cognition in deaf children, NSF grants to Marie Coppola, University of Connecticut, and to Sara Cordes, Boston College; spatial cognitive development, NSF grants to Elizabeth Cashdan, University of Utah, and to Shannon Pruden, Florida International University)
- Co-Organizer (with Prof. Mariko Moher, Williams College), AALAC (Association to Advance, Liberal Arts Colleges) Workshop on Mentoring Research in Developmental Psychology (June 2015)
- Ad-Hoc Reviewing (partial list)
Grants and Conferences: NSF-EHR; Boston University Conference on Language Development; Society for Research on Child Development Biennial Conference; Cognitive Science Society Conference
Journals: *British Journal of Developmental Psychology; Child Development; Cognition; Cognitive Psychology; Developmental Psychology; Developmental Science; European Journal of Developmental Psychology; Journal of Experimental Child Psychology; Journal of Nervous and Mental Disorders; Language and Cognitive Processes; Learning and Individual Differences; Proceedings of the National Academy of Sciences; Psychological Bulletin & Review; Psychological Science; Science; Social Cognitive and Affective Neuroscience.*
- Professional Memberships
 Cognitive Development Society (CDS)
 Society for Research on Child Development (SRCD)
 Association for Psychological Science (APS)
 Society for Language Development (SLD)
- Auxiliary Site Partner, NSF Living Labs Initiative and CT Science Center, initiative to highlight developmental psychology via interactive exhibits in science museums (2012-present)
- Symposium Organizer, Systems at the Interface: The case of small and large number representations in early development, Budapest CEU Conference on Cognitive Development (2013)
- Conference Organizer, Selective Liberal Arts College Summer Mini-Conference on Cognitive Development (2009-2013)
- Creator/Director, Kindergarten Kickstart, research-based summer pre-K developed with Wesleyan students and Middletown Public Schools (2012-2019)
- Developer/Presenter, workshops on cognitive development and early math for teachers of hearing and deaf/hard-of-hearing children (2008-present)
- Symposium Organizer, The Diversity of Children's Spatial Representations, Biennial Meeting of the Cognitive Development Society (2005)

UNDERGRADUATE TEACHING

PSYCHOLOGY COURSES

- PSYC 110 ISSUES IN CONTEMPORARY PSYCHOLOGY
FALL '07 (2 SECTIONS), '08
- PSYC 206 RESEARCH METHODS IN COGNITIVE DEVELOPMENT & EDUCATION
FALL '10, '11, '13, '14, '19
SPRING '21
- PSYC 207 RESEARCH METHODS IN DEVELOPMENTAL PSYCHOLOGY
FALL '08, '15, '17
SPRING '17
- PSYC 223 PSYCHOLINGUISTICS (CO-TAUGHT)
SPRING '10
- PSYC 230 DEVELOPMENTAL PSYCHOLOGY
FALL '09, '13, '16, '20, '21
SPRING '08, '09, '12, '13, '15, '18, '20
- PSYC 328 CURRENT RESEARCH IN EARLY CHILDHOOD
SPRING '17, '20
- PSYC 357 SEMINAR ON LANGUAGE AND THOUGHT
FALL '09, '14, SPRING '14
- PSYC 379/386/423/424 ADVANCED RESEARCH SEMINAR, UNDERGRADUATE
SPRING '08, '09, '12, FALL '14, SPRING '15, FALL '19
- PSYC 401/402 INDIVIDUAL TUTORIAL, UNDERGRADUATE
FALL '09, '10, '15, '17, SPRING '14,
- PSYC 409/410 SENIOR THESIS TUTORIAL
FALL/SPRING '07-08, '09-10, '10-11, '12-13, '13-14, '15-16, '16-17, '17-18, '18-19,
'19-20, '20-21, '21-22
- PSYC 411/412 GROUP TUTORIAL
FALL '08, '09, SPRING '10
- PSYC 419 STUDENT FORUM
FALL '17
- PSYC 421/422 UNDERGRADUATE RESEARCH TUTORIAL
FALL '09 '10, '11, '12, '13, '15, '16, '17, '18, '20, '21
SPRING '10, '11, '13, '14, '15, '16, '17, '18, '19, '21
- PSYC 491/492 TEACHING APPRENTICE TUTORIAL
FALL '09, '13, '16, '20, '21, SPRING '09, '15, '21
- PSYC 501/502 INDIVIDUAL TUTORIAL, GRADUATE
FALL '09, '17, '19, '21, SPRING '18
- PSYC 591/592/549/550 ADVANCED RESEARCH, GRADUATE
FALL '09, SPRING '10, FALL '17, '21, SPRING '18

EDUCATION STUDIES COURSES

- CSPL 341 CASE STUDIES IN EDUCATIONAL INNOVATION & ENTREPRENEURSHIP
SPRING '19, '20
- EDST 301 SENIOR SEMINAR
FALL '20

MENTORING

POSTDOCTORAL ADVISOR

2021-present, Madeleine Pelz, PhD.

2020-present, Sierra Eisen, Ph.D. (co-advised)

2015-2017, Pierina Cheung, Ph.D., Research Scientist, National Institute of Education, Singapore

2010-2012, Emily Slusser, Associate Professor, Child & Adolescent Development, San Jose State University (co-advised)

2008-2010, Mariah Schug, Ph.D., Associate Professor, Widener University (co-advised)

EXTERNAL READER

Madeleine Quam, MA and PHD Candidate in Psychology, University of Connecticut (MA 2021)

Sophie Savelkouls, MA and PhD Candidate in Psychology, Boston College (MA 2017)

BA HONORS AND BA/MA THESIS ADVISOR

**indicates manuscript based on the thesis is published or in the peer-review process*

Claudia Ferrara BA/MA '22

Emma Trapani BA/MA '22

Danielle Gozzo '21

Utilitarian Decisions in Monolingual and Bilingual Children

Kendall Carr BA/MA '20

Understanding Landmark Use in Children: Can Landmark Use be Generalized Across Two Tasks?

Hannah Ratner '20

Cognitive Foundations of Prosocial Behavior

Kaila Scott-Charles '19 (PhD Candidate in Developmental Psychology, UChicago)

The Intergenerational Transmission of Racial Attitudes: The Effects of Colorblind Parenting

Natalie May BA '17/MA '18 (PhD Candidate in Human Development, NYU)

Start with Yourself: A Teacher Intervention for Socioemotional Growth and Modeling

*Vivian Liu '18 (PhD Candidate in Developmental Psychology, NYU)

Children's Use of Social Category Information in Predicting Social Relationships

Mary Toomey '17 (NeuroLeadership Institute, New York)

The Development and Evaluation of the Wesleyan Preschool-Math Curriculum

Megan Dolan '17 (MS Ed, UPenn)

What Should Nancy Do? Developing an Assessment of Preschool Socioemotional Abilities

Stephanie Blumenstock '16 (MAT, Queens College, New York)

Kindergarten Kickstart: Outcomes of a Research-Based Summer Pre-K Program

Megan Narwold '16, Neuroscience & Behavior (Independent travel)

Early Childhood Executive Functions: Components, risk factors, and interventions

*Andrew Ribner '14 (PhD in Applied Psychology, NYU Steinhart)

What matters most? Examining socioeconomic disparities and predictors of early math ability

*Angela Yan Pui Lo '14 (MA in Child Development, Tufts)

Preschool Teachers' Perspectives on Early Mathematics Education

*Rebecca Lange '13 (PhD in Dev. Psychology, Tufts; Asst Prof of Psychology, SUNY Purchase)

The Role of Language in the Cognitive Development of Number Concepts: Evidence From and Towards an Understanding of Oral Deaf Cognition

Simoneil Sarbh '13 (MA in Special Education, Boston University)

An Exploration of CP-Knowers' Understanding of Higher Numbers

Samantha Melvin '13 (PhD candidate, Early Childhood Policy, Teachers College)

The Effects of Learning American Sign Language on College Students' Spatial Cognition

- *Lauren Feld '11 (MD, Mount Sinai Medical School)
Student Stress in High-Pressure College Preparatory Schools
- Christian Hoyos '11 (PhD in Cognitive Psychology, Northwestern)
Children's use of landmark information in maps
- *Julia Leonard '11, NS&B (PhD, Cognitive Science, MIT; Asst Prof of Psychology, Yale)
The Effects of Touch on Compliance in Preschool-Age Children
- Gwynne Hunter '10 (JD, UC Berkeley)
How Minimal Group Membership Affects Rapid Judgments
- Amanda Herrera '10 (PhD in Cognitive Psychology, Northwestern)
Spatial frames of reference in Ecuadorian Kichwa
- *Dominic Gibson '10 (PhD in Developmental Psychology, U of Chicago)
Two's Company: Children's Early Meanings of the Word 'Two
- Barry Finder, BA/MA '10 (Uber Headquarters)
Rethinking Developmental Transitions
- Sarah Edelman '09 (MA in Counseling, NYU)
The Relative Contributions of Physical Attractiveness and Prosocial Behavior in Preschool Friendship Choices