POSTER SESSION II: FRIDAY, OCTOBER 18, 5:45 – 7:00 PM

1. Gesture is in the mind, not in the hands: How gesture influences children’s mental abacus performance. Neon Brooks, David Barner, Michael Frank, & Susan Goldin-Meadow
2. Developing expectations of the boundaries of expertise. Ashley R. Landruz & Candice M. Mills
3. The development of the distinction between regret, disappointment, and sadness. Eric Amsel
4. The effects of parent speech on children’s language development. Amanda Gunn & Helen Neville
5. Preschoolers infer their own prosociality through statistical reasoning. Nadia Chernyak, Bertiilia Trieu, & Tamar Kushner
6. Comparing early measures of child gesture and joint attention in relation to later language development. Virginia C. Salo, Meredith L. Rowe, & Bethany C. Reeb-Sutherland
7. A lifetime of separate selves: Children’s intuitions about personal identity. Christina Starmans & Paul Bloom
9. A place for location in children’s memory for personally experienced events. Rebekah Stewart, Elizabeth White, & Patricia Bauer
10. Imitation of weight categorization by 36-month-olds. Zhidan Wang, Andrew N. Meltzoff, & Rebecca A. Williamson
11. Children’s knowledge and avoidance of contagious illness. Katy-Ann Blacker, Kaleigh Matthews, & Vanessa LoBue
12. Stay with the group: Ostracism increases imitative fidelity of in-group members. Rachel E. Watson-Jones, Cristine H. Legare, & Harvey Whitehouse
13. Differences in young children’s ability to categorize relational, social, and non-social categories. Kathleen Saigh & Caroline Raffa
14. Children’s beliefs about the value of idea content. Helana Girgis
17. Preschoolers’ use of truth-value and benevolence in evaluating statements and speakers. Caitlin A. Cole & Mellisa A. Koenig
19. “I trust you because you’re dressed nicer:” Young children’s selective learning from others based on how they dress. Kyla McDonald, Alyssa Payne, Robyn Nastaskin, & Lili Ma
20. Mother-child conversations about safety: Implications for children’s causal understanding. Elizabeth E. O’Neal, Megan Matthews, Calvin Bryant, & Jodie M. Plumert
21. Charity begins and ends at home: Developmental changes in ingroup favoritism in infancy. Stephanie M. Sloane & Renée Baillargeon
22. The cognitive underpinnings of the is-ought problem. Christina Tworek & Andrei Cimpian
25. Stuff counts: Preschoolers’ use of containers in quantification. Jingjing Wang, Sunny Zuona, Peggy Li, & Susan Carey
26. Preschooler’s ability to construct future episodes. Janani Prabhakar
27. Young children’s ability to determine potential tool function through haptic exploration. Hilary Kalagher
29. Infants’ quantification of collections in an ordinal choice task: Does containment matter? Rebecca D. Rosenberg
30. Information sampling in children’s relational thinking: Effects of comparison and labeling. Paulo Carvalho, Catarina Vales, Caitlin M. Fausey, & Linda B. Smith
31. An integrated rational number system and its relationship to Algebra ability. Michelle Hurst & Sara Cordes
32. Shared and separable representations of magnitude in 5-year-old children. Ariel Starr & Elizabeth M. Brannon
33. The effect of race familiarity on infants’ visual attention: A visual search task. Mee-Kyoung Kwon, Mielle Setoodelnia, & Lisa Oakes
34. Understanding SES differences in preschool children’s syntactic development: The role of vocabulary and processing efficiency. Kathryn A. Leech, Meredith L. Rowe, & Yi Ting Huang
35. Patterning in preschool: Cognitive predictors of patterning knowledge and intervention efficacy. Melissa Collins & Elida Laski
36. Infants selectively attend to singers of familiar lullabies. Samuel A. Mehr & Elizabeth S. Spelke
38. Effects of asymmetry, boundary, and depth cues on children’s reorientation. Anna Shusterman
39. Pick on someone your own size: The detection of threatening facial expressions posed by both child and adult models. 
   *Kaleigh Matthews, Katy-Ann Blacker, & Vanessa LeBue*

40. Inhibitory control during visual relational processing in young women. *Elise P. Gagnon, Valerie Flores, Sarah Zaza, Callie Short, Laura Stockdale, & Robert G. Morrison*

41. Executive function and sustained attention as joint or differential predictors of academic achievement in 1st and 3rd graders? *Sarah Loher & Claudia M. Roebers*

42. Toddlers expect individuals from novel social groups to prefer and align with ingroup members. *Lin Bian & Renee Baillargeon*

43. The roles of rationality, culture, and consensus in the imitation of questionable actions. *Cara DiYanni, Jad Nasrini, Grace Min, & Kathleen Corriveau*

44. The effects of language, executive functions and bilingualism on young children’s symbolic understanding. *Bruce D. Homer, Yolanta Kornak, Seamus Donnelly, Katherine Pace, & Elizabeth O. Haywood*

45. Inhaled oxytocin increases affiliative interactions in newborn macaques reared under early social adversity. *Elizabeth A. Simpson, Valentina Scalfani, Annika Paukner, Stephen J. Suomi, & Pier F. Ferrari*

46. Children’s STEM learning and transfer in a children’s museum exhibit. *Erin A. Jant, Maria Marcus, Philip Hoffman, Tayler Grashel, Catherine A. Haden, & David H. Uttal*

47. Children’s mental representations of negative numbers. *Caitlin C. Brez & Angela D. Miller*

48. Weird babies: A preliminary analysis of race, ethnicity, and SES differences in infant cognition. *Emily Hollenbeck, David Miller, & Susan Hespos*

49. Infants’ quantity discrimination of non-solid substances. *Yin-Juei Chang, Susan J. Hespos, & Lance J. Rips*

50. Cross-cultural differences in perception and memory. *Yoonkyung Jeong & Mee-Kyoung Kwon*

51. Examining associations between sleep quality and autobiographical memory in young adults. *Valentina Valentovich, Jennifer G. Bohanek, & Angela F. Lukowski*

52. Children’s and adults’ differing evaluations of religiously- and secularly-motivated behaviors. *Larisa Heiphetz, Elizabeth S. Spelke, Liane Young, & Mahzarin R. Banaji*

53. Comparison and children’s extension of familiar categories and properties. *Samuel B. Hunley & Laura Namy*

54. Relations between intuitive biology and evolutionary understanding in middle school. *John D. Coley*

55. Embodied learning of children’s religious concepts. *Nicholas J Shaman*

56. Understanding temperament in middle childhood. *Alycia M. Hund, Heather Lacey, & Rachelle Cantin*

57. Children’s understanding of real and cartoon pictures: An eye-tracking study. *Louise Bunce, Gert Westermann, & Julia Birchenough*

58. Dynamic neural fields models of infant theory of mind. *Caitlin M. Hudac*

59. Dependence is not just immaturity: Unpacking the utility of relying on others. *Elaine S. Barry*

60. Young children’s ability to tailor their teaching to a learner’s mistake. *Samuel Ronfard & Kathleen H. Corriveau*

61. Speech and gesture in children who do and do not stutter. *Laiah Factor*

62. A place for everything and everything in its place: The role of executive function in children’s organizational strategy use. *Naomi Chatley, Stuart Marcovitch, & Stephanie E. Miller*

63. Children and adults’ understanding of informants’ relative accuracy. *Rebecca A. Williamson, Bethany J. MacDonald, Melissa L. Hrabic, & Rebecca A. Williamson*

64. Infants give to larger social sets: Decision rules are yoked to the psychophysics of larger social sets early in development. *David Pietraszewski & Karen Wynn*

65. Selective attention moderates 4-month-olds’ category learning. *Julie Markant & Dina Amso*

66. The influence of physical manipulation experience on children’s word learning. *Michele Wellsby & Penny M. Pexman*

67. How do learning styles develop? An experimental investigation of learning styles, feedback, and cognitive task performance. *Sarah L. Bunnell & Ethan Hovest*

68. Thyme to touch: 8- to 18-month-old infants show a reluctance to touch plants. *Annie E. Wertz*

69. The development of a concept of omniscience among Muslim children and adults. *Selin Gulgoz, Jonathan D. Lane, Henry M. Wellman, E. Margaret Evans, & Francine L. Dolins*

70. The effect of task-irrelevant variability on visual search in infancy. *Heidi A. Baumgartner & Lisa Oakes*

71. The effects of child- and adult-directed distractors on preschoolers’ distractibility, inattention, and recall. *Kathryn O’Toole*

72. Executive function and the asymmetry between children’s language production and comprehension. *Malathi Thothathiri & Whitley Lucio*

73. Teaching developmental psychology and research methods through museum exhibit design. *Kyle E. Chambers*

74. Short-term impact of television on preschool children’s executive functions: A fNIRS study. *Hui Li, Angeline S. Lillard, Zongkui Zhou, & Fuxing Wang*

75. Neural correlates of memory in early childhood. *Alison Robey, Sarah Blankenship, Lauren Weiss, Leslie Rollins, & Tracy Riggins*
76. Developing notions of causal explanatory relevance. Angie Johnston & Mariel Goddu
77. 13-month-olds map novel labels to event categories. Audrey K. Kittredge, Renée Baillargeon, & Cynthia Fisher
78. Infants’ early understanding of coincidences. Zi L. Sim, Fei Xu, & Thomas L. Griffiths
79. Object imitation in toddlers with and without autism. Anna Gonsiorowski
80. Children's and adults' understanding of prayer as a form of communication. Jonathan D. Lane, Henry M. Wellman, E. Margaret Evans, Francine L. Dolins, Daniel Blumer, Amanda Cooper, Nouhad Alame, Alysia Haddix, & Mallory Stankovich
81. Shifting the spatial representation of number across development. Emily DeFouw
82. The visual/analytic shift in the development of geometrical knowledge. Smaragda Kazi, Stella Vosniadou, Giorgos Kospentaris, Nikos Giallousis, & Emiliana Thanou
83. The effects of daily animal exposure on children’s biological concepts. Megan Geerdts & Gretchen Van de Walle
84. Three-year-olds express tension and suspense when observing the actions of a misinformed agent. Henrike Moll, Luke McGowan, & Sarah Thompson Kane
85. Malleability of children’s language-based preferences. Hyesung Grace Hwang, Jeremy Winer, & Lori Markson
86. The effect of infant perceptual skills and maternal input on 2-year-old vocabulary outcomes. Rochelle Newman, Nan Bernstein Ratner, Meredith Rowe, & Cathy Eaton
87. Changes in preschool children’s reporting of temporal information. Laura Melnyk & Wendy den Dunnen