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#ICIS18 | #infantstudies | #buildingbridges

BUILDING BRIDGES



Time	Saturday June 30, 2018	Sunday July 1, 2018	Monday July 2, 2018	Tuesday July 3, 2018
800		Student Breakfast (07:00 - 08:00)		
815			Keynote Speaker: Haskins (08:15 - 09:15)	Keynote Speaker: DeHaene (08:30 - 09:30)
830			30 minute comfort break (09:15 - 09:45)	
845				Award Ceremony/Business Meeting (09:30 - 10:15)
900				Coffee break (10:15 - 10:45)
915				Posters and Exhibitors (10:15 - 11:30)
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About ICIS

The origins of the International Congress of Infant Studies can be traced back to the early 1960s, when, as described by ICIS historians B.Z. Karmel and J.M. Gardner, a small group of psychologists, pediatricians, psychiatrists and neurologists studying infant development decided to hold a meeting to discuss the latest research. Because most of the participants also belonged to the Society for Research in Child Development (SRCD), the infant-focused meeting was planned so as to meet in the off-year from the SRCD biennial meeting. The Committee met biannually in this way for about the next decade and a half, inviting a few new members each year to address the group. By the late 1970s, at a time when the field of infancy research was enjoying a popularity explosion, the number of researchers interested in attending the biennial CRI meetings outpaced the CRI's capacity to handle them. Thus, the first meeting of the International Congress of Infants Studies was held in Providence, RI in 1978. From its very beginnings, ICIS has reflected an interdisciplinary approach to basic and applied studies of infant development. And importantly, it has always encouraged student participation – most members started as students. ICIS has also attempted to maintain a strong international orientation as international members were among the originals, and have meetings at international locations at least every 6 years.



Welcome from the president

Welcome to the 21st biennial meeting of the International Congress of Infant Studies and to our 40th birthday party in the birthplace of America, Philadelphia.

We have a fabulous program in store for you with an amazing line up of speakers in the invited program and an outstanding three days of posters, symposia, and paper sessions. The invited program reflects the wonderful spectrum of opinions and methods that characterize the richness and productivity of current infancy research. This year we highlight the theme of BRIDGES or of points of connection between scientists, educators, policy makers, practitioners and entertainers. Many of our symposia offer different perspectives in the field of infancy from these varied groups. The diverse scholars also demonstrate how we can go beyond our narrow silos to increase the impact of infant research and to broaden the questions we ask in our field. This year, we boast 733 posters, 77 flash talks, 58 symposia – over 800 presentations representing 30 countries across 6 continents.

Program chair, Jenny Saffran along with her committee members Margaret Owen, Laura Lakusta and Roberta Golinkoff worked hard with the review chairs to build a truly unique and engaging program. Martha Arterberry and Samuel Putnam, Chairs of the Undergraduate Committee, spearheaded efforts to ensure undergraduate participation in the conference, and the team at Podium Conference Specialists ensured that everything from the abstract submission and review process, to the notices on our website flowed smoothly. Thank you all.

There really is no place like Philadelphia to celebrate not just our birthday, but America's. The Welcome Home activities start on June 28th and go through July 4th. If you are here on the evening of June 28th, enjoy a free hoagie (monster sized sandwich) at noon on the Independence Hall lawn, or treat yourself to a free visit to the world renown Barnes Museum known for one of the best collections of Impressionist art, on July 1st from 10, until 5. And Philadelphia does outstanding fireworks on both the evening of June 30th at the waterfront and on July 4th where you can join 500,000 people in front of the art museum featuring free concerts by Pitbull and Heather Headley! That's only part of what you can do between the many wonderful talks and conversations. You

will be right in the middle of the action at the Loews Hotel. Oh, and don't forget to get your lunch at the famous Reading Terminal Market!

Please join us on Saturday June 30th for our 40th Birthday party, where we will celebrate the luminaries in our field and ask where the field has been and where we are going in the next 40 years. Look out for our 40th birthday symbol—the yoyo first introduced at our conferences by Dr. Lew Lipsett. Sponsored by the Bezos Family Foundation, you will even get to sample Philadelphia soft pretzels and a sampling of the new Philadelphia beers that are making international news.

Also join us for the Presidential reception after the Presidential symposium and address on Sunday, July 1st. Sponsored by LEGO, our reception will be held at the beautiful Constitution Center across from Independence Hall and the iconic Liberty Bell.

Enjoy the conference and my hometown of Philadelphia.

Kathy Hirsh-Pasek
ICIS President, 2016-2018





Jenny Saffran

Program chair
Dr. Jenny Saffran

Laura Lakusta

Committee member
Laura Lakusta



Welcome from the 2018 program chairs

Thank you for joining us for this special 40th Anniversary International Congress of Infant Studies. We hope you are as excited as we are about the meeting to come. In inviting speakers, reviewing presentations, and organizing events, we have been overwhelmed with excitement about our field and how it has developed over the past 40 years.

We chose the theme of Bridges to emphasize the many ways we are all connected. The theme permeates the conference. Our presentations will bridge geographical divides, representing contributions from 6 continents. They will bridge theoretical and methodological divides; for the first time, one of the criteria in reviewing symposia was that they include a range of perspectives. They will bridge disciplinary divides, integrating scholars and practitioners from many different fields. And they bridge generations. We begin the congress on Saturday with a look back at our history in our 40th anniversary celebration, and the last session of the conference includes a Flash Talk session entitled "ICIS 2028: Imagineering the next 10 years of infancy research." There are many students from around the world who are participating in the congress; we hope you come away loving this biennial event as much as we do, and eagerly anticipating ICIS 2020!

Over the next few days, we hope you have the opportunity to engage in stimulating scientific discourse with friends old and new, and to explore this fantastic city. We are hosting two parties that we hope you attend: our 40th Birthday Reception on Saturday evening (replete with "real" Philly soft pretzels and local beer) and the Presidential Reception on Sunday evening at the Constitution Center. We are grateful to the Bezos Foundation and to LEGO for providing financial support for these special events.

The program strongly reflects the leadership of our President, Kathy Hirsh-Pasek, who has been an inspirational guide throughout this process, and who has done a tremendous amount of work behind the scenes. We are also incredibly grateful to the team at Podium Conference Specialists (Marischal de Armond, Jude Ross, and Michelle Smith) for all of their insight and help throughout this process. Kim Boller has done

a remarkable job organizing the special 40th Anniversary events, and Martha Arterberry and Samuel Putnam have led the effort to provide funding and opportunities to the next generation: our undergraduate attendees. To all of you who reviewed for the submitted program, thank you thank you! And to our many presenters: you are the core of this meeting and we are really looking forward to hearing about your latest work.

In a category all to themselves are our generous sponsors. We are most grateful to them for understanding the value of the work being presented here and the importance of nurturing the next 40 year generation of scientists. Our sponsors share with us the wish to make the world a better place for young children. Their generosity in underwriting various aspects at this meeting is most appreciated. If you see someone identified as from one of these organizations please thank them again for all of us. Specifically, we are indebted to the Bezos Family Foundation, the Jacobs Foundation, the LEGO Foundation, Wiley Publishers, the William Penn Foundation, the National Institute of Child Health and Human Development (NICHD), the National Science Foundation (NSF) Brain Products, Brain Vision and Positive Science. We'd also like to thank our 2018 exhibitors (listed on page 123), and encourage our delegates to visit their stands during the conference.

We look forward to raising a glass with you in this special city!

Roberta M. Golinkoff

Committee member
Roberta Golinkoff



Margaret Tresch Owen

Committee member
Margaret Tresch Owen

ICIS leadership

President	Kathy Hirsh-Pasek	<i>Temple University</i>
President-Elect	Lisa Oakes	<i>University of California, Davis</i>
Past-President	Karen Adolph	<i>New York University</i>
Treasurer	Roberta Golinkoff	<i>University of Delaware</i>
Secretary	Rachel Barr	<i>Georgetown University</i>

Members-at-Large

John Richards (2012 – 2018)	<i>University of South Carolina</i>
Catherine Tamis-LeMonda (2014 – 2018)	<i>New York University</i>
Scott Johnson (2014 – 2020)	<i>University of California Los Angeles</i>
Reiko Mazuka (2016 – 2020)	<i>Riken Brain Institute</i>
Thierry Nazzi (2016 – 2020)	<i>Paris Descartes University</i>
Jane Herbert (2016 – 2022)	<i>University of Wollongong</i>
Denis Mareschal (2016 – 2022)	<i>Birkbeck University of London</i>

ICIS Committees

2018 program committee Chaired by Jenny Saffran	Undergraduate committee Chaired by Sam Putnam, Martha Arterberry	Membership committee Chaired by Jane Herbert
Elections committee Chaired by past-president, Karen Adolph	By-laws & vision committee Chaired by president-elect, Lisa Oakes	Communications committee Chaired by Denis Mareschal
Publications committee Chaired by secretary, Rachel Barr editor of <i>Infancy</i> , John Colombo	Awards committee Chaired by Scott Johnson	Sponsors/vendors committee Chaired by Catherine Tamis-LeMonda

ICIS administration

Association Secretariat & Conference Management (office@podiumconferences.com)
Podium Conference Specialists

Administrator **Marischal De Armond**

Conference Manager **Jude Ross & Michelle Smith**

List Serv **David Lewkowicz**

2018 Scientific Program Committee

Program chair **Jenny Saffran** *University of Wisconsin-Madison*

Committee members **Laura Lakusta** *Montclair State University*

Margaret Tresch Owen *University of Texas, Dallas*

Roberta Golinkoff *University of Delaware*

2018 Review Panels & Chairs

Motor and sensorimotor processes

Jana Iverson (Co-Chair)
Petra Hauf (Co-Chair)
Marianne Barbu-Roth
Bennett Bertenthal
Jean-Paul Boudreau
Whitney Cole
John Franchak
Regina Harbourne
Klaus Libertus
Jeff Lockman
Sammy Perone
Eliza Nelson
Shannon Ross-Sheehy
Catherine Tamis-LeMonda
Beatrix Vereijken
Peter Vishton
Eric Walle

Developmental neuroscience

Heather Bortfeld (Co-Chair)
Rick Gilmore (Co-Chair)
Kimberly Cuevas
Jed Elison
Margaret Guy
Pan Liu
Claudia Männel
Debbie Mills
Ori Ossmy
Santiago Morales Pamplona
Audrey van der Meer

Perception

Lorraine Bahrack (Co-Chair)
Scott Johnson (Co-Chair)
Martha Arterberry
Dick Aslin

Viridiana Benitez
Andy Bremner
Hermann Bulf
John Colombo
Karen Dobkins
Erin Hannon
Sabine Hunnius
Kang Lee
Robert Lickliter
Daphne Maurer
Olivier Pascalis
Ferran Pons
Greg Reynolds
Lisa Scott
Mark Strauus
Chiara Turati

Communication and language 1: speech perception, phonology, and word-level processes

Chris Fennell (Co-Chair)
Leher Singh (Co-Chair)
Elike Bergelson
Christina Bergman
Heather Bortfeld
Krista Byers-Heinlein
Alex Cristia
Paola Escudero
Tsao Feng-Ming
Adrian Garcia-Sierra
Roberta Golinkoff
Katherine Graf Estes
Jessica Hay
Kathy Hirsh-Pasek

2018 Review Panels & Chairs cont'd

Marina Kalashnikova
 Casey Lew Williams
 Nivedita Mani
 Reiko Mazuka
 Thierry Nazzi
 Rochelle Newman
 Kris Onishi
 Rachel Schmale
 Amanda Seidl
 Megha Sundara
 Athena Vouloumanos
 Janet Werker
 Katherine White
 Chen Yu

Communication and language 2: syntax, pragmatics, signed languages, nonverbal communication, and disorders

Sudha Arunachalam (Co-Chair)
 Tilbe Goksun (Co-Chair)
 Ben Ambridge
 Marie Coppola
 Reyhan Furman
 Judith Holler
 Mutsumi Imai
 Elizabeth Kirk
 Aylin Kuntay
 Amy Lieberman
 Ulf Liskowski
 Danielle Matthews
 Carolyn Mervis
 Letty Naigles
 Elena Nicoladis
 Julia Parish Morris
 Carolyn Quam
 Katharina Rohlfing
 Meredith Rowe
 Anna Theakston
 Laura Wagner

Attention, memory, and learning

Natasha Kirkham (Co-Chair)
 Melanie Spence (Co-Chair)
 Rachel Barr
 Ramesh Bhatt
 Mary Courage
 Donna Fisher-Thompson
 Teresa Farroni
 Ross Flom
 Janet Frick
 Harlene Hayne
 Zsuzsa Kaldy
 Ildiko Kiraly
 Angela Lukowski
 Denis Mareschal
 Robin Panneton
 Paul Quinn
 Jennifer Rennels
 Greg Reynolds
 John Richards
 Larissa Samuelson
 Gudrun Schwarzer
 Gabrielle Strouse

Cognitive development

Teodora Gliga (Co-Chair)
 Susan Hespos (Co-Chair)
 Nadja Althaus
 Erika Bergelson
 Luca Bonatti
 Cara Cashon
 Erik Cheries
 Sara Cordes
 Alissa Ferry
 Sarah Gerson
 Gustaf Gredeback
 Kiley Hamlin
 Melissa Kibbe
 Celeste Kidd
 Valerie Kulhmeier
 Koleen McCrink
 Paul Muentener
 Shannon Ross-Sheehy
 Sylvain Sirois
 David Sobel
 Victoria Southgate

Aimee Stahl
 Kristy vanMarle
 Rachel Wu
 Fei Xu
 Jennifer Zosh

Social development

Kiley Hamlin (Co-Chair)
 Felix Warneken (Co-Chair)
 Laura Armstrong
 Renee Baillargeon
 Jonathan Beier
 Geoffrey Brownell
 Celia Brownell
 Laura Cirelli
 Audun Dahl
 Courtney Filippi
 Josefina Grau
 Dale Hay
 Mikolaj Hernik
 Shoji Itakura
 Joscha Kartner
 Ben Kenward
 Ioulia Kovelman
 Gabriela Markova
 Daniel Messinger
 Vincent Reid
 Mel Rutherford
 Laura Scaramell
 Kristin Shutts
 Marinus van Ijzendoorn

Emotional development

Pamela Cole (Co-Chair)
 Martha Ann Bell (Co-Chair)
 Jennifer Ablow
 Marjorie Beeghly
 David Bridgett
 Rebecca Brooker
 Eva Costa Martins
 Chantal Cyr
 Anjoli Diaz
 Ruth Feldman
 Maria Gartstein
 Tobias Grossmann
 Jie He
 Nancy Jones

Elizabeth Kiel
 Esther Keerkes
 Nicole Letourneau
 Nancy McElwain
 Margaret Moulson
 Colleen O'Neal
 Koraly Perez-Edgar
 Cathi Propper
 Dale Stack
 Amanda Tarullo
 Mele Taumoepeau
 Ross Vanderwert

Translational science: pediatrics, psychopathology, developmental disabilities, interventions, and policy

Holly Brophy-Herb (Co-Chair)
 Katherine Rosenblum (Co-Chair)
 Erika Bocknek
 Costanza Colombi
 Mary Dozier
 Brenda Jones-Harden
 Melissa Hagan
 Miri Keren
 Karlen Lyons-Ruth
 Prachi Shah
 Nancy Suchman
 Tova Walsh

40th anniversary

Kim Boller (Chair)
 Leslie Cohen
 Iheoma Iruka
 Rachel Keen
 Michael Lewis
 Harshini Shah
 Margaret Sullivan
 Aisha Yousafzai

ICIS membership

Membership benefits

All ICIS members benefit from an online subscription to *Infancy*, the official journal of the International Congress of Infant Studies. Additional membership benefits include:

- Opportunity to submit proposals and abstracts for sessions at the bi-ennial congress
- Opportunity to register for bi-ennial ICIS congresses at reduced registration rates
- Access to the member resource database
- Professional development and networking
- Access and ability to respond directly to job opportunity postings
- Ability to post job opportunities
- Ability to list published books on the ICIS links page under publications of interest
- Access to online ICIS resources and bi-ennial congress proceedings
- Opportunity to vote in elections of ICIS Board members
- Opportunity to stand for election to, and serve on, the ICIS Board of Directors
- Opportunity to nominate and/or be considered for awards
- Regular email updates and notices
- 25% discount on Wiley and Wiley-Blackwell books at www.wiley.com

Membership fees

The ICIS membership term runs for 1 or 2 years from January 1 through December 31. Current membership dues are as follows in USD:

Category	Dues (1 year/2 years)
Regular Member	\$65 / \$120
Early Career Member	\$55 / \$95
Student Member	\$45 / \$60
Developing Nations	\$45 / \$60
Emeritus Member	Free

Statement of Community

The International Congress of Infant Studies (ICIS) provides a context for the dissemination of research methods and findings on psychological development during infancy and early childhood and supports open intellectual discussion about theory, research, and practice. The Congress is committed to serving the needs of all ICIS members, inclusive of career stage, theoretical orientation, methodological practice, gender, gender identity or expression, sexual orientation, physical appearance, ethnicity/race or country of origin, religion, and political views. ICIS expects all attendees at our meetings and events to treat each other with mutual respect.

General conference information

Loews Hotel, Philadelphia

1200 Market Street,
 Philadelphia, Pennsylvania, 19107

All conference sessions will take place in this location.

WIFI access

There is WIFI available for ICIS delegates in the meeting space. Please follow the login details below:

WIFI Name: **Loews_Conference**

Password: **ICIS2018**

Registration

Conference registration fees include access to all sessions including keynote, panel, symposium, flash talk and poster sessions. Registration also includes 1 daily refreshment break during the poster session.

Name badges

Your name badge is your admission ticket to the conference sessions, coffee breaks, receptions. Please wear it at all times. At the end of the conference we ask that you recycle your name badge in one of the name badge recycling stations that will be set out, or leave it at the registration desk.

Lost name badges

There is a \$25 replacement fee for any lost or missing name badges – If you've lost your name badge, visit the registration desk for a replacement as soon as possible.

Registration and information desk hours

The ICIS registration and information desk, located in the **Millennium Hall foyer** will be open during the following dates and times:

Saturday, June 30	08:00 – 19:00
Sunday, July 1	08:00 – 19:00
Monday, July 2	07:45 – 18:00
Tuesday, July 3	08:00 – 17:00

If you need assistance during the conference, please visit the registration desk.

Poster information

Set-up / removal

There are three poster sessions during the meeting and posters have been allocated to one of the sessions based on poster themes. Poster presenters must set-up and remove their posters during the following times:

Poster session 1 – Sunday, July 1

Poster hours: 16:00 – 17:15
 Poster set-up: Sunday, July 1: 07:00 – 08:30
(posters will be on display all day)
 Removal of all posters by: 19:00 on Sunday, July 1

Poster session 2 – Monday, July 2

Poster hours: 15:00 – 16:15
 Poster set-up: Monday, July 2: 07:00 – 08:30
(posters will be on display all day)
 Removal of all posters by: 18:00 on Monday, July 2

Poster session 3 – Tuesday, July 3

Poster hours: 10:15 – 11:30
 Poster set-up: Tuesday, July 3: 07:00 – 08:30
(posters will be on display all day)
 Removal of all posters by: 14:00 on Tuesday, July 3

Information on poster authors, poster numbers and poster titles begins on page 82. Posters can also be browsed using the ICIS app. You can download the app from the apple store/google play store.

Staff

ICIS staff from Podium Conference Specialists can be identified by ribbons on their name badges. Feel free to ask anyone of our staff for assistance. For immediate assistance please visit us at the registration desk.

Volunteers

ICIS volunteers can be identified by the ribbons on their name badges. Feel free to ask them for assistance in finding a room, with AV needs or other questions you may have. ICIS would like to thank all the Grad students who have volunteered to at ICIS 18. We appreciate their support with the program and on site.

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Mobile App

Navigate the 2018 event like a pro with the Biennial Congress mobile app, powered by Core-apps.

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- Take notes and download event handouts and presentations
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- Share your event photos and experiences with the Activity Feed
- Find Philadelphia Local Places
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For all other device types (including BlackBerry, Windows, and all other web browser-enabled devices): While on your smartphone, point your mobile browser to <http://app.core-apps.com/icis2018> to be directed to the proper download version for your device.



Platform Compatibility:
Android v4x+ and iOS v7x+
Should you have any questions, please contact support@core-apps.com



core-apps



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ICIS award winners

Distinguished Early Career Contribution Award Winners

- **Daniel Hyde**, *University of Illinois at Urbana-Champaign*
- **Elisabeth Conradt**, *University of Utah*

Outstanding Dissertation Award Winners

- **Stephanie De Anda**, *University of Oregon*
- **Zoe Liberman**, *University of California Santa Barbara*

Translational Research Award Winner

- **Mary Dozier**, *University of Delaware*

Infancy Early Career Researcher Award Winner

- **Nicole B. Perry**, *University of North Carolina at Greensboro*

Outstanding Undergraduate Submission Award Winner

- **Victoria Chappel**, *The MARCS Institute Western Sydney University*
Let me tell you a story: The effect of accent pre-exposure on 13- to 15-month olds' word recognition

Outstanding Undergraduate Submission Honorable Mention

- **Christina Toval**, *University of Pittsburgh*
The development of response to social directives in infants later diagnosed with ASD

Distinguished Contribution Award Winners

- **Leslie Cohen**
- **Lila Gleitman**
- **Marshall Haith**
- **Frances Horowitz**
- **Rachel Keen**
- **Michael Lewis**
- **Lew Lipsitt**
- **Jacques Mehler**
- **Susan Rose**

Posthumous Contribution Award Winners

- **T. Berry Brazelton**
- **Eleanor J Gibson**
- **Hanus Papousek**
- **Carolyn Rovee-Collier**

Jacobs Foundation International Student Travel Award Winners

- **Margaret Addabbo**, *University of Milan-Bicocca*
- **Asli Aktan-Erciyes**, *Koç University*
- **Elisa Rachel Pisani Altafim**, *University of São Paulo*
- **Gabor Brody**, *Central European University*
- **Bin-Bin Chen**, *Fudan University*
- **Juliana Cunha de Lima Rodrigues**, *University of São Paulo*
- **Claudia Gaspardo**, *University of São Paulo*
- **Didar Karadag**, *Bogaziçi University*
- **Francesco Margoni**, *University of Trento*

ICIS Award Winners *cont'd*

ICIS Graduate Student Travel Award Winners

- **Fabianne Blake**, *University of Delaware*
- **Laura Colosimo**, *University of East Anglia*
- **Steven Elmlinger**, *Cornell University*
- **Justine Hoch**, *New York University*
- **Tian Linger Xu**, *Indiana University*
- **Elizabeth Loi**, *University of Oregon*
- **Anna MacKinnon**, *McGill University*
- **Ana Maria Portugal**, *University of London*
- **Anthea Pun**, *University of British Columbia*
- **Virginia Salo**, *University of Maryland, College Park*
- **Daan van Renswoude**, *University of Amsterdam*

NSF/NICHHD Undergrad Travel Awards

- **Cynthia Alvarado-Martinez**, *University of California, Davis*
- **Jessica Anderson**, *University of Wisconsin Oshkosh*
- **Avery Bonner**, *New York University*
- **Hannah Borenstein**, *New York University*
- **Kaitlyn Contino**, *Florida International University*
- **Sabrina Haskinson**, *University of Oregon*
- **Jihyo Kim**, *Chosun University*
- **Kaelin Kinney**, *University of Louisville*
- **Kelsey Long**, *East Tennessee State University*
- **Melanie Ann Miranda**, *New York University*
- **Kassey Morales**, *Florida International University*
- **Mia Radovanovic**, *University of Chicago*
- **Casey Ramsey**, *Yale University*
- **Eric Roman**, *University of California, Davis*
- **Pascale Saad**, *College of Staten Island*
- **Mauricia Silva**, *University of Toronto*
- **Kaitlyn Testa**, *Florida International University*
- **Lauren Thayer**, *San Diego State University*
- **Anele Villanueva**, *Northwestern University*

Why choose Databrary?

Databrary is a web-based data library for behavioral scientists to securely store, manage, share, discover, and reuse research data, including videos, audio files, procedures and stimuli, and related metadata.

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help behavioral researchers
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Why choose Datavyu?

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View multiple data streams

Datavyu supports multiple data streams. It links them together with a flexible, extensible spreadsheet that enables time-locked coding and lets you visualize the temporal alignment of nested events.

Seamlessly code observations

Keyboard shortcuts and user-defined scripts let you navigate quickly through data streams, while adding comments, codes, and interpretations as you go.

Build on prior analyses

Editing capabilities allow you to add, edit, or delete codes in a spreadsheet at any point, and even compare reliability between coders.

Automated data extraction/analysis

Use scripts for analyses, data cleaning, or to ensure manipulation procedures run the same way every time.

User guide and support

Free user guide, tutorials, and script library available online.

www.datavyu.org

Supported by: The LEGO Foundation



Society for Research in Child Development

Special meetings & social events

Saturday, June 30

Regency Ballroom

17:00 – 18:30 40th anniversary symposium

We've come a long way, baby! ICIS at 40 and beyond. Join us to look back on 40 years, and hear from distinguished panel members

Sponsored by: **The Bezos Family Foundation**

18:30 – 19:30 40th anniversary reception

Join us in the Millennium Hall (Loews Hotel), right after the 40th Anniversary Celebration Panel, for a Philadelphia style welcome - complete with local beer and soft pretzels!



Sunday, July 1

Regency Ballroom

17:15 – 18:15 Presidential address

Building Bridges: Why Science, Practice, Journalism and Policy should play together

ICIS President: **Kathy Hirsh-Pasek**, Lefkowitz Faculty Fellow, Temple University senior fellow, Brookings Institution

ICIS Treasurer: **Roberta Michnick Golinkoff**, Unidel H. Rodney Sharp Professor, University of Delaware

Sponsored by: **The LEGO Foundation**

18:30 – 19:30 Presidential reception

Join us at the Constitution Centre to celebrate ICIS – meet up with old friends and colleagues, and meet new people! With music from the Stan Slotter Jazz Quartet

Address: 525 Arch St, Philadelphia, PA 19106

The LEGO Foundation

Tuesday, July 3

Regency Ballroom

09:30 – 10:15 Awards ceremony and business meeting

Join us to congratulate our award winners, and participate in our Society Business Meeting.

Pre-conference workshops

Saturday, June 30

Congress A

Pre-conference workshop 1: Finding structure in time

Full day: 08:30 – 16:00

Organisers:

- **Tian Linger Xu**, *Indiana University*
- **Kaya de Barbaro**, *University of Texas at Austin*
- **Ralf F. A. Cox**, *University of Groningen*

Presenters:

- **Kaya de Barbaro**, *University of Texas at Austin*
- **Drew H. Abney**, *Indiana University*
- **Ralf F. A. Cox**, *University of Groningen*
- **Tian Linger Xu**, *Indiana University*

Our workshop title was inspired by a highly influential paper by Jeff Elman highlighting the importance of characterizing the temporal structure of behavior for understanding human cognition. We believe this is even more true for infant development. The micro-dynamics of infants' interactions shape their longitudinal trajectories across domains, from motor and language development to socio-emotional development and psychopathology. Behavior unfolds across many modalities and interactions are organized across many timescales: from seconds (a gaze shift) to minutes (reading a storybook) to years (a secure attachment relationship). New technology allows us to collect multimodal data at a fine temporal scale, leading to the curation of massive multimodal corpora of behavior. However, along with new opportunities come new challenges. Theories are often underspecified as to the exact nature of these unfolding interactions, and researchers in developmental psychology have limited training for working with the voluminous temporal datasets.

In this workshop, we will present an ensemble of methods for finding structure in large temporal datasets. Four modules will begin by covering basic qualitative and quantitative techniques for discovery of structure in high-density data (data visualization and clustering analyses) and then move on to advanced algorithms for quantifying patterns of interaction between individuals or modalities (Recurrence Quantification Analysis and Granger Causality). The presentations will introduce and motivate the utility of each technique for infancy research, as well as conceptual and quantitative foundations for the module. Hands-on activities will provide sample exercises which participants can later modify and apply to their own datasets.

Washington BC

Pre-conference workshop 2: Designing playful learning cities: the learning landscapes initiative in Philadelphia and beyond

Sponsored by: **William Penn Foundation**

Full day: 08:30 – 16:00

Organisers:

- **Brenna Hassinger-Das**, *Pace University*

Presenters:

- **Kathy Hirsh-Pasek**, *Temple University* & **Roberta Golinkoff**, *University of Delaware*:
Overview of Learning Landscapes
- **Martha Zapata, Amanda Morris & Amy Treat**, *Oklahoma State University*:
Talking is Teaching in Supermarkets
- **Brenna Hassinger-Das**, *Pace University*:
Urban Thinkscape
- **Andres Bustamante**, *Temple University*:
Parkopolis
- **Jeremy Sawyer**, *Temple University*:
Philadelphia Playful Learning City Project

By 2050, over 70% of the world's children will live in cities. Yet, many urban public spaces are underutilized and lack opportunities for families to partake in play and playful learning. With less opportunity to read or play spatial/mathematical games with caregivers, young children from under resourced neighborhoods enter school far behind their more affluent peers in reading and mathematics. In this context, public spaces hold immense potential to provide needed learning opportunities for children from infancy onwards.

To help realize such possibilities, this workshop will showcase an innovative line of research transforming public spaces in Philadelphia and beyond into hubs for playful learning. By embedding playful learning within public spaces (e.g., bus stops, stores, and laundromats), the Learning Landscapes initiative supports meaningful interactions between children and families in traditionally underserved communities. Attendees will learn about the social and educational backdrop to Learning Landscapes through presentations about the 21st century skills children need in today's rapidly changing world. The overall workshop objective is to give attendees the inspiration and practical knowledge necessary to execute their own playful learning projects.

To this end, the morning portion of the workshop includes a guided tour of Philadelphia's Learning Landscape sites via trolley. The tour will stop at Urban Thinkscape, Parkopolis, and Playbaries—all part of the Philadelphia Playful Learning City project. Attendees will gain insight into how to transform a city into a playful learning hub by directly experiencing urban playful learning installations. Afterward, we will return to the conference site to discuss the playful learning sites we have visited. This will deepen attendees' practical understanding of how to transform their own local landscapes.

WILLIAM PENN
FOUNDATION

Commonwealth AB

Pre-conference workshop 3: Tools for open science: reproducible data analysis and paper writing in R

Full day: 08:30 – 16:00

Organisers:

- **Michael Frank**, *Stanford University*

Presenters:

- **Jessica Kosie**, *University of Oregon*
- **Michael Frank**, *Stanford University*
- **Elika Bergelson**, *Duke University*
- **Melissa Kline**, *MIT*

Scientific research is by definition verifiable and cumulative. Transparency and openness, through the sharing of materials, code, and data so that others can reproduce and build on published work, are critical parts of the research enterprise. This is especially true in developmental psychology where idiosyncratic lab practices are often poorly documented, leading to 'drift' across labs and reduplicated effort. The goal of this workshop is to provide training to interested researchers (students, postdocs, and faculty) so that they can begin incorporating transparent, open, and reproducible practices into their own work.

In recent years, a variety of free tools have gained in popularity, making reproducible practices easier. R is a powerful tool for statistical data analysis and reproducible research. In this tutorial, we will teach four 80 minute modules 1) introducing R, 2) writing reproducible papers using RMarkdown, 3) demonstrating simple data analyses using the tidyverse, and 4) sharing these reports and managing data/materials sharing using the Open Science Framework.

Together, these tools make it possible to incorporate open science practices into work you're already doing – analyzing data and writing articles – with fairly minimal start-up cost and substantial savings down the road. Thus, in this workshop we hope to give participants hands-on experience with a "soup-to-nuts" open science workflow over the course of the day.

Congress C

Pre-conference workshop 4: Introducing meta-analytic methods for infant studies

Half day: 08:30 – 12:00

Organisers:

- **Christina Bergmann**, *Max Planck Institute for Psycholinguistics*
- **Sho Tsuji**, *University of Pennsylvania*

Presenters:

- **Sho Tsuji**, *University of Pennsylvania*
- **Christina Bergmann**, *Max Planck Institute for Psycholinguistics*

Meta-analysis is a powerful yet underused tool in infant studies. It allows researchers to leverage entire bodies of literature to get a broad and at the same time quantitative overview of a particular phenomenon, thereby promoting theory development and supporting study planning. Further, the role of moderating factors can be examined. What is of particular interest for infant researchers is the possibility to use meta-analysis to detect the emergence of an ability as infants mature. In light of recent concerns about replications in experimental science, it is also important to stress how meta-analyses can help distinguish false positives and negatives in single studies from the absence or presence of an ability in a population (overall or at a certain age). For study planning, meta-analysis can inform sample size decisions by means of prospective power analysis, or method choice by effect size comparison. In this tutorial, we address both future meta-analysts and (potential) users of extant meta-analyses. We will introduce meta-analysis as a tool with which to inform all aspects of the research cycle, from experiment planning over method and stimulus choice to result interpretation. We will also present an online platform we have developed for conducting and exploring meta-analyses in the field of cognitive development: MetaLab.

Participants of the workshop will have gained insights into the use, conduction, interpretation, and visualization of meta-analyses. They will also be leave with an improved understanding of effect sizes, their relation with power and significance, and the use of these concepts for interpreting results. Finally, participants will be able to use meta-analytic datasets to plan their own studies.

Congress B

Pre-conference workshop 5: Facial Action Coding System for infants and young children (Baby FACS)

Half day: 12:30 – 16:00

Organizer:

- **Harriet Oster**, *New York University, USA*

Presenters:

- **Harriet Oster**, *New York University, USA*
- **Marco Dondi**, *Ferrara University, Italy*

Harriet Oster and Marco Dondi will conduct an introductory workshop on Oster's Facial Action Coding System for Infants and Young Children (Baby FACS, 2017 revision), an objective, anatomically based coding system adapted for infants and children from the adult FACS (Ekman, Friesen, & Hager, 2002). Baby FACS is uniquely suited to investigating developmental changes and continuities and subtle individual and cultural differences in facial expression in normative and atypical populations. Dr. Oster will begin with an overview of the theoretical and methodological issues underlying Baby FACS and will present a primer on Baby FACS coding, illustrating the anatomical basis of Baby FACS Facial Action Units (AUs) and modifications of FACS for the facial morphology of full-term and preterm infants and infants with facial anomalies. Dr. Dondi will present strategies for coding facial expressions in very early preterm infants and fetal facial expressions seen in 3- and 4-D ultrasounds.

The second part of the workshop will focus on the repertoire of distinctive infant facial expressions and strategies for coding intensities and variants of positive and negative affect expressions occurring in contexts of infant-caregiver interactions and experimental manipulations and facial expressions reflecting hedonic responses to sensory stimulation, cognitive information processing, and emotion regulation. In the final part of the workshop, participants will have an opportunity to discuss their own studies and strategies for coding and data analysis.

Prior FACS training is not required, but some experience coding infant or child behavior is recommended. Space is limited, and advance registration is required. Refreshments will be provided.

Commonwealth CD

Pre-conference workshop 6:
Tutorial on using head-mounted eye tracking in infant research

Sponsored by: **Positive Science**

Half day: 08:30 – 12:00

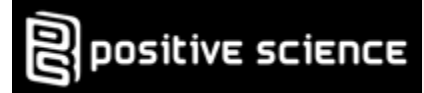
Organizer:

- **Chen Yu**, *Indiana University*
- **John Franchak**, *University of California*
- **Irina Castellanos**, *Ohio State University*

Presenters:

- **John Franchak**, *University of California*
- **Chen Yu**, *Indiana University*
- **Irina Castellanos**, *Ohio State University*
- **Lisa Oakes**, *University of California at Davis*
- **Jeffrey J. Lockman**, *Tulane University*
- **Daniel Kennedy**, *Indiana University*

Researchers have recorded eye movements in infants to investigate a stunning number of aspects of early development, from low-level phenomena, such as visual attention and motion perception, to high-level questions about theory of mind and the origins of concepts. Most eye tracking studies are screen-based, which requires infants to sit in front of a computer screen and precludes movement. Recently, head-mounted eye tracking allow researchers to record eye movements from the infants' perspectives – what they see and where they attend when actively exploring the world. However, compared with the well-established screen-based paradigm, infant head-mounted eye tracking poses new challenges in both data collection and analysis. The overall goal of the workshop is to share our expertise in using head-mounted eye tracking in infant studies. Specifically, the workshop will 1) provide hands-on training for head-mounted eye tracking data collection; 2) discuss issues of annotating and analyzing high-density gaze data and provide tools to facilitate annotation and analysis; and 3) showcase a wide variety of research applications. To form a research community for sharing expertise on head-mounted eye tracking, we will create and host a website to make resources accessible to the audience for use in their own research.



Washington A

Pre-conference workshop 7:
40 years of research with newborns

Half day: 12:30 – 16:00

Organisers:

- **Bahia Guellaï**, *University of Paris Nanterre, France*

Presenters:

- **Bahia Guellaï**, *University of Paris Nanterre, France*
- **Olivier Pascalis**, *University of Grenoble, France*
- **Francesca Simion**, *Professor, University of Padova, Italy*

- **Ana Flo**, *UNICOG INSERM, France*
- **Lola De Hevia**, *University Paris Descartes, France*
- **Fabrice Damon**, *University of Burgundy, France*

Research on neonatal cognition has developed rapidly in the past years. The last forty years of research have provided a great amount of evidence for newborns' perceptual and cognitive abilities. What do we know so far about neonatal cognition? Using a variety of paradigms, researchers became able to probe for what newborns know. We know now that newborns are able to process information coming from the social world and the physical objects through all their senses. They are able to discriminate between object shapes and between faces; that is, they are able to detect invariants, remember and recognize them. The development of techniques such the fNIRS offers also new possibilities to explore neonates' capacities. Here, we will present different research questions and approach that enable us to go deeper in the understanding of newborns' perceptual and cognitive abilities. We want this workshop to be interactive and we will propose to the audience debate and discussion times around this topic

Program schedule

Saturday, June 30

17:00 – 18:30
 Regency Ballroom

40th Anniversary Celebration Panel We've come a long way, baby! ICIS at 40 and beyond

Sponsored by: **The Bezos Family Foundation**

Hear from distinguished panel members:

- **Kim Boller**, *Senior Fellow, Mathematica Policy Research*
- **Ellen Galinsky**, *Chief Science Officer, Bezos Family Foundation and Senior Research Advisor, Society for Human Resource Management (SHRM)*
- **Jacqueline Jones**, *President and CEO, Foundation for Child Development*
- **Rachel Keen**, *Professor Emerita, University of Virginia*
- **Michael Lewis**, *University Distinguished Professor of Pediatrics and Psychiatry, and Director, Institute for the Study of Child Development, Rutgers Robert Wood Johnson Medical School*

Join us for a look back at the history of ICIS and the important issues of the day, the leaders who shaped the organization and our field, and reflections on the impact of infancy research on everyday life for children and families. A distinguished panel, including Ellen Galinsky, Jacqueline Jones, Rachel Keen, and Michael Lewis, will share their perspectives and engage in a lively discussion of where we have been and where infancy research needs to go in the next 40 years to inform families, programs, public policy, and research. We will hear tales from our foreparents about our origins and solve mysteries you may have always wondered about, including why some of your mentors have a yo-yo or two around their offices. We will also look to the audience to share reflections and projections of where the field needs to go in the future to continue to make a difference for babies and families. Come back in time to reminisce a bit and build the bridge to our future as we open the meeting together.



18:30 – 19:30
Millennium Hall

40th Anniversary Reception

Join us at the hotel, right after the 40th Anniversary Celebration Panel, for a Philadelphia style welcome - complete with local beer, and soft pretzels!

Sunday, July 1

07:00 – 08:00
Congress BC

Graduate student welcome breakfast

(limited attendance, pre-registration required)

07:00 – 08:00
Adams Room

Undergraduate orientation and welcome session

All undergraduate delegates welcome!

Parallel Session 1 | 08:30 – 10:00

For a complete listing of the symposium abstracts, [[click here](#)] or visit infantstudies.org/program. You can also access this information on the congress app

08:30 – 10:00
Commonwealth CD

S1.1 Symposium

Maternal pathways of pre/perinatal stress effects on neurobehavioral development

Chair:

- **Brittany Howell**, *University of Minnesota*

Speakers:

- **S1.1i** *Preconception maternal stress predicts poor child cognitive and emotional outcomes*
Danielle Swales, *University of Denver*
- **S1.1ii** *Prenatal influences of fetal neurodevelopment: Parsing the complexity of in utero features and charting the early trajectory of alternations to neurodevelopment related to prenatal stress*
Colleen Doyle, *University of Minnesota*
- **S1.1iii** *Complex effects of maternal stress and diet on neurodevelopment in nonhuman primates*
Brittany Howell, *University of Minnesota*

08:30 – 10:00
Regency A

S1.2 Symposium

Everyday inputs and learning

Chairs:

- **Catherine Tamis-LeMonda**, *New York University*
- **Chen Yu**, *Indiana University*

Speakers:

- **S1.2i** *Infants' everyday object play and language inputs*
Catherine Tamis-LeMonda, *New York University*
- **S1.2ii** *Quantity meets Quality: Examining a statistical solution of referential uncertainty in parent-child naturalistic interaction*
Chen Yu, *Indiana University*
- **S1.2iii** *Everyday visual experience and the data for learning about visual objects*
Caitlin Fausey, *University of Oregon*
- **S1.2iv** *Learning to walk: Immense and varied input*
Justine Hoch, *New York University*

08:30 – 10:00
Washington BC

S1.3 Symposium

Developing self-regulation in the transition to parenthood: The new fathers and mothers study

Chairs:

- **Andrew Ribner**, *New York University*
- **Claire Hughes**, *University of Cambridge*

Speakers:

- **S1.3i** *Domain-specificity in the intergenerational transmission of executive functions*
Andrew Ribner, *New York University*
- **S1.3ii** *Mental health in the transition to parenthood*
Gabrielle McHarg, *University of Cambridge*
- **S1.3iii** *Measuring and predicting individual differences in executive function at 14 months*
Rory Devine, *University of Birmingham*
- **S1.3iv** *Autonomy support and warmth towards toddlers in British and Dutch mothers and fathers: Similarities, contrasts and actor-partner interdependence*
Claire Hughes, *University of Cambridge*

08:30 – 10:00
Regency Ballroom BC

S1.4 Symposium

How to get the most out of infant data

Chairs:

- **Koraly Perez-Edgar**, *Pennsylvania State University*
- **Kristen Buss**, *Pennsylvania State University*
- **Vanessa LoBue**, *Rutgers*

Speakers:

- **S1.4i** *The promises and challenges of an individual differences approach to infant research*
Koraly Perez-Edgar, *Pennsylvania State University*
- **S1.4ii** *Maximizing data quality and quantity in eye tracking studies with infants*
Lisa Oakes, *University of California at Davis*
- **S1.4iii** *(Re)using video to document procedures, illustrate findings, grow sample sizes, and ask new questions*
Karen Adolph, *New York University*
- **S1.4iv** *Using multiple converging measures in infant research: Lessons from the development of infants' responses to threat*
Vanessa LoBue, *Rutgers*

08:30 – 10:00
Congress BC

S1.5 Symposium

Building bridges across minds and brains: Using live paradigms to elucidate interpersonal neurocognitive processes in infancy

Chair:

- **Victoria Leong**, *University of Cambridge*

Speakers:

- **S1.5i** *Interpersonal neural synchrony between infants and adults during naturalistic social interaction*
Victoria Leong, *University of Cambridge*
- **S1.5ii** *Face-to-face and brain-to-brain: Effects of maternal attachment, caregiving, and sensitivity on mother-child neural synchrony*
Stefanie Hoehl, *University of Vienna*
- **S1.5iii** *Infant brain responses to live face-to-face interaction with their mothers: Combining fNIRS with a modified still-face paradigm*
Hannah Behrendt, *University of Aachen*
- **S1.5iv** *The trajectory of semantic representation: From encoding to consolidation - an interplay of N400 & alpha desynchronization*
Vincent Reid, *University of Lancaster*

08:30 – 10:00
Congress A

S1.6 Symposium

Grammar learning in infancy

Chair:

- **Anne van der Kant**, *University of Potsdam*

Speakers:

- **S1.6i** *Marcus et al. (1999) revisited: Which mechanism underlies infants' abstraction of ABA/ABB patterns?*
Clara Levelt, *Leiden University*
- **S1.6ii** *Learning repetition-based regularities at 6 Months*
Irene de la Cruz Pavia, *Université Paris Descartes & CNRS*
- **S1.6iii** *Developmental shift in non-adjacent dependency learning*
Mariella Paul, *Max Planck Institute for Human Cognitive and Brain Sciences & Anne van der Kant*, *University of Potsdam*
- **S1.6iv** *On the link between perception and cognition in auditory sequence learning*
Jutta Mueller, *University of Osnabrück*

08:30 – 10:00
Washington A

S1.7 Symposium

Preventing obesity in infancy: Updates on early interventions

Chair:

- **John Worobey**, *Rutgers-The State University*

Speakers:

- **S1.7i** *Maternal choice of study partner in a home-based obesity prevention trial aimed at infants and toddlers*
Heather Wasser, *University of North Carolina*
- **S1.7ii** *Effects of the INSIGHT trial on parenting, child behavior, and early childhood weight outcomes: A randomized clinical trial*
Jennifer Savage, *Pennsylvania State University*
- **S1.7iii** *Two and 3.5-year post-intervention outcomes of the InFANT Program: A cluster-RCT to improve energy-balance behaviours in early childhood*
Karen Campbell, *Deakin University*
- **S1.7iv** *The NOURISH trial: Preventing obesity using anticipatory guidance to promote positive feeding practices in very early childhood*
Rebecca Byrne, *Queensland University of Technology*

08:30 – 10:00
Commonwealth AB

S1.8 Flash talk session 1

The interrelation of motor, cognitive, and social development

Flash talk listings from page 77

10:00 – 10:15

Break

Parallel Session 2 | 10:15 – 11:45

For a complete listing of the symposium abstracts, [[click here](#)] or visit infantstudies.org/program. You can also access this information on the congress app

10:15 – 11:45

Commonwealth CD

S2.2 Symposium

The role of early experience in the development of auditory & audiovisual perception

Chair:

- **David Lewkowicz**, *Northeastern University*

Speakers:

- **S2.2i** *Cross-modal neuroplasticity in deafness: Evidence from children fitted with cochlear implants*
Anu Sharma, *University of Colorado at Boulder*
- **S2.2ii** *New insights into critical periods: Cross-modal perception in adults treated for congenital cataract*
Daphne Maurer, *McMaster University*
- **S2.2iii** *Short periods of perinatal sensory experience change the structure and function of auditory cortex*
Steven Lomber, *University of Western Ontario*
- **S2.2iv** *The role of early experience in multisensory processing and its development in human infants*
David Lewkowicz, *Northeastern University*

10:15 – 11:45

Congress BC

S2.3 Symposium

Complex trauma and domestic violence: Effects on mother-infant relationships, playfulness and treatment adherence

Chair:

- **Adella Nikitiades**, *The New School For Social Research*

Speakers:

- **S2.3i** *Infants exposed to complex trauma and domestic violence. A closer look at the mother's experience of parenting*
Adella Nikitiades, *The New School For Social Research*
- **S2.3ii** *Playfulness of infants at risk: The effect of exposure to domestic violence*
Shulamit Pinchover, *The New School For Social Research*
- **S2.3iii** *Adherence in parent-child psychotherapy: Implications of childhood adversity*
Jeana DeMairo, *The New School For Social Research*

10:15 – 11:45
 Regency Ballroom BC

S2.4 Symposium

The dyadic nature of learning: Contingent parent responses influence infant attention and language

Chairs:

- **Eric Walle**, *University of California, Merced*
- **Lukas Lopez**, *University of California, Merced*

Speakers:

- **S2.4i** *Real-time effects of maternal responsiveness on infant's sustained attention*
Sara Schroer, *Indiana University*
- **S2.4ii** *Temporal and statistical characteristics of dyadic interactions that facilitate communicative development*
Michael Goldstein, *Cornell University*
- **S2.4iii** *Parental responsiveness during prelinguistic vocal development: Variability and association with language outcomes*
Julie Gros-Louis, *University of Iowa*
- **S2.4iv** *Adult responses to infant prelinguistic vocalizations are associated with infant vocabulary: A home observation study*
Lukas Lopez, *University of California, Merced*

10:15 – 11:45
 Congress A

S2.5 Symposium

Can we close the gaps in research on nonadjacent dependency learning?

Chair:

- **Jill Lany**, *University of Notre Dame*

Speakers:

- **S2.5i** *Input in the lab causes 15-month-olds to learn an English non-adjacent dependency*
Jeffrey Lidz, *University of Maryland*
- **S2.5ii** *Individual differences in infants' nonadjacent dependency learning*
Jill Lany, *University of Notre Dame*
- **S2.5iii** *Semantic cues facilitate learning and generalizing nonadjacent dependencies*
Jon Willits, *University of California-Riverside*
- **S2.5iv** *A rhythm model of learning non-adjacent dependencies*
Felix Wang, *University of Pennsylvania*

10:15 – 11:45
Regency Ballroom A

S2.6 Symposium

Does looking lead to learning? Individual and contextual differences in visual attention

Chair:

- **Heather Kirkorian**, *University of Wisconsin-Madison*

Speakers:

- **S2.6i** *Attentional processes, imitation and learning from 2-D media at 12- and 16-months of age*
Mikael Heimann, *Linköping University*
- **S2.6ii** *The constraints of sensorimotor coordination on the distribution of visual attention*
Drew Abney, *Indiana University*
- **S2.6iii** *Selective attention and learning from interactive and noninteractive video: An eye movement study*
Heather Kirkorian, *University of Wisconsin-Madison*
- **S2.6iv** *Empty looks or paying attention? Exploring infants' visual behavior during encoding of an elicited imitation task*
Trine Sonne, *Aarhus University*

10:15 – 11:45
Washington BC

S2.7 Symposium

Precursors of logical concepts at work: Does logical reasoning support exploration and learning in preverbal infants?

Chair:

- **Nicoló Cesana-Arlotti**, *Johns Hopkins University*

Speakers:

- **S2.7i** *Negation and infants' representation of the relation of difference*
Jean-Remy Hochmann, *University of Lyon*
- **S2.7ii** *Infants reveal the identity of a hidden speaker with reasoning by exclusion*
Erno Teglas, *Central European University*
- **S2.7iii** *Precursors of logical reasoning in goal-directed action understanding: Does reasoning by exclusion support infants' processing of other agents' preferences?*
Nicoló Cesana-Arlotti, *Johns Hopkins University*

10:15 – 11:45
Commonwealth AB

S2.8 Flash talk session 2:

Modeling and interpreting individual differences

Flash talk listings from page 77

11:45 – 12:00

Break

Parallel Session 3 | 12:00 – 13:30

For a complete listing of the symposium abstracts, [[click here](#)] or visit infantstudies.org/program. You can also access this information on the congress app

12:00 – 13:30
Washington BC

S3.1 Invited panel session

Play in infancy: A foundation for development and learning

Chairs:

- **Kathy Hirsh-Pasek**, *Temple University*
- **Roberta Golinkoff**, *University of Delaware*

Speakers:

Toward a social neuroscience of learning through play

- **Victoria Leong**, *Nanyang Technological University (Singapore) Department of Psychology, University of Cambridge (UK)*

During early life, social interactions between infants and caregivers – such as play – provide a powerful stimulant for learning. Yet current neuroscience frameworks are ill-equipped to explain how social interactions potentiate learning in the infant brain. By necessity, neuroscientific learning models adopt a reductionist approach to the relationship between the inner mental world of the infant learner and her outer world. Hebbian learning is automatic and predictable: the infant observes a temporal or causal association between physical objects or events; repeated exposure strengthens synaptic connections that hard-wire this new knowledge into neural network architecture. However, social learning – learning from and with social partners – is variable and voluntary. Whilst information about the physical world is epistemically transparent and stable, social information (from human behaviour such as vocalisations and facial expressions) varies dynamically in relation to oneself, one's partner, and the wider social context. Early social learning, therefore, is better understood as a negotiation between teacher and learner as they perform a mental dance around what (if any) learning will occur. Explaining this capricious, but fundamental, form of early human learning requires a paradigmatically different type of “two-person” neuroscience. Here, I will present dyadic (adult-infant) neural data that exemplify a co-constructivist approach to understanding how early learning occurs in social contexts like play.

Through infancy and beyond: Journeying toward the essence of play

- **Justine Howard**, *University in Swansea*

Play can be considered as an observable behaviour, as a process or cycle of activity, and as a psychological mindset or approach to task. How we understand play can shape the way that we design our research and subsequently, influence the contribution our findings make to theory, policy and practice. One of the main challenges that has persisted in our study of play, has been evidencing its unique value in relation to children's development with sufficient strength and rigour. This paper will propose that there has been a significant shift in recent years toward considering ‘playfulness’ as a psychological state of mind, and it will highlight how this has reaped significant rewards, strengthening the evidence base surrounding the value of play, informing theoretical models that explain this value, and as such, advancing policy and practice. The paper will outline how children learn to distinguish play from other activities from infancy onwards as a result of their life experiences. It will describe the crucial role that children's own descriptions of their daily activities have had in informing our understanding of what comprises play and how this information has contributed to the development of an experimental paradigm that has consistently demonstrated the significant positive impact of a playful rather than non-playful approach to the same task.

12:00 – 13:30
Washington BC

S3.1 Invited panel session cont'd

The paper will outline how infancy is an important period for the development of children's views as to what does and does not comprise play, with particular reference to adults joining children in their play as equal play partners. The paper will proceed to explain how identifying autonomy, choice and control as perceived or negotiated constructs in determining children's playful psychological state when engaging in activities is pivotal, amplifying development across domains. The paper will discuss the value of nurturing a playful approach to daily activities with a view to supporting resilience and emotional health. Theoretical models to explain the inherent value of play from a cognitive through to emotional perspective during infancy, early childhood and beyond, will be presented.

12:00 – 13:30
Regency Ballroom BC

S3.2 Symposium:

ManyBabies: Collaborative research in developmental science as a productive response to the "replication crisis"

Chair:

- **Melanie Soderstrom**, *University of Manitoba*

Speakers:

- **S3.2i *ManyBabies 1: A multi-lab study of the infant-directed speech preference***
Michael Frank, *Stanford University* &
Melanie Soderstrom, *University of Manitoba*
- **S3.2ii *Bilingual infants' preference for infant-directed speech: ManyBabies 1B***
Krista Byers-Heinlein, *Concordia University*
- **S3.2iii *Robust exploratory analyses in infancy research: Using the ManyBabies 1 dataset to understand variation in lab practices***
Melissa Kline, *Massachusetts Institute of Technology*
- **S3.2iv *ManyBabies 2: A multi-lab study of Infant Theory of Mind***
Dora Kampis, *Central European University*
Tobias Schuwerk, *LMU Munich* &
Hannes Rakoczy, *University of Göttingen*

On behalf of The ManyBabies Consortium

12:00 – 13:30
Commonwealth CD

S3.3 Symposium:

*Threat perception from infancy to the preschool period:
Behavioral and neuroimaging perspectives*

Chair:

- **Charles Nelson**, *Harvard University*

Speakers:

- **S3.3i** *Developmental change in attention biases for social and non-social threats in infancy*
Vanessa LoBue, *Rutgers University*
- **S3.3ii** *Infant profiles of attention to threat: Individual and parental mechanisms*
Koraly Perez-Edgar, *Pennsylvania State University*
- **S3.3iii** *Individual differences in the response to fearful faces at 7 months predicts helping behavior at 14 months of age*
Kathleen Krol, *University of Virginia*
- **S3.3iv** *Individual differences in event-related potentials to emotional faces from Infancy to 3-years: Developmental stability and relation with risk factors for anxiety*
Laurie Bayet, *Harvard Medical School and Boston Children's Hospital*

12:00 – 13:30
Regency Ballroom A

S3.4 Symposium:

Infants' understanding about social interactions, relations, and social structures

Chairs:

- **Yuyan Luo**, *University of Missouri*
- **You-jung Choi**, *Harvard University*

Speakers:

- **S3.4i** *Can developmental studies inform the question of whether music was an evolutionary adaptation?*
Laurel Trainor, *McMaster University*
- **S3.4ii** *How synchronous motion affects infants' social perception*
Christine Fawcett, *Uppsala University*
- **S3.4iii** *How does a prosocial or antisocial act change interactions between two agents?*
You-jung Choi, *Harvard University*
- **S3.4iv** *Adults and infants expect social dominance to be derived from alliance relationships*
Olivier Mascaro, *Institut des Sciences Cognitives, UMR5304 CNRS Université Lyon*

12:00 – 13:30
Congress BC

S3.5 Symposium:

*Representations of support from infancy to childhood:
Reasoning, categorization, and language*

Chair:

- **Laura Lakusta**, *Montclair State University*

Speakers:

- **S3.5i Teaching infants a new support rule via explanation-based learning**
Renee Baillargeon, *University of Illinois at Urbana-Champaign*
- **S3.5ii A core concept of support for infant cognition and language learning**
Laura Lakusta, *Montclair State University*
- **S3.5iii Preschoolers' spatial reasoning: Is support more challenging than containment?**
Youjeong Park, *Pusan National University*

Discussant:

- **Barbara Landau**, *Johns Hopkins University*

12:00 – 13:30
Washington A

S3.6 Symposium:

Connecting self and other in infancy through neural representations of the body

Chair:

- **Andrew Meltzoff**, *University of Washington*

Speakers:

- **S3.6i Infant brain responses to felt touch of self and observed touch of another person: An MEG study**
Andrew Meltzoff, *University of Washington*
- **S3.6ii Using somatosensory mismatch negativity as a window into body representations in infancy**
Guannan Shen, *Temple University*
- **S3.6iii Neural body maps for lips, hands, and feet in 60-day-old infants**
Ashley Drew, *University of Washington*

Discussant:

- **Peter Marshall**, *Temple University*

12:00 – 13:30
Congress A

S3.7 Symposium:

*Rigor and reproducibility in infant temperament research:
Person-centered approaches to characterize infant behavior*

Chair:

- **Brendan Ostlund**, *University of Utah*

Speakers:

- **S3.7i** *Temperament profiles among infants with prenatal substance exposure: Neonatal origins and implications for neurobehavioral development*
Brendan Ostlund, *University of Utah*
- **S3.7ii** *Culture, temperament, and problem behavior development in a Mexican American sample*
Betty Lin, *University of Utah*
- **S3.7iii** *Person-centered analysis of infant temperament: Leveraging existing data*
Maria Gartstein, *Washington State University*

Discussant:

- **Cynthia Stifter**, *Pennsylvania State University*

12:00 – 13:30
Commonwealth AB

S3.8 Flash talk session 3:

The interrelation of motor, cognitive, and social development

Flash talk listings from page 77

13:30 – 14:30

Lunch (on own)

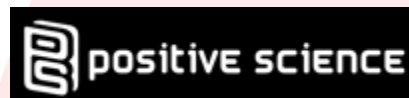
Parallel Session 4 - 14:30 – 16:00

For a complete listing of the symposium abstracts, [[click here](#)] or visit infantstudies.org/program. You can also access this information on the congress app

14:30 – 16:00
Regency Ballroom BC

S4.1 Presidential symposium

Sponsored by: **Positive Science**



The urgent work of bridging gaps between communications and the learning sciences

Chair:

- **Lisa Guernsey**, *New America*

Panel members:

- **Brenda Jones Harden**, *University of Maryland*
- **Marcela Peña**, *Pontificia Universidad Catolica de Chile*
- **Alison Wilder**, *Super Why!*
- **Michael Yogman**, *pediatrician in practice in Cambridge, Mass. and Chief of the Division of Ambulatory Pediatrics at Mt Auburn Hospital*

Never before have so many insights emerged from the world of the learning sciences—so many important findings that need to be understood by more parents, caregivers, educators, mental health professionals, and more. And yet never before have so many information streams demanded attention from the general public. Can the science of early childhood break through?

Can we build bridges to and between the world of communications? This panel will spark new ideas and trigger badly needed dialogue on what needs to change, and where scientists have an obligation to step up. What methods and approaches can help to attract new audiences to your work? How can you ensure that research is not distorted when it gains attention? And What helps to make messages “stick”? Esteemed scientists, practitioners, and communicators from around the world will talk about these issues and more as we discuss what it takes to communicate in ways that have a lasting positive impact on children and families.

14:30 – 16:00
Regency Ballroom A

S4.2 Symposium

Let's get social! Infants' sensitivity to social information in the first postnatal year of life

Chair:

- **Christine Michel**, *Max Planck Institute for Human Cognitive and Brain Sciences*

Speakers:

- **S4.2i** *Infants' gaze following behavior in response to schematic eyes - an interactive eye tracking paradigm*
Christine Michel, *Max Planck Institute for Human Cognitive and Brain Sciences*
- **S4.2ii** *Investigating young infants' attentional preference for social interactions*
Maleen Thiele, *Leipzig Research Center for Early Child Development*
- **S4.2iii** *Agency cues and 11-month-olds' and adults' anticipation of action goals*
Maurits Adam, *University of Potsdam*
- **S4.2iv** *Why do infants attend to infant-directed speech?*
Melanie Schreiner, *University of Göttingen*

14:30 – 16:00
Congress BC

S4.3 Symposium

Looking for language: How hearing and deaf infants navigate the visual world to learn language

Chair:

- **Miriam Novack**, *Northwestern University*

Speakers:

- **S4.3i** *Referential cues support novel sign learning in young deaf children*
Amy Lieberman, *Boston University*
- **S4.3ii** *Touch and speech input to hearing-impaired children*
Rana Abu-Zhaya, *Purdue*
- **S4.3iii** *An information-seeking account of eye movements during spoken and signed language comprehension*
Kyle MacDonald, *Stanford University*
- **S4.3iv** *Where should I look? How hearing infants allocate their visual attention when speakers, signers, and gesturers communicate with their hands.*
Miriam Novack, *Northwestern University*

14:30 – 16:00
Washington BC

S4.4 Symposium

New directions in infant emotion perception

Chair:

- **Ashley Ruba**, *University of Washington*

Speakers:

- **S4.4i** *Developmental changes in emotion categorization: The influence of verbal labels*
Ashley Ruba, *University of Washington*
- **S4.4ii** *Emotional expressions reinstate recognition of other-race faces in infants following perceptual narrowing*
Paul Quinn, *University of Delaware*
- **S4.4iii** *Epigenetic modification of the oxytocin receptor gene impacts infants' brain responses to emotional facial expressions*
Kathleen Krol, *University of Virginia*
- **S4.4iv** *The development of body emotion processing in infancy*
Ramesh Bhatt, *University of Kentucky*

14:30 – 16:00
Commonwealth CD

S4.5 Symposium

Co-development of motor and cognitive abilities in infancy: Dynamic systems approach

Chair:

- **Michele Lobo**, *University of Delaware*

Speakers:

- **S4.5i** *From postural control and object exploration to means-end problem solving: A dynamic developmental cascade*
Iryna Babik, *University of Delaware*
- **S4.5ii** *From faces to objects: Crawling experience modifies patterns of infant attention*
Catalina Suarez-Rivera, *Indiana University*
- **S4.5iii** *Duration of object visual encoding on precision reaching in 9-month-old infants*
Daniela Corbetta, *The University of Tennessee Knoxville*
- **S4.5iv** *Using dynamic systems thinking for characterizing the relation of sensorimotor to language development: Models and metaphors*
George Michel, *University of Delaware*

14:30 – 16:00
Congress A

S4.6 Symposium

Using innovative methods to understand children's curiosity-driven learning

Chair:

- **Sarah Eiteljoerge**, *University of Göttingen*

Speakers:

- **S4.6i** *Investigating children's word and action preferences using gaze contingency*
Sarah Eiteljoerge, *University of Göttingen*
- **S4.6ii** *New evidence for systematicity in infants' curiosity-driven learning*
Han Ke, *Lancaster University*
- **S4.6iii** *Attentional dynamics in complex learning environments: Insights from computational modeling and empirical work*
Madeline Pelz, *Massachusetts Institute of Technology*
- **S4.6iv** *How do infants sample novel object-label associations?*
Martin Zettersten, *University of Wisconsin-Madison*

14:30 – 16:00
Washington A

S4.7 Symposium

Singing from the start: Song acquisition in infancy

Chair:

- **Eugenia Costa-Giomi**, *Ohio State University*

Speakers:

- **S4.7i** *Infant vocal imitations of music: A case study*
Lucia Benetti, *Ohio State University*
- **S4.7ii** *Infant soundscapes: Differences in the music environments of infants from the United States and Tanzania*
Eugenia Costa-Giomi, *Ohio State University*
- **S4.7iii** *Song acquisition birth to three*
Gwendolyn McGraw, *Retired Dept. Chair Music, University of Southern California*

14:30 – 16:00
Commonwealth AB

S4.8 Flash talk session 4:

Are bilingual infants really all that special?

Flash talk listings from page 77

16:00 – 17:15
Millennium Hall

Poster Session 1

Tea and coffee will be served from 16:00 - 16:30

Poster listings from page 82

17:15 – 18:15
Regency Ballroom

Presidential Address

Building Bridges: Why Science, Practice, Journalism and Policy should play together

Chair:

- **Catherine Tamis-LeMonda**, *New York University*

Speakers:

- ICIS President: **Kathy Hirsh-Pasek**, *Lefkowitz Faculty Fellow, Temple University senior fellow, Brookings Institution*
- ICIS Treasurer: **Roberta Michnick Golinkoff**, *Unidel H. Rodney Sharp Professor, University of Delaware*

How can psychological researchers balance the need to do basic science with their desire to be relevant to the questions and issues of their time? In his classic book, *Pasteur's Quadrant*, Daniel Stokes proposes an answer. Cross-cutting two dimensions - a quest for understanding and considerations of use, Stokes offers 4 quadrants that capture areas of scientific progress. Pasteur's quadrant contains "use-inspired" research that enhances our basic understanding of scientific phenomena. At the same time, it offers answers to practical, real-world problems. In this talk, signaling a migration towards Pasteur's quadrant, we offer examples of how our own work in language, literacy, and playful learning fits into this quadrant. We also caution that in a world filled with social media and distorted messages about our science, we need to BUILD BRIDGES beyond Pasteur's quadrant to work with practitioners, journalists and policy makers so that our science is represented in discussions of social change. We challenge the field and our institutions to share our science in a way that preserves its nuance and integrity while at the same time increasing its utility for the wider community. We offer several examples of our attempts to Build Bridges through traditional and non-traditional means.

Sponsored by: **The LEGO Foundation**

The **LEGO** Foundation

18:30 – 19:30
National Constitution
Center
525 Arch St,
Philadelphia, PA 19106

Presidential Reception

Join us at the National Constitution Center to celebrate ICIS – meet up with old friends and colleagues, and meet new people!

With music from the Stan Slotter Jazz Quartet

Sponsored by: **The LEGO Foundation**

The **LEGO** Foundation

Monday, July 2

08:15 – 09:15
Regency Ballroom

K.1 Keynote Speaker 1

The growth and prospects for continued increases in public support for early care and education programs

Chair:

● **Lisa Guernsey**, *New America*

Speaker:

● **Ron Haskins**, *Co-director the Brookings Center on Children and Families and Budgeting for National Priorities Project*

The early childhood education movement has enjoyed substantial success. Those of us old enough to remember the beginning of the War on Poverty in the 1960s can recall that if early education had a seat at the table, it was a very small one. But Urie Bronfenbrenner, Ed Zigler, Julius Richmond, and other stalwarts of that early generation loudly called attention to the importance of the early years and the field has continued to grow and thrive in both research and policy terms ever since. From almost nothing in the early 1960s, we now spend around \$38 billion per year on an impressive array of programs for infants and children under age 5. These include Head Start and Early Head Start; child care programs, especially the Child Care and Development Block Grant (CCDBG); the collection of programs formed around the rubric of “state pre-k,” and the programs huddled around the old Aid to Families with Dependent Children program and its successor the Temporary Assistance for Needy Families program. In addition, there are two big programs in the tax code plus the Child and Adult Care Food Program and a program for disabled children. I have been predicting for several years that the increase in spending on these programs that Congress has engineered in recent years must soon come to an end because of the huge pressure on the nation’s finances imposed by the ballooning federal debt. Even so, just months ago, Congress increased spending on the CCDBG by the healthy sum of \$2.37 billion. Now, because the federal government has so greatly increased its debt through both tax cuts and increased spending, the prospects for cuts in spending for early care and education programs seem likely. It may soon be necessary to make a strong case that the nation’s parents and young children would be harmed by such cuts.

09:15 - 09:45

Break

Parallel Session 5 | 09:45 – 11:15

For a complete listing of the symposium abstracts, [[click here](#)] or visit infantstudies.org/program. You can also access this information on the congress app

09:45 – 11:15
Regency Ballroom BC

S5.1 Invited speaker parallel session

*Family poverty and the infant brain:
Can we bridge from developmental science to social policy?*

Chair:

● **Pamela Cole**, *The Pennsylvania State University*

09:45 – 11:15
Regency Ballroom BC

S5.1 Invited speaker parallel session cont'd

Speaker:

- **Seth Pollak**, *University of Wisconsin – Madison*

Nearly 1 in 5 children in the United States lives in a household whose income is below the official federal poverty line, and more than 40% of children live in poor or near-poor households. Research on the effects of poverty on children's development has been a focus of study for many decades, and is now increasing as we accumulate more evidence about the implications of poverty. The American Academy of Pediatrics recently added "Poverty and Child Health" to its Agenda for Children to recognize what has now been established as broad and enduring effects of poverty on child development. A recent addition to the field has been the application of neuroscience-based methods.

Various techniques including neuroimaging, endocrinology, cognitive psychophysiology, and epigenetics are beginning to document ways in which early experiences of living in poverty affect infant brain development. Are there truly worthwhile reasons for adding neuroscience and related biological methods to study child poverty? And how might these perspectives help guide developmentally-based and targeted interventions and policies for these children and their families?

09:45 – 11:15
Commonwealth CD

S5.2 Symposium

Audiovisual speech processing and language development in typical and atypical populations?

Chair:

- **Elena Tenenbaum**, *Warren Alpert Medical School at Brown University*

Speakers:

- **S5.2i Infant selective attention to audiovisual speech cues and their processing**
David Lewkowicz, *Northeastern University*
- **S5.2ii Infant sensitivity to audiovisual timing driven by articulator-speech sound relationship**
Heather Bortfeld, *University of California, Merced*
- **S5.2iii Looking and language: Eye gaze patterns correlate with vocal complexity and language development in infants at high- and low-risk for autism spectrum disorder**
Tiffany Woynaroski, *Vanderbilt University Medical Center*
- **S5.2iv Sensitivity to audio-visual synchrony and its relation to language abilities in children with autism spectrum disorder**
Elena Tenenbaum, *Warren Alpert Medical School at Brown University*

09:45 – 11:15
Washington BC

S5.3 Symposium

Lessons learned from implementing early intervention home visiting programs in communities

Chair:

- **Fabianne Blake**, *University of Delaware*

Speakers:

- **S5.3i** *Implementation of the SafeCare parenting model: Challenges, lessons learned, and recommendations*
Daniel Whitaker, *Georgia State University*
- **S5.3ii** *Nurse-family partnership: Lessons learned in dissemination and implementation*
Mariarosa Gasbarro, *University of Colorado*
- **S5.3iii** *Attachment and biobehavioral catch-up*
Caroline Roben, *University of Delaware*
- **S5.3iv** *Enhancing the effects of early head start through a focus on parent-child relationships*
Brenda Jones Harden, *University of Maryland*

09:45 – 11:15
Regency Ballroom A

S5.4 Symposium

Recent advances in modeling infants' learning and development

Chair:

- **Bennett Bertenthal**, *Indiana University*

Speakers:

- **S5.4i** *A Bayesian statistical approach to understanding the role of social cues in infants' coordinated social attention*
Samuel Harding, *Indiana University*
- **S5.4ii** *Applying machine learning to infant interaction*
Daniel Messinger, *University of Miami*
- **S5.4iii** *Memory models of statistical learning*
Erik Thiessen, *Carnegie Mellon University*
- **S5.4iv** *Beyond Bayes: The need for mechanisms in understanding infant category learning*
Denis Mareschal, *Birkbeck University of London*

09:45 – 11:15
Congress A

S5.5 Symposium

The language-learning environments of Latino infants from Spanish-speaking homes from birth to 36 months

Chair:

- **Adriana Weisleder**, *New York University School of Medicine*

Speakers:

- **S5.5i** *Latino infants' home language inputs: Variations by caregiver and routine*
Kelly Escobar, *New York University*
- **S5.5ii** *Long-term impacts of early shared bookreading with infant and toddler dual language learners on language and literacy outcomes*
Carolyn Brockmeyer Cates, *New York University School of Medicine*
- **S5.5iii** *How social context shapes language interactions in Latino infants from Spanish-speaking homes*
Adriana Weisleder, *New York University School of Medicine*
- **S5.5iv** *Characteristics of English- and Spanish-speaking mother-child engagement during free play*
Margaret Friend, *San Diego State University*

09:45 – 11:15
Congress BC

S5.6 Symposium

The early development of touch perception: Body sensing, haptics, and interoception

Chair:

- **Andrew Bremner**, *Goldsmiths, University of London*

Speakers:

- **S5.6i** *Neurobehavioral evidence of interoceptive sensitivity in early infancy*
Lara Maister, *Birkbeck, University of London*
- **S5.6ii** *Which limb is it? The effect of touch on the emergence of body knowledge in early infancy*
Eszter Somogyi, *Université Paris Descartes*
- **S5.6iii** *The development of haptic-visual interactions underlying material perception in infancy*
Jiale Yang, *The University of Tokyo*

09:45 – 11:15
Washington A

S5.7 NIH/NSF parallel session

09:45 – 11:15
Commonwealth AB

S5.8 Flash talk session 5:

Babies in their natural habitat - the role of ecological validity in studies of learning

Flash talk listings from page 77

11:15 – 11:30

Break

Parallel Session 6 | 11:30 – 13:00

For a complete listing of the symposium abstracts, [[click here](#)] or visit infantstudies.org/program. You can also access this information on the congress app

11:30 – 13:00
Congress BC

S6.1 Invited speaker parallel session

Raising hurricanes: Insights from the science and complexity of child development

Chair:

● **Jeanne Shinskey**, *Royal Holloway, University of London*

Speaker:

● **Yuko Munakata**, *University of Colorado Boulder*

A baby is born. What role do the parents play in who the baby becomes? Developmental science suggests a surprising conclusion: Trying to predict how a child will turn out based on choices made by the parents is like trying to predict hurricanes from the flap of a butterfly's wings. The many factors that might shape children are often intermixed. Studies that deconfound such factors highlight the importance of genes, and the role of environmental influences that do not shape children growing up in the same home in the same way. Such findings have led to claims that children are shaped by their genes and their peers -- not by their parents. But genes and peers can be overrated, and parents have been given short shrift. Parents may shape their children in unique and complex ways, amidst the chaos of forces at work in children's lives and within children. Developmental science, and the study of infants in particular, hold the promise of making sense of this complexity, and suggest refreshing take-home messages for parents.

11:30 – 13:00
Regency Ballroom BC

S6.2 Symposium

Extracting neural representations from EEG and fNIRS signals for studies of development and learning

Chair:

● **Dick Aslin**, *Haskins Laboratories*

Speakers:

● **S6.2i Labeling abstract representations in the infant brain**

Claire Kabdebon, *Haskins Laboratories*

● **S6.2ii Decoding perceptual similarity from EEG patterns in 5-month-old infants**

Sid Kouider, *Ecole Normale Supérieure*

11:30 – 13:00
Regency Ballroom BC

S6.2 Symposium cont'd

- **S6.2iii *Probing the time-course of face representations with time-resolved multivariate pattern analyses of EEG Signals***
Laurie Bayet, *Boston Children's Hospital*
- **S6.2iv *Connectivity development from infancy to adulthood: A reliable functional connectivity comparison***
Sagi Jaffe-Dax, *Princeton University*

11:30 – 13:00
Washington A

S6.3 Symposium

Innovative interventions in nursing, pediatric healthcare, and early education to improve children's language-learning

Chair:

- **Dale Walker**, *University of Kansas*

Speakers:

- **S6.3i *Bridging the word gap through pediatric healthcare***
Carolyn Cates, *New York University School of Medicine*
- **S6.3ii *Talk with me baby: Maximizing the power of nursing and public health workforces to educate and coach parents on the primacy of language nutrition***
Jennifer Stapel-Wax, *Emory University School of Medicine*
- **S6.3iii *Using quality early care and education programs as a platform for addressing the word gap***
Dale Walker, *University of Kansas*

Discussant:

- **Roberta M Golinkoff**, *University of Delaware*

11:30 – 13:00
Congress A

S6.4 Symposium

Characterizing the temporal structure of infants' early auditory experiences and relations to infant learning

Chair:

- **Lauren Slone**, *Indiana University*

Speakers:

- **S6.4i *Quantifying inter-word temporal spacing in infants' home language environment***
Emmaline Drew, *Duke University*
- **S6.4ii *Bursty dynamics in early music input***
Caitlin Fausey, *University of Oregon*

11:30 – 13:00
Congress A

S6.4 Symposium cont'd

- **S6.4iii** *Temporal synchrony of parents' naming and infants' exploration*
Lynn Perry, University of Miami
- **S6.4iv** *The temporal structure of parent speech predicts infant word learning*
Lauren Slone, Indiana University

11:30 – 13:00
Commonwealth CD

S6.5 Symposium

Bridging research on emotional development and social cognition

Chair:

- **Peter Reschke**, University of California, Merced

Speakers:

- **S6.5i** *Can young infants predict another person's emotional response to a situation?*
Ashley Ruba, University of Washington
- **S6.5ii** *Infants' ability to detect emotional incongruency: Deep or shallow?*
Cristina Crivello, Concordia University
- **S6.5iii** *Did you mean to do that? Infants use emotional communication to infer and re-enact others' intentions*
Peter Reschke, University of California, Merced

Discussant:

- **Rose Scott**, University of California, Merced

11:30 – 13:00
Regency Ballroom A

S6.6 Symposium

Relations between early motor development and communication skills in typically, at risk and atypically developing infants

Chair:

- **Alessandra Sansavini**, University of Bologna

Speakers:

- **S6.6i** *Relations between early motor development and communication skills in typically, at risk and atypically developing infants*
Alessandra Sansavini, University of Bologna
- **S6.6ii** *Walking, pointing, talking - The interrelation of motor, communicative, and language development*
Carina Luke, TU Dortmund University
- **S6.6iii** *Does early object exploration support gesture and vocabulary acquisition in extremely preterm and full-term infants?*
Mariagrazia Zuccarini, University of Bologna

11:30 – 13:00
Regency Ballroom A

S6.6 Symposium cont'd

- **S6.6iv** *From functional actions to language: Exploring the relation between tool use and language in infants at heightened risk for autism spectrum disorder*
Jessie Northrup, University of Pittsburgh
- **S6.6v** *Manual behaviours during interaction between infants/toddlers with Down syndrome and their parents*
Hana D'Souza, University of London

Discussant:

- **Jana Iverson**, University of Pittsburgh

11:30 – 13:00
Washington BC

S6.7 Symposium

*What explains the origins of human prosociality?
A debate featuring three divergent perspectives*

Chair:

- **Felix Warneken**, University of Michigan

Speakers:

- **S6.7i** *Everyday social interactions are essential to the ontogeny of prosocial behavior*
Audun Dahl, University of California, Santa Cruz
- **S6.7ii** *Young children's helping is based upon an evolved capacity for genuine prosociality*
Felix Warneken, University of Michigan
- **S6.7iii** *Is early prosocial behavior selective?*
Kiley Hamlin, University of British Columbia

11:30 – 13:00
Commonwealth AB

S6.8 Flash talk session 6:

Let's make this less WEIRD - Moving away from Western, educated, industrialised, rich, democratic participants in infancy research

Flash talk listings from page 77

13:00 – 14:00

Lunch (on own)

13:00 – 13:45
Washington BC

Lunch time session:
NIH/NSF Mock reviews

13:00 – 13:45
Washington A

Lunch time session: ManyBabies 4 (socio-moral evaluation) training workshop

Organizers:

- **Kelsey Lucca**, *University of Washington*
- **Jessica Sommerville**, *University of Washington*
- **Kiley Hamlin**, *University of British Columbia*

Any labs interested in participating in Many Babies 4 - a large scale replication project of the Hamlin et al., 2007 (helper/hinderer) experiment are welcome to attend. We will be providing a brief overview of the procedure and details about lab participation. We will also be distributing stimuli for labs to use if they want to participate in the replication project.

14:00 – 15:00
Regency Ballroom

K.2 Keynote Speaker 2

Early language learning: A focus on mechanisms

Chair:

- **Reiko Mazuka**, *RIKEN Brain Science Institute*

Speaker:

- **Patricia Kuhl**, *Professor of Speech and Hearing Sciences and co-director of the Institute for Learning & Brain Sciences at the University of Washington*

Theorists have argued that the brain systems underlying language are independent of other systems. Focusing on development provides a unique opportunity to address this question. New data suggest that the earliest phases of language learning are strongly affected by social and cognitive processes, as well as the neural networks that underlie sensory-motor learning. I will situate the new findings in a theoretical model that addresses the initial state of language learning in human infants as well as the role experience plays in modifying the initial state during the 'sensitive period' for phonetic learning which occurs in the second half of the first year of life. I will show that the earliest phases of language learning are thoroughly intertwined with more general social and cognitive systems in early development.

15:00 – 16:15
Millennium Hall

Poster Session 2

Poster listings from page 82

Tea and coffee will be served from 15:00 - 15:30

Parallel Session 7 | 16:15 – 17:45

For a complete listing of the symposium abstracts, [[click here](#)] or visit infantstudies.org/program. You can also access this information on the congress app

16:15 – 17:45
Commonwealth CD

S7.1 Invited speaker parallel session

What makes the human infant mind so special: Insights from non-human animals

Chair:

- **Koleen McCrink**, *Barnard College, Columbia University*

16:15 – 17:45
Commonwealth CD

S7.1 Invited speaker parallel session cont'd

Speaker:

- **Laurie Santos**, *Yale University*

Human babies are the only infants in the animal kingdom that will grow up to read fiction, tell jokes, and share photos on Instagram. In this talk, I will explore this question of human uniqueness by examining what makes the developing human mind so different from that of other animals. I will first discuss recent work in comparative cognition that shows a number of ways that other animals are strikingly similar to humans in the way they think about the world. I will also explore some key cognitive differences between humans and other animals that make the human species different from other animals but also a bit less rational than you might expect.

16:15 – 17:45
Commonwealth AB

S7.2 Symposium

*From pre-registration to ethical data peeking:
Practical solutions for improving infant research*

Chairs:

- **Esther Schott**, *Concordia University*
- **Krista Byers-Heinlein**, *Concordia University*

Speakers:

- **S7.2i How many babies should I test? What we can learn from 14 meta-analyses**
Christina Bergmann, *Max Planck Institute for Psycholinguistics*
- **S7.2ii But really, should I test more babies? A guide to ethical data peeking for infant researchers**
Esther Schott, *Concordia University*
- **S7.2iii Preregistration: A practical guide for developmental psychologists**
Anne Scheel, *Eindhoven University of Technology*
- **S7.2iv Are your figures worth a thousand words? Optimizing the information value of your visualizations**
Sho Tsuji, *University of Pennsylvania*

16:15 – 17:45
Regency Ballroom A

S7.3 Symposium

*Prenatal and perinatal biopsychosocial risk factors and their associations with
early child cognitive outcomes in low-SES Families*

Chairs:

- **Elizabeth Loi**, *University of Oregon*
- **Jennifer Ablow**, *University of Oregon*

Speakers:

- **S7.3i Prenatal maternal anxiety and child neurodevelopment: Stress physiology and inflammation**
Ana Vallejo Sefair, *University of Rochester*

16:15 – 17:45
Regency Ballroom A

S7.3 Symposium cont'd

Speakers:

- **S7.3ii** *Perinatal risk factors, infant general cognition, and preschooler executive function: A cascade model*
Marie Camerota, University of North Carolina at Chapel Hill
- **S7.3iii** *Maternal prenatal life event stress is associated with child executive function at 5 years in a high-risk sample*
Elizabeth Loi, University of Oregon

Discussant:

- **Jeffrey Measelle**, University of Oregon

16:15 – 17:45
Congress A

S7.4 Symposium

Evolution of music perception: A comparative approach in infants, children and other species

Chair:

- **Carla Aimé**, Paris Nanterre University

Speakers:

- **S7.4i** *Music, synchrony and prosocial behaviour in infants*
Laura Trainor, MC Master University
- **S7.4ii** *Music perception in human infants: Social and emotional benefits*
Laura Cirelli, University of Toronto
- **S7.4iii** *Music preference in Degus (Octodon degus): Analysis with Chilean folk music*
Shigeru Watanabe, Keio University
- **S7.4iv** *A comparative study on evolution of music and prosociality in humans and cockatiels (Nymphicus hollandicus)*
Carla Aimé, Paris Nanterre University

16:15 – 17:45
Regency Ballroom BC

S7.5 Symposium

Infant-directed behavior: Examining the roles of parental speech, action, and both, on infants' action and word learning

Chair:

- **Marlene Meyer**, University of Chicago

Speakers:

- **S7.5i** *How gestures facilitate word learning in shared storybook reading*
Yayun Zhang, Indiana University Bloomington
- **S7.5ii** *Two-year-olds learn faster from their mothers in novel word learning situations*
Rianne van Rooijen, Utrecht University

16:15 – 17:45
Regency Ballroom BC

S7.5 Symposium cont'd

- **S7.5iii Parent action and speech in natural teaching: Relationships with action learning**
Natalie Brezack, *University of Chicago*
- **S7.5iv Action learning in infancy: Motherese and motionese combine forces**
Melanie Schreiner, *University of Göttingen*

16:15 – 17:45
Congress BC

S7.6 Symposium

The development of updating working memory representations

Chair:

- **Allison Fitch**, *Boston University*

Speakers:

- **S7.6i Infants update working memory to reflect new categorical cues: Evidence from change detection by 10- and 12-month-olds**
Su-hua Wang, *University of California Santa Cruz*
- **S7.6ii Toddlers with ASD can use linguistic information to update their mental representations**
Allison Fitch, *Boston University*
- **S7.6iii Individual differences in verbal updating among 2-year-old children**
Begum Ozdemir, *University of Toronto*

Discussant:

- **Melissa Kibbe**, *Boston University*

16:15 – 17:45
Washington BC

S7.7 Flash talk session 7:

Modeling and interpreting individual differences

Flash talk listings from page 77

16:15 – 17:45
Washington A

S7.8 Flash talk session 8:

Will new technology save us or sink us?

Flash talk listings from page 77

Tuesday, July 3

08:30 – 09:30
Regency Ballroom

K.3 Keynote Speaker 3

From spoken to written language : Literacy and human brain plasticity

Chair:

- **Sandra Waxman**, *Northwestern University*

Speaker:

- **Stanislas Dehaene**, *Professor at the College de France and director of INSERM's Cognitive Neuroimaging Unit*

How does the child's brain become literate? In this talk I will describe what we know about the initial state of the brain networks for spoken language in young children, and how these networks are changed as they learn to read. The acquisition of reading recycles several pre-existing visual and auditory areas in order to reorient them to the processing of letters and phonemes. Comparisons of literate and illiterate brains have revealed three major sites of enhancement due to schooling: the early visual cortex, the « visual word form area » (a region specializing for the visual recognition of letter strings) and the planum temporale (a region involved in phonological processing). I will present a recent longitudinal study in which we repeatedly scanned individual children every two months during the first year of school. The results paint a detailed picture of how the ventral visual cortex and associated language areas are changed, and how reading acquisition competes with the cortical representation of faces. I will also show how ventral visual cortex is changed in other forms of visual expertise for math or music. I will conclude by discussing the consequences of this research in the domain of education.

9:30 – 10:15
Regency Ballroom

Award Ceremony / Business Meeting

Join us to congratulate our award winners, hear the Distinguished Early Career Award talks, and participate in our Society Business Meeting

Leveraging neuroscience to understand infant cognition

- **Daniel Hyde**, *University of Illinois at Urbana-Champaign*

Epigenetic processes implicated in developmental programming of infant biobehavioral health

- **Elisabeth Conradt**, *University of Utah*

10:15 – 11:30
Millennium Hall

Poster Session 3

Poster listings from page 82

Tea and coffee will be served from 10:15 - 10:45

Parallel Session 8 | 11:30 – 13:00

For a complete listing of the symposium abstracts, [[click here](#)] or visit infantstudies.org/program. You can also access this information on the congress app

11:30 – 13:00
Commonwealth CD

S8.1 Invited speaker parallel session

Intuitive empiricism and the study of learning

Chair:

● **Melissa Libertus**, *University of Pittsburgh*

Speaker:

● **Lisa Feigenson**, *Johns Hopkins University*

The origins of our minds are an enduring puzzle-- what parts of what we know require learning, and what emerges in the absence of specific experience? Questions about how nature and nurture contribute to human knowledge have been productive in driving contemporary research in psychology, linguistics, and neuroscience. Yet, these questions also have been controversial, with some arguing that it is no longer useful to consider development in terms of nature and nurture. Here I revisit classic ideas in this theme, and provide new evidence. First I argue that people, including children and scientists, naturally and intuitively think about human abilities in terms of innateness versus learning. Moreover, we find that their thinking exhibits strong empiricist biases. Characterizing these biases, and their potential to distort scientific reasoning, is critical if we are to come to understand the actual origins of knowledge. Next, I present a case study in which nature and nurture interact. In a series of experiments, we find that infants' acquisition of new information (i.e., nurture) is guided and enhanced by prior knowledge that is likely innate (i.e., nature). These experiments highlight that integrating across the contributions of nature and nurture, rather than ignoring this distinction, is central to understanding phenomena of interest. I suggest that researchers must continue to think about nature/nurture, with the recognition that in so doing we also must characterize, understand, and correct for our intuitive biases.

11:30 – 13:00
Washington BC

S8.2 Symposium

Action dynamics: A window into the developing mind

Chair:

● **Jeffrey Lockman**, *Tulane University*

Speakers:

● **S8.2i The development and modulation of mimicry in infancy**

Carina de Klerk, *Birbeck College, University of London*

● **S8.2ii Infants' visual experience with others' actions primes their motor representations**

Bennett Bertenthal, *Indiana University*

● **S8.2iii Supporting infants' tool use by constraining their initial grasp of the tool**

Amy Needham, *Vanderbilt University*

● **S8.2iv Spatial planning during object fitting**

Wendy Jung, *Tulane University*

11:30 – 13:00
Commonwealth AB

S8.3 Symposium

Building bridges from prenatal to postnatal: Using postnatal experimental approaches to understand prenatal perception

Chair:

- **Vincent Reid**, Lancaster University

Speakers:

- **S8.3i Tracking fetal neurological development using noninvasive magnetoencephalography**
Hari Eswaran, University of Arkansas
- **S8.3ii Using postnatal methodologies to index behavioural and physiological response to social stimuli in utero**
Kirsty Dunn, Lancaster University
- **S8.3iii Exploring the utility of light based visual stimuli and experimental paradigms in the third trimester fetus**
Vincent Reid, Lancaster University

Discussant:

- **Scott Johnson**, UCLA

11:30 – 13:00
Regency Ballroom A

S8.4 Symposium

Infant directed speech: Cross linguistic differences and its role in facilitating early language processing

Chair:

- **Marina Kalashnikova**, Western Sydney University

Speakers:

- **S8.4i Neural tracking of infant directed speech by seven-month-old infants**
Marina Kalashnikova, Western Sydney University
- **S8.4ii Segmenting words in IDS and ADS: Insights from computational models**
Georgia Loukatou, PSL Research University
- **S8.4iii What we can learn from fully annotated corpus of infant-directed speech in Japanese: Challenging the conventional methods of analyzing IDS properties**
Reiko Mazuka, RIKEN Brain Institute

11:30 – 13:00
Congress BC

S8.5 Symposium

Infants' and toddlers' evaluations of others' moral characters

Chair:

- **Renée Baillargeon**, *University of Illinois at Urbana-Champaign*

Speakers:

- **S8.5i** *Sociomoral kinds?: Individuation by sociomoral behavior in 11-month-old infants.*
Erik Cheries, *University of Massachusetts at Amherst*
- **S8.5ii** *The role of helpers' and harmers' mental states in infants' sociomoral evaluations*
Brandon Woo, *Harvard University*
- **S8.5iii** *How ingroup positivity and outgroup negativity differentially motivate social behavior in infancy*
Lisa Chalik, *Yale University*
- **S8.5iv** *2-year-old toddlers make broad inferences about moral characters*
Fransisca Ting, *University of Illinois at Urbana-Champaign*

11:30 – 13:00
Regency Ballroom BC

S8.6 Symposium

The important role of maternal contingent responsiveness in infant social and communicative development

Chair:

- **Bethany Reeb-Sutherland**, *Florida International University*

Speakers:

- **S8.6i** *The relation between early contingency detection and joint attention across the first year: The moderating role of mother-infant synchrony*
Bethany Reeb-Sutherland, *Florida International University*
- **S8.6ii** *Dyadic interaction predicts vocabulary at 12 & 18 months: Roles of child vocalizations and conversational turns across infancy*
Myriah McNew, *Interdisciplinary Center (IDC) Herzliya*
- **S8.6iii** *Predictive relations between maternal contingent responsiveness, infant neural responses and infant social behavior over the first year of life*
Tahl Frenkel, *Interdisciplinary Center (IDC) Herzliya*

Discussant:

- **Amie Hane**, *Williams College*

11:30 – 13:00
Congress A

S8.7 Symposium

Charting the emotional landscape of toddlers with autism spectrum disorder: A multi-method approach

Chair:

- **Suzanne Macari**, Yale University School of Medicine

Speakers:

- **S8.7i** *Diminished fear and heightened frustration in response to naturalistic challenges designed to elicit negative affect*
Suzanne Macari, Yale University School of Medicine
- **S8.7ii** *Diminished fear response in toddlers with ASD is associated with attenuated changes in physiological arousal*
Angelina Verneti, Yale University School of Medicine
- **S8.7iii** *Atypical approach-avoidance response to threat in toddlers with ASD*
Angelina Verneti, Yale University School of Medicine
- **S8.7iv** *Intensity of fearful affect during fear-inducing naturalistic probes is associated with attentional capture by threatening facial and vocal stimuli in toddlers with ASD and TD*
Quan Wang, Yale University School of Medicine

11:30 – 13:00
Washington A

S8.8 Flash talk session 9:

Babies in their natural habitat - The role of ecological validity in studies of learning

Flash talk listings from page 77

13:00 – 14:00

Lunch (on own)

Parallel Session 9 | 14:00 – 15:30

For a complete listing of the symposium abstracts, [[click here](#)] or visit infantstudies.org/program. You can also access this information on the congress app

14:00 – 15:30
Congress BC

S9.1 Invited panel session

Life after (and during) administration: The costs and benefits of service to the field

- **Dick Aslin**, Haskins Laboratories
- **Sarah Mangelsdorf**, University of Wisconsin – Madison
- **Laura Namy**, Society for Research in Child Development

Administration isn't for everyone –like research, it's a lot of hard work, not all of it glamorous, and if you don't love it, it may not be worth it. But for those with the motivation to have a broader impact on their communities, the inherent rewards can be profound. The panelists will discuss their paths to administration, the highs and lows of their experiences, and how to maintain a research program under high administrative demands.

14:00 – 15:30
Washington A

S9.2 Student session

Emerging trends in developmental science from the perspective of graduate students

Organised by the ICIS student committee

Chairs:

- **Roberta Golinkoff**, *University of Delaware*
- **Laura Lakusta**, *Montclair State University*

Speakers:

- **Arianne Eason**, *University of Washington*
- **Elizabeth Loi**, *University of Oregon*
- **Alexandra Marquis**, *Ryerson University*
- **Fanny Thebault-Dagher**, *University of Montreal*

Currently, the field of Developmental Psychology is witnessing exciting advances in research methodology. Some issues that affect all areas of study are replication of findings and dissemination of results to audiences beyond the scientific community. Addressing these issues is critical to supporting research that produces findings which reflect true developmental phenomena. These issues and the innovations that are taking hold will shape the advancement of the field. The goal of this round table discussion is to explore emerging trends in developmental science. Specifically, in this structured session, we will engage in a conversation about the following topics:

1. ***Pre-registration of experiments: A boon or a procrustean fit?***
Kiley Hamlin, *University of British Columbia*
2. ***Replication: Do do-overs matter?***
Michael Frank, *Stanford University*
3. ***Publishing in open science: Will it count?***
Jessica Somerville, *University of Washington*
4. ***Global reach of ICIS: Inter-cultural collaboration – its value and making it work***
Sam Putman, *Bowdoin College*
5. ***Bringing science to the public: Dissemination of research findings***
Roberta Golinkoff, *University of Delaware*

Graduate students will briefly introduce the topics and faculty members will provide unique perspectives on their experience within each domain. Audience members will be invited and encouraged to ask questions and share their thoughts. We hope that this session will serve as an interactive forum to learn more about research practices that are poised to shape the future of developmental science.

14:00 – 15:30
Commonwealth CD

S9.3 Symposium

Walk, talk, play: Changes across the transition from crawling to walking in infancy

Chairs:

- **Eric Walle**, *University of California, Merced*
- **Lana Karasik**, *City University of New York*

14:00 – 15:30
Commonwealth CD

S9.3 Symposium cont'd

Speakers:

- **S9.3i *Infants' use of posture during play and exploration: A longitudinal investigation***
Sabrina Thurman, *Elon University*
- **S9.3ii *Learning to talk while learning to walk: Measuring language during the transition to walking in infants at risk for ASD***
Kelsey West, *University of Pittsburgh*
- **S9.3iii *Talking on the go: Vocalization in crawling and walking infants***
Lana Karasik, *City University of New York*
- **S9.3iv *Crawling and walking infants' home language environments: Relations with concurrent vocabulary size***
Eric Walle, *University of California, Merced*

14:00 – 15:30
Regency Ballroom BC

S9.4 Symposium

More than meets the eye: Pupil dilations and spontaneous eye blinks offer new insights into infant cognition

Chair:

- **Kristen Tummeltshammer**, *Brown University*

Speakers:

- **S9.4i *No one anticipated that! The advantage of pupil dilation over pro-active gaze in the study of infant social cognition***
Sylvain Sirois, *Université du Québec à Trois-Rivières*
- **S9.4ii *Pupil dilation as a window into arousal sharing***
Christine Fawcett, *Uppsala University*
- **S9.4iii *Spontaneous eye blinking: A complementary measure for probing the mechanisms of cognitive function***
Leigh Bacher, *State University of New York (SUNY) Oswego*
- **S9.4iv *Pupil dilation, eye-blink rate, and the value of mother establish the origins of reward learning in infancy***
Kristen Tummeltshammer, *Brown University*

14:00 – 15:30
Regency Ballroom A

S9.5 Symposium

The future of infancy research: Examining what infants' everyday experiences can tell us about development

Chairs:

- **Lynn Perry**, *Indiana University*
- **Stephanie Custode**, *University of Miami*

14:00 – 15:30
Regency Ballroom A

S9.5 Symposium cont'd

Speakers:

- **S9.5i** *The roles of gesture and statistical cues on word learning in shared storybook reading*
Yayun Zhang, *Indiana University*
- **S9.5ii** *Everyday cues to infant word learning in the home*
Stephanie Custode, *University of Miami*
- **S9.5iii** *What you get is what you give: The effects of peer speech on language outcomes of infants*
Samantha Mitsven, *University of Miami*

Discussant:

- **Adriana Weisleder**, *New York University*

14:00 – 15:30
Washington BC

S9.6 Symposium

Advancing the science of infant cry research: Which caregivers are at risk for problems in parenting?

Chair:

- **Zoe Caron**, *The University of Utah*

Speakers:

- **S9.6i** *The combined effects of prenatal exposure to maternal stress physiology and acute stress on newborn neurobehavior*
Zoe Caron, *The University of Utah*
- **S9.6ii** *Partner presence buffers fathers' (not mothers') autonomic physiological response to infant distress*
Ashley Groh, *The University of Missouri*
- **S9.6iii** *Prenatal physiological response to infant cues differentially predict attachment classification: The moderating role of prenatal stress*
Ana Hernandez, *The University of Oregon*

14:00 – 15:30
Congress A

S9.7 Symposium

Infant cued interventions: Steps towards integrating neuroscience and individualized care

Chair:

- **Ronny Geva**, Bar-Ilan University

Speakers:

- **S9.7i** *Improved short term outcomes of preterm infants exposed to parental responsive paced feeding*
Iris Morag, Sheba Medical Center
- **S9.7ii** *Early development of very young premature infants: Effects of feeding method and neurological vulnerability*
Yedidya Hendel, Bar-Ilan University
- **S9.7iii** *Gaze contingent infant tailored social development study with infants at risk for socio-communication disorders*
Michal Zivan, Bar-Ilan University

14:00 – 15:30
Commonwealth AB

S9.8 Flash talk session 10:

Babies and screens

Flash talk listings from page 77

15:30 – 15:45

Break

Parallel Session 10 | 15:45 – 17:15

For a complete listing of the symposium abstracts, [[click here](#)] or visit infantstudies.org/program. You can also access this information on the congress app

15:45 – 17:15
Commonwealth CD

S10.1 Invited speaker session

Developmental relational science into practice

Chair:

- **Mary Dozier**, University of Delaware

Speaker:

- **Ross Thompson**, University of California, Davis

Research-to-practice bridges are being constructed in a variety of developmental domains, including initiatives in parent education, early learning, and scientific reasoning skills. This presentation asks: How can we enlist the findings of developmental relational science to improve the social and emotional well-being of young children? The first part unpacks the seminal insights of attachment theory to ask: what is happening in secure relationships to strengthen sociopersonality development in the emotionate child.

15:45 – 17:15
Commonwealth CD

A program of research is summarized to provide an answer: parental sensitive responsiveness, and the psychological security provided by emotion-focused discourse, creates a human connection to others that is based on emotion understanding, a positive sense of self, and developing capacities for emotion regulation. The second part of the presentation examines the implications of this conclusion for practice and policy. It underscores that psychological health is constructed, maintained, and restored in the context of emotionally supportive relationships. Challenges to accomplishing this are examined in the context of (a) maintaining relationships of support for vulnerable young children (divorce and custody; grandparent rights), (b) understanding the impact of relationships on relationships (social support and abuse prevention), (c) recognizing the significance of extrafamilial relationships on troubled families (child protection), and (d) attending to the broader context of relational support (child poverty). In these diverse applications to policy and practice, acknowledging the emotionate nature of young children provides avenues to understanding the reasons that early relationships are so significant to early childhood mental health, and why they should be a focal orientation of practice and policy.

15:45 – 17:15
Washington A

S10.2 Symposium

Effort and persistence across early development

Chair:

- **Kelsey Lucca**, *University of Washington*

Speakers:

- **S10.2i Predictors of persistence during infancy**
Kelsey Lucca, *University of Washington*
- **S10.2ii Practice what you preach: Children integrate adults' outcomes, actions, and testimony to decide how hard to try**
Julia Leonard, *MIT*
- **S10.2iii Preschoolers' inferences about task difficulty and effective allocation of effort**
Hyowon Gweon, *Stanford*
- **S10.2iv Infants use risk and effort to infer what agents value**
Shari Liu, *Harvard University*

Discussant:

- **Josh Tenenbaum**, *MIT*

15:45 – 17:15
Regency Ballroom BC

S10.3 Symposium

It takes two to regulate: The interplay between parents and infants in the development of regulatory capacities

Chair:

- **Sanne Geeraerts**, *Utrecht University*

Speakers:

- **S10.3i** *Infants' moderate arousal and maternal sensitivity predict self-regulation in early childhood*
Sanne Geeraerts, *Utrecht University*
- **S10.3ii** *Typologies of dyadic infant-mother emotion regulation: Implications for infant self-regulatory development*
Penina Backer, *Pennsylvania State University*
- **S10.3iii** *Comparing mechanisms relating parenting, stress and child regulation in high- and low-risk populations*
Amanda Nowak, *University of Notre Dame*

Discussant:

- **Cynthia Stifter**, *Pennsylvania State University*

15:45 – 17:15
Regency Ballroom A

S10.4 Symposium

Enhancing the interpretation of infant gaze behavior using modeling approaches

Chair:

- **Scott Johnson**, *University of California, Los Angeles*

Speakers:

- **S10.4i** *Computational exploration of hierarchical gaze structures from infant habituation paradigms*
Joseph Burling, *University of California, Los Angeles*
- **S10.4ii** *Infant free-viewing: The role of object knowledge*
Daan van Renswoude, *University of Amsterdam*
- **S10.4iii** *Age-dependent saccadic models*
Andrea Helo, *Université Paris Descartes*
- **S10.4iv** *Using computational modelling to reveal the components of fixational control in infant dynamic scene viewing*
Tim Smith, *Birkbeck, University of London*

15:45 – 17:15
Congress BC

S10.5 Symposium

Sensitivity to lexical tones in tone and non-tone language learners: Evidence from discrimination, word learning and word recognition

Chairs:

- **Leher Singh**, *National University of Singapore*
- **Marina Kalashnikova**, *Western Sydney University*

Speakers:

- **S10.5i** *The developmental trajectory of linguistic and musical pitch perception among non-tone language learning monolingual, bilingual and tone-language learning bilingual infants - evidence from EEG*
Liquan Liu, *Western Sydney University*
- **S10.5ii** *Thai infants' sensitivity to lexical tone and stress in early speech perception*
Marina Kalashnikova, *Western Sydney University*
- **S10.5iii** *The contrastive use of lexical tones: The choice of tones matters*
Jessica Hay, *The University of Tennessee*
- **S10.5iv** *Sensitivity to tones, vowels, and consonants in monolingual and bilingual learners of Mandarin*
Thilanga Wewalaarachchi, *National University of Singapore*

15:45 – 17:15
Washington BC

S10.6 Symposium

Preferring one among others: On the construction of social selectivity in infancy

Chair:

- **Jesús Bas**, *Universitat Pompeu Fabra*

Speakers:

- **S10.6i** *The role of social status in social selectivity: Infants are sensitive to social status when predicting others' social relationships*
Jesús Bas, *Central European University*
- **S10.6ii** *The role of information seeking in social selectivity: Infants' social preferences are driven by an expectation of information*
Katarina Begus, *Central European University*
- **S10.6iii** *The role of similarity in social selectivity: Infants use similarity to make inferences about social relationships and social structure*
Zoe Liberman, *University of California, Santa Barbara*
- **S10.6iv** *The role of rationality in social selectivity: Infants' preferences are guided by the perceived rationality in agents' behaviours*
Marc Colomer, *Universitat Pompeu Fabra*

15:45 – 17:15
Congress A

S10.7 Symposium

From research to practice: Bridging the gap through communication and partnerships

Chair:

- **Anna Waismeyer**, *University of Washington, I-LABS*

Speakers:

- **S10.7i Connecting, communicating, and collaborating with educators and industry**
Jennifer Jipson, *California Polytechnic State University*
- **S10.7ii Empowering parents through everyday brain building moments**
Marissa Kaiser, *Bezos Family Foundation*
- **S10.7iii Partnerships in outreach and education**
Sarah Lytle, *University of Washington, I-LABS*

Discussant:

- **Kathy Hirsh-Pasek**, *Temple University*

15:45 – 17:15
Commonwealth AB

S10.8 Flash talk session 11:

ICIS 2028: Imagineering the next 10 years of infancy research

Flash talk listings from page 77

Symposia author list

Sunday, July 1

S1.1 Symposium

Maternal pathways of pre/perinatal stress effects on neurobehavioral development

08:30 – 10:00 | Commonwealth CD

S1.1i Preconception maternal stress predicts poor child cognitive and emotional outcomes

Danielle Swales¹, Elyssia Davis¹, Christine Guardino², Madeleine Shalowitz³, Sharon Ramey⁴, Christine Dunkel Schetter⁵
¹University of Denver, ²Dickinson College, ³NorthShore University HealthSystem, ⁴Virginia Tech, ⁵University of California, Los Angeles

S1.1ii Prenatal influences of fetal neurodevelopment: Parsing the complexity of in utero features and charting the early trajectory of alternations to neurodevelopment related to prenatal stress

Colleen Doyle¹, Megan Gunnar¹, Jed Elison¹
¹University of Minnesota

S1.1iii Complex effects of maternal stress and diet on neurodevelopment in nonhuman primates

Brittany Howell¹, Kelly Ethun², Jodi Godfrey², Melanie Pincus², Mark Wilson², Mar Sanchez²
¹University of Minnesota, ²Yerkes National Primate Research Center

S1.2 Symposium

Everyday inputs and learning

08:30 – 10:00 | Regency Ballroom A

S1.2i Infants' everyday object play and language inputs

Catherine Tamis-LeMonda¹, Yana Kuchirko¹, Stephanie Custode²
¹New York University, ²University of Miami

S1.2ii Quantity meets Quality: Examining a statistical solution of referential uncertainty in parent-child naturalistic interaction

Chen Yu¹, Lauren Slone¹, Linda Smith¹
¹Indiana University

S1.2iii Everyday visual experience and the data for learning about visual objects

Caitlin Fausey¹, Linda Smith²
¹University of Oregon, ²Indiana University

S1.2iv Learning to walk: Immense and varied input

Justine Hoch¹, Ori Ossmy¹, Danyang Han¹, Carli Heiman², Whitney Cole³, Do Kyeong Lee⁴, Karen Adolph¹
¹New York University, ²Databrary, ³Max Planck Institute for Human Development, ⁴California State University, Fullerton

S1.3 Symposium

Developing self-regulation in the transition to parenthood: The new fathers and mothers study

08:30 – 10:00 | Washington BC

S1.3i Domain-specificity in the intergenerational transmission of executive functions

Andrew Ribner¹, Clancy Blair¹
¹New York University

S1.3ii Mental health in the transition to parenthood

Gabrielle McHarg¹, Claire Hughes¹, NewFAMS Investigators²
¹University of Cambridge, ²New York University

S1.3iii Measuring and predicting individual differences in executive function at 14 months

Rory Devine¹, Claire Hughes²
¹University of Birmingham, ²University of Cambridge

S1.3iv Autonomy support and warmth towards toddlers in British and Dutch mothers and fathers: Similarities, contrasts and actor-partner interdependence

Claire Hughes¹, Sarah Foley², Anja Lindberg², Rory Devine³, Rosanneke Emmen⁴, Mi-lan Woudstra⁴, Judi Mesman⁴
¹University of Cambridge, ²Centre for Family Research, University of Cambridge, ³University of Birmingham, ⁴University of Leiden

S1.4 Symposium

How to get the most out of infant data

08:30 – 10:00 | Regency Ballroom BC

S1.4i The promises and challenges of an individual differences approach to infant research

Koraly Pérez-Edgar¹, Alicia Vallorani¹, Santiago Morales², Vanessa LoBue³, Kristin Buss¹
¹Pennsylvania State University, ²University of Maryland, ³Rutgers University

S1.4ii Maximizing data quality and quantity in eye tracking studies with infants

Lisa Oakes¹, Michaela DeBolt¹, Mijke Rhemtulla¹
¹University of California, Davis

S1.4iii (Re)using video to document procedures, illustrate findings, grow sample sizes, and ask new questions

Karen Adolph¹, Ori Ossmy¹, Justine Hoch¹, Whitney Cole²
¹New York University, ²Max Planck Institute for Human Development

S1.4vi Using multiple converging measures in infant research: Lessons from the development of infants' responses to threat

Vanessa LoBue¹, Jessica Burris¹, Kristin Buss², Koraly Pérez-Edgar²
¹Rutgers University, ²Pennsylvania State University

S1.5 Symposium

Building bridges across minds and brains: Using live paradigms to elucidate interpersonal neurocognitive processes in infancy

08:30 – 10:00 | Congress BC

S1.5i Interpersonal neural synchrony between infants and adults during naturalistic social interaction

Victoria Leong¹, Sam Wass², Kaili Clackson³, Stanimira Georgieva³

¹University of Cambridge & Nanyang Technological University, ²University of East London, ³University of Cambridge

S1.5ii Face-to-face and brain-to-brain: Effects of maternal attachment, caregiving, and sensitivity on mother-child neural synchrony

Trinh Quynh Nguyen¹, Ezgi Kayhan², Daniel Matthes², Pascal Vrticka², Stefanie Hoehl³

¹University of Vienna, ²Max Planck Institute for Human Cognitive and Brain Sciences, ³Max Planck Institute for Human Cognitive and Brain Sciences & University of Vienna

S1.5iii Infant brain responses to live face-to-face interaction with their mothers: Combining fNIRS with a modified still-face paradigm

Hannah Behrendt¹, Christine Firk¹, Charles Nelson III², Katherine Perdue², Kerstin Konrad¹

¹University Hospital RWTH Aachen, ²Boston Children's Hospital/Harvard Medical School

S1.5iv The trajectory of semantic representation: From encoding to consolidation - an interplay of N400 & alpha desynchronization

Katharina Kaduk¹, Kirsty Dunn¹, Vincent Reid¹

¹Lancaster University

S1.6 Symposium

Grammar learning in infancy

08:30 – 10:00 | Congress A

S1.6i Marcus et al. (1999) revisited: Which mechanism underlies infants' abstraction of ABA/ABB patterns?

Andreea Levelt¹, Clara Levelt¹, Maartje Raijmakers², Daan van Renswoude², Ingmar Visser²

¹Leiden University, ²University of Amsterdam

S1.6ii Learning repetition-based regularities at 6 months

Judit Gervain¹, Irene de la Cruz Pavia²

¹CNRS - Université Paris Descartes, ²Université Paris Descartes

S1.6iii Developmental shift in non-adjacent dependency learning

Mariella Paul¹, Anne van der Kant², Claudia Männel³, Jutta Mueller⁴, Barbara Höhle⁵, Isabell Wartenburger², Angela Friederici¹

¹Max Planck Institute for Human Cognitive and Brain Sciences, ²University of Potsdam, ³Max Planck Institute for Human Cognitive and Brain Sciences and University of Leipzig, ⁴University of Osnabrück, ⁵Justus-Liebig-Universität Gießen

S1.6iv On the link between perception and cognition in auditory sequence learning

Jutta Mueller¹, Claudia Männel²

¹University of Osnabrück, ²Max Planck Institute for Human Cognitive and Brain Sciences and University of Leipzig

S1.7 Symposium

Preventing obesity in infancy: Updates on early interventions

08:30 – 10:00 | Washington A

S1.7i Maternal choice of study partner in a home-based obesity prevention trial aimed at infants and toddlers

Heather Wasser¹, Margaret Bentley¹

¹University of North Carolina

S1.7ii Effects of the INSIGHT trial on parenting, child behavior, and early childhood weight outcomes: A Randomized Clinical Trial

Jennifer Savage¹, Stephanie Anzman-Frasca², Michele Marini¹, Leann Birch³, Ian Paul¹

¹The Pennsylvania State University, ²University at Buffalo, ³University of Georgia

S1.7iii Two and 3.5-year post-intervention outcomes of the InFANT Program: A cluster-RCT to improve energy-balance behaviours in early childhood.

Karen Campbell¹, Kylie Hesketh¹, Jo Salmon¹, Sarah McNaughton¹, Adrian Cameron¹, Kylie Ball¹, David Crawford¹

¹Deakin University

S1.7iv The Nourish trial: Preventing obesity using anticipatory guidance to promote positive feeding practices in very early childhood

Rebecca Byrne¹, Kimberley Mallan², Anthea Magarey³, Lynne Daniels¹

¹Queensland University of Technology, ²Australian Catholic University, ³Flinders University

S2.2 Symposium

The role of early experience in the development of auditory & audiovisual perception

10:15 – 11:45 | Commonwealth CD

S2.2i Cross-modal neuroplasticity in deafness: Evidence from children fitted with cochlear implants

Anu Sharma¹

¹University of Colorado Boulder

S2.2ii New insights into critical periods: Cross-modal perception in adults treated for congenital cataract

Daphne Maurer¹, Yi-Chuan Chen², David Shore¹, Terri Lewis¹

¹McMaster University, ²Mackay Medical College

S2.2iii Short periods of perinatal sensory experience change the structure and function of auditory cortex

Stephen Lomber¹

¹University of Western Ontario

S2.2iv The role of early experience in multisensory processing and its development in human infants

David Lewkowicz¹

¹Northeastern University

S2.3 Symposium

Complex trauma and domestic violence: Effects on mother-infant relationships, playfulness and treatment adherence

10:15 – 11:45 | Congress BC

S2.3i Infants exposed to complex trauma and domestic violence. A closer look at the mother's experience of parenting.

Adella Nikitiades¹, Miriam Steele¹, Howard Steele¹, Paul Meisner², Karen Bonuck³, Jessica DelNero¹, Anne Murphy²

¹The New School For Social Research, ²Montefiore Medical Center, ³Albert Einstein College of Medicine

S2.3ii Playfulness of infants at risk: The effect of exposure to domestic violence

Shulamit Pinchover¹, Howard Steele¹, Miriam Steele¹, Ann Murphy²

¹The New School for Social Research, ²Albert Einstein College of Medicine

S2.3iii Adherence in parent-child psychotherapy: Implications of childhood adversity

Jeana DeMairo¹

¹New School

S2.4 Symposium

The dyadic nature of learning: Contingent parent responses influence infant attention and language

10:15 – 11:45 | Regency Ballroom BC

S2.4i Real-time effects of maternal responsiveness on infant's sustained attention

Sara Schroer¹, Natasha Randall¹, Linda Smith¹, Chen Yu¹

¹Indiana University

S2.4ii Temporal and statistical characteristics of dyadic interactions that facilitate communicative development

Michael Goldstein¹, Jennifer Schwade¹

¹Cornell University

S2.4iii Parental responsiveness during prelinguistic vocal development: Variability and association with language outcomes

Julie Gros-Louis¹, Yelim Hong¹

¹University of Iowa

S2.4iv Adult responses to infant prelinguistic vocalizations are associated with infant vocabulary: A home observation study

Lukas Lopez¹, Eric Walle¹, Gina Pretzer¹, Anne Warlaumont²

¹University of California, Merced, ²University of California, Los Angeles

S2.5 Symposium

Can we close the gaps in research on nonadjacent dependency learning?

10:15 – 11:45 | Congress A

S2.5i Input in the lab causes 15-month-olds to learn an English non-adjacent dependency

Jeffrey Lidz¹, Akira Omaki²

¹University of Maryland, ²University of Washington

S2.5ii Individual differences in infants' nonadjacent dependency learning

Jill Lany¹

¹University of Notre Dame

S2.5iv A rhythm model of learning non-adjacent dependencies

Felix Wang¹, Jason Zevin², John Trueswell¹, Toben Mintz²

¹University of Pennsylvania, ²University of Southern California

S2.6 Symposium

Does looking lead to learning? Individual and contextual differences in visual attention

10:15 – 11:45 | Regency Ballroom A

S2.6i Attentional processes, imitation and learning from 2-D media at 12- and 16-months of age

Mikael Heimann¹, Anett Sundqvist¹, Jane Herbert², Tomas Tjus³, Felix-Sebastian Koch¹

¹Linköping University, ²University of Wollongong, ³University of Gothenburg

S2.6ii The constraints of sensorimotor coordination on the distribution of visual attention

Drew Abney¹, Hadar Karmazyn¹, Chen Yu¹, Linda Smith¹

¹Indiana University

S2.6iii Selective attention and learning from interactive and noninteractive video: An eye movement study

Heather Kirkorian¹, Koeun Choi², Seung Yoo¹, Roxanne Etta¹

¹University of Wisconsin-Madison, ²Rutgers University-Newark

S2.6iv Empty looks or paying attention? Exploring infants' visual behavior during encoding of an elicited imitation task

Trine Sonne¹, Osman Kingo¹, Peter Krøjgaard¹

¹Aarhus University

S2.7 Symposium

Precursors of logical concepts at work: Does logical reasoning support exploration and learning in preverbal infants?

10:15 – 11:45 | Washington BC

S2.7i Negation and infants' representation of the relation of difference

Jean-Rémy Hochmann¹

¹CNRS

S2.7ii Infants reveal the identity of a hidden speaker with reasoning by exclusion

Erno Téglás¹, Nicolò Cesana-Arlotti²

¹Central European University, Közép-európai Egyetem, ²Johns Hopkins University

S2.7iii Precursors of logical reasoning in goal-directed action understanding: Does reasoning by exclusion support infants' processing of other agents' preferences?

Nicolò Cesana-Arlotti¹, Erno Téglás², Ágnes Kovács²

¹Johns Hopkins University, ²Central European University, Közép-európai Egyetem

S3.2 Symposium

ManyBabies: Collaborative research in developmental science as a productive response to the "replication crisis"

12:00 – 13:30 | Regency Ballroom BC

S3.2i ManyBabies 1: A multi-lab study of the infant-directed speech preference

Melanie Soderstrom and Michael C. Frank¹

¹on behalf of the ManyBabies1 Group

S3.2ii Bilingual infants' preference for infant-directed speech: ManyBabies 1B

Krista Byers-Heinlein¹

¹Concordia University

S3.2iii ManyBabies 2: A multi-lab study of Infant Theory of Mind

Dóra Kampis, Tobias Schuwert, and Hannes Rakoczy¹

¹on behalf of the ManyBabies 2 Group

S3.3 Symposium

Threat perception from infancy to the preschool period: Behavioral and neuroimaging perspectives

12:00 – 13:30 | Commonwealth CD

S3.3i Developmental change in attention biases for social and non-social threats in infancy

Vanessa LoBue¹, Jessica Burris¹, Kristin Buss², Koraly Pérez-Edgar²

¹Rutgers University, ²Pennsylvania State University

S3.3ii Infant profiles of attention to threat: Individual and parental mechanisms

Koraly Pérez-Edgar¹, Alicia Vallorani¹, Santiago Morales², Vanessa LoBue³, Kristin Buss¹

¹Pennsylvania State University, ²University of Maryland, ³Rutgers University

S3.3iii Individual differences in the response to fearful faces at 7 months predicts helping behavior at 14 months of age

Tobias Grossmann¹, Manuela Missana², Kathleen Krol¹

¹University of Virginia, ²University of Leipzig

S3.3iv Individual differences in event-related potentials to emotional faces from infancy to 3-years: Developmental stability and relation with risk factors for anxiety

Laurie Bayet¹, Julia Cataldo¹, Michelle Bosquet Enlow¹, Charles Nelson¹

¹Harvard Medical School and Boston Children's Hospital

S3.4 Symposium

Infants' understanding about social interactions, relations, and social structures

12:00 – 13:30 | Regency Ballroom A

S3.4i Can developmental studies inform the question of whether music was an evolutionary adaptation?

Laurel Trainor¹

¹McMaster University

S3.4ii How synchronous motion affects infants' social perception

Christine Fawcett¹, Bahar Tunçgenç²

¹Uppsala University, ²Johns Hopkins University

S3.4iii How does a prosocial or antisocial act change interactions between two agents?

You-jung Choi¹, Yuyan Luo²

¹Harvard University, ²University of Missouri

S3.4iv Adults and infants expect social dominance to be derived from alliance relationships

Olivier Mascaro¹

¹CNRS – Université Paris Descartes

S3.5 Symposium

Representations of support from infancy to childhood: Reasoning, categorization, and language

12:00 – 13:30 | Congress BC

S3.5i Teaching infants a new support rule via explanation-based learning

Renée Baillargeon¹, Gerald DeJong¹

¹University of Illinois

S3.5ii A core concept of support for infant cognition and language learning

Laura Lakusta¹, Maria Brucato¹, Holly Kobezak¹, Carla Iroldi¹, Barbara Landau²

¹Montclair State University, ²Johns Hopkins University

S3.5iii Preschoolers' spatial reasoning: Is support more challenging than containment?

Marianella Casasola¹

¹Cornell University

S3.6 Symposium

Connecting self and other in infancy through neural representations of the body

12:00 – 13:30 | Washington A

S3.6i Infant brain responses to felt touch of self and observed touch of another person: An MEG study

Andrew Meltzoff¹, Rey Ramirez¹, Joni Saby², Eric Larson¹, Samu Taulu¹, Peter Marshall³

¹University of Washington, ²Children's Hospital of Philadelphia, ³Temple University

S3.6ii Using somatosensory mismatch negativity as a window into body representations in infancy

Guannan Shen¹, Staci Weiss¹, Nathan Smyk¹, Andrew Meltzoff², Peter Marshall¹

¹Temple University, ²University of Washington

S3.6iii Neural body maps for lips, hands, and feet in 60-day-old infants

Ashley Drew¹, Joni Saby², Peter Marshall³, Andrew Meltzoff¹

¹University of Washington, ²Children's Hospital of Philadelphia, ³Temple University

S3.7 Symposium

Rigor and reproducibility in infant temperament research: Person-centered approaches to characterize infant behavior

12:00 – 13:30 | Congress A

S3.7i Temperament profiles among infants with prenatal substance exposure: Neonatal origins and implications for neurobehavioral development.

Brendan Ostlund¹, Betty Lin¹, Elisabeth Conratt¹, Barry Lester²

¹University of Utah, ²Brown University

S3.7ii Culture, temperament, and problem behavior development in a Mexican American sample

Betty Lin¹, Charles Beekman², Kathy Lemery-Chalfant³, Keith Crnic³, Nancy Gonzales³, Linda Luecken³

¹University of Utah, ²The John F. Kennedy Center for Performing Arts, ³Arizona State University

S3.7iii Person-centered analysis of infant temperament: Leveraging existing data

Maria Gartstein¹, Amanda Prokasky², Martha Ann Bell³, Susan Calkins⁴, David Bridgett⁵, Julia Braungart-Rieker⁶, Ester Leerkes⁷, Carol Cheatham⁸, Rina Eiden⁹, Krystal Mize¹⁰, Nancy Jones¹⁰, Gina Mireault¹¹, Erich Seamon¹²

¹Washington State University, ²University of Nebraska-Lincoln, ³Virginia Tech, ⁴The University of North Carolina at Greensboro, ⁵Northern Illinois University, ⁶University of Notre Dame, ⁷University of North Carolina at Greensboro, ⁸University of North Carolina at Chapel Hill, ⁹University of Buffalo, State University of New York, ¹⁰Florida Atlantic University, ¹¹Johnson State College, ¹²University of Idaho

S4.2 Symposium

Let's get social! Infants' sensitivity to social information in the first postnatal year of life

14:30 – 16:00 | Regency Ballroom A

S4.2i Infants' gaze following behavior in response to schematic eyes - an interactive eye tracking paradigm

Christine Michel¹, Ezgi Kayhan¹, Sabina Pauen², Stefanie Hoehl³

¹Max Planck Institute for Human Cognitive and Brain Sciences, ²Heidelberg University, ³Max Planck Institute for Human Cognitive and Brain Sciences & University of Vienna

S4.2ii Investigating young infants' attentional preference for social interactions

Maleen Thiele¹, Robert Hepach², Christine Michel³, Daniel Haun¹

¹Leipzig University, ²University of Leipzig, ³Max Planck Institute for Human Cognitive and Brain Sciences

S4.2iii Agency cues and 11-month-olds' and adults' anticipation of action goals

Maurits Adam¹, Ivanina Reitenbach², Birgit Elsner¹

¹University of Potsdam, ²University of Applied Sciences Euro-FH Hamburg

S4.2iv Why do infants attend to infant-directed speech?

Melanie Schreiner¹, Vivien Radtke¹, Tanya Behne¹, Nivedita Mani¹

¹University of Göttingen

S4.3 Symposium

Looking for language: how Hearing and deaf infants navigate the visual world to learn language

14:30 – 16:00 | Congress BC

S4.3i Referential cues support novel sign learning in young deaf children

Amy Lieberman¹, Arielle Borovsky², April Bottoms¹, Zoe Fieldsteel¹

¹Boston University, ²Purdue University

S4.3ii Touch and speech input to hearing-impaired children

Rana Abu-Zhaya¹, Maria Kondaurova², Derek Houston³, Amanda Seidl¹

¹Purdue University, ²University of Louisville, ³Ohio State University

S4.3iii An information-seeking account of eye movements during spoken and signed language comprehension

Kyle MacDonald¹, Virginia Marchman¹, Anne Fernald¹, Michael Frank¹

¹Stanford University

S4.3iv Where should I look? How hearing infants allocate their visual attention when Speakers, Signers, and Gesturers communicate with their hands.

Miriam Novack¹, Susan Goldin-Meadow², Diane Brentari², Sandra Waxman¹
¹Northwestern University, ²University of Chicago

S4.4 Symposium

New directions in infant emotion perception

14:30 – 16:00 | Washington BC

S4.4i Developmental changes in emotion categorization: The influence of verbal labels

Ashley Ruba¹, Andrew Meltzoff¹, Betty Repacholi¹
¹University of Washington

S4.4ii Emotional expressions reinstate recognition of other-race faces in infants following perceptual narrowing

Paul Quinn¹, Kang Lee², Olivier Pascalis³
¹University of Delaware, ²University of Toronto, ³University Grenoble-Alpes CNRS

S4.4iii Epigenetic modification of the oxytocin receptor gene impacts infants' brain responses to emotional facial expressions

Kathleen Krol¹, Meghan Puglia¹, James Morris¹, Jessica Connelly¹, Tobias Grossmann¹
¹University of Virginia

S4.4iv The development of body emotion processing in infancy

Ramesh Bhatt¹, Alison Heck¹, Alyson Chroust², Hannah White¹, Rachel Jubran¹
¹University of Kentucky, ²East Tennessee State University

S4.5 Symposium

Co-development of motor and cognitive abilities in infancy: Dynamic systems approach

14:30 – 16:00 | Commonwealth CD

S4.5i From postural control and object exploration to means-end problem solving: A dynamic developmental cascade

Iryna Babik¹, Andrea Cunha², Michele Lobo¹
¹University of Delaware, ²Federal University of Rio Grande do Norte

S4.5ii From faces to objects: Crawling experience modifies patterns of infant attention

Catalina Suarez-Rivera¹, Linda Smith¹, Chen Yu¹
¹Indiana University

S4.5iii Duration of object visual encoding on precision reaching in 9-month-old infants

Daniela Corbetta¹, Rebecca Wiener¹, Emalie McMahon², Sabrina Thurman³
¹University of Tennessee Knoxville, ²NIMH/NIH, ³Elon University

S4.5iv Using dynamic systems thinking for characterizing the relation of sensorimotor to language development: Models and metaphors

George Michel¹
¹University of North Carolina at Greensboro

S4.6 Symposium

Using innovative methods to understand children's curiosity-driven learning

14:30 – 16:00 | Congress A

S4.6i Investigating children's word and action preferences using gaze contingency

Sarah Eiteljoerge¹, Maurits Adam², Birgit Elsner², Nivedita Mani¹
¹University of Göttingen, ²University of Potsdam

S4.6ii New evidence for systematicity in infants' curiosity-driven learning

Han Ke¹, Gert Westermann¹, Katherine Twomey²
¹Lancaster University, ²Manchester University

S4.6iii Attentional dynamics in complex learning environments: Insights from computational modeling and empirical work

Madeline Pelz¹, Shirlene Wade², Celeste Kidd²
¹MIT, ²University of Rochester

S4.6iv How do infants sample novel object-label associations?

Martin Zettersten¹, Jenny Saffran¹
¹University of Wisconsin-Madison

S4.7 Symposium

Singing from the start: Song acquisition in infancy

14:30 – 16:00 | Washington A

S4.7i Infant vocal imitations of music: A case study

Lucia Benetti¹
¹The Ohio State University

S4.7ii Infant soundscapes: Differences in the music environments of infants from the United States and Tanzania

Eugenia Costa-Giomi¹
¹The Ohio State University

S4.7iii Song acquisition birth to three

Gwendolyn McGraw¹
¹Retired Dept. Chair, University of Southern California

Monday, July 2

S5.2 Symposium

Audiovisual speech processing and language development in typical and atypical populations?

09:45 – 11:15 | Commonwealth CD

S5.2i Infant selective attention to audiovisual speech cues and their processing

David Lewkowicz¹

¹Northeastern University

S5.2ii Infant sensitivity to audiovisual timing driven by articulator-speech sound relationship

Heather Bortfeld¹, Martijn Baart²

¹University of California, Merced, ²Tilburg University

S5.2iii Looking and language: Eye gaze patterns correlate with vocal complexity and language development in infants at high- and low-risk for autism spectrum disorder

Tiffany Woynaroski¹, Pooja Santapuram², Jacob Feldman¹, Sarah Bowman¹, Ashley Augustine², Alexandra Golden¹, Evan Suzman², Neill Broderick¹, Bahar Keceli-Kaysili¹, Carissa Cascio¹, Mark Wallace², David Lewkowicz³

¹Vanderbilt University Medical Center, ²Vanderbilt University, ³Northeastern University

S5.2iv Sensitivity to audio-visual synchrony and its relation to language abilities in children with autism spectrum disorder

Elena Tenenbaum¹, Giulia Righi², Carolyn McCormick³, Stephen Sheinkopf²

¹Women and Infants Hospital, ²Warren Alpert Medical School at Brown University, ³Purdue University

S5.3 Symposium

Lessons learned from implementing early intervention home visiting programs in communities

09:45 – 11:15 | Washington BC

S5.3i Implementation of the SafeCare parenting model: Challenges, lessons learned, and recommendations

Daniel Whitaker¹, Jenelle Shanley², Shannon Self-Brown¹

¹Georgia State University, ²Penn State University

S5.3ii Nurse-family partnership: Lessons learned in dissemination and implementation

Mariarosa Gasbarro¹, David Olds¹

¹University of Colorado Denver

S5.3iii Attachment and biobehavioral catch-up

Caroline Roben¹, Stevie Schein¹, Amanda Costello¹, Fabianne Blake¹, Mary Dozier¹

¹University of Delaware

S5.3iv Enhancing the effects of early head start through a focus on parent-child relationships

Brenda Jones-Harden¹, Lisa Berlin¹

¹University of Maryland

S5.4 Symposium

Recent advances in modeling infants' learning and development

09:45 – 11:15 | Regency Ballroom A

S5.4i A Bayesian statistical approach to understanding the role of social cues in infants' coordinated social attention

Samuel Harding¹, Bennett Bertenthal¹

¹Indiana University

S5.4ii Applying machine learning to infant interaction

Daniel Messinger¹, Paul Ruvolo², Javier Movellan³

¹University of Miami, ²Olin College Of Engineering, ³UCSD/Emotient

S5.4iii Memory models of statistical learning

Erik Thiessen¹

¹Carnegie Mellon University

S5.4iv Beyond Bayes: The need for mechanisms in understanding infant category learning

Denis Mareschal¹

¹Birkbeck, University of London

S5.5 Symposium

The language-learning environments of Latino infants from Spanish-speaking homes from birth to 36 months

09:45 – 11:15 | Congress A

S5.5i Latino Infants' home language inputs: Variations by caregiver and routine

Kelly Escobar¹, Catherine Tamis-LeMonda¹

¹New York University

S5.5ii Long-term impacts of early shared bookreading with infant and toddler dual language learners on language and literacy outcomes

Carolyn Cates¹, Adriana Weisleder², Anne Seery¹, Caitlin Canfield¹, Angelica Alonso¹, Maya Matalon¹, Benard Dreyer¹, Alan Mendelsohn¹

¹New York University School of Medicine, ²Northwestern University

S5.5iii How social context shapes language interactions in Latino infants from Spanish-speaking homes

Adriana Weisleder¹, Alan Mendelsohn², Anele Villanueva³, Anne Seery², Carolyn Cates², Caitlin Canfield², Jennifer Ledesma², Nina Robertson², Sabrina Vasquez²

¹Northwestern University, ²New York University School of Medicine, ³San Diego State University

S5.5iv Characteristics of English- and Spanish-speaking mother-child engagement during free play

Margaret Friend¹, Allyson Masters¹, Anele Villanueva¹, Pascal Zesiger², Diane Poulin-Dubois³

¹San Diego State University, ²University of Geneva, ³Concordia University

S5.6 Symposium

The early development of touch perception: Body sensing, haptics, and interoception

09:45 – 11:15 | Congress BC

S5.6i Neurobehavioral evidence of interoceptive sensitivity in early infancy

Lara Maister¹, Teresa Tang², Manos Tsakiris²

¹Birkbeck University of London, ²Royal Holloway University of London

S5.6ii Which limb is it? The effect of touch on the emergence of body knowledge in early infancy.

Eszter Somogyi¹, Mollie Hamilton², Lisa Jacquey², Tobias Heed³, Matej Hoffmann⁴, Francesco Mannella⁵, Vieri Giuliano Santucci⁵, Gianluca Baldassarre⁵, Jeffrey Lockman⁶, Jacqueline Fagard², J. Kevin O'Regan²

¹University of Portsmouth, ²Université Paris Descartes, ³Bielefeld University, ⁴Czech Technical University, ⁵Institute of Cognitive Sciences and Technologies, ⁶New York University

S5.6iii The development of haptic-visual interactions underlying material perception in infancy

Jiale Yang¹, Natasa Ganea², Andrew Bremner², So Kanazawa³, Masami Yamaguchi⁴

¹University of Tokyo, ²Goldsmiths, University of London, ³Japan Women's University, ⁴Chuo University

S6.2 Symposium

Extracting neural representations from EEG and fNIRS signals for studies of development and learning

11:30 – 13:00 | Regency Ballroom BC

S6.2i Labeling abstract representations in the infant brain

Claire Kabdebon¹, Ghislaine Dehaene-Lambertz²

¹Yale University, ²NeuroSpin

S6.2ii Decoding perceptual similarity from EEG patterns in 5-month-old Infants

Sid Kouider¹, Andreas Poulsen², Cecile Gal¹, Thomas Carlson³, Sofie Gelskov¹

¹Ecole Normale Supérieure, ²Technical University of Denmark, ³The University of Sydney

S6.2iii Probing the time-course of face representations with time-resolved multivariate pattern analyses of EEG signals

Laurie Bayet¹, Benjamin Zinszer², Julia Cataldo¹, Emily Reilly¹, Radoslaw Cichy³, Benjamin Balas⁴, Charles Nelson¹, Richard Aslin⁵

¹Harvard Medical School and Boston Children's Hospital, ²UT Austin, ³Free University Berlin, ⁴North-Dakota State University, ⁵Haskins Laboratories

S6.2iv Connectivity development from infancy to adulthood: A reliable functional connectivity comparison

Sagi Jaffe-Dax¹, Lauren Emberson¹

¹Princeton University

S6.3 Symposium

Innovative interventions in nursing, pediatric healthcare, and early education to improve children's language-learning

11:30 – 13:00 | Washington A

S6.3i Bridging the word gap through pediatric healthcare

Carolyn Cates¹, Adriana Weisleder², Samantha Berkule Johnson¹, Anne Seery¹, Caitlin Canfield¹, Harris Huberman³, Benard Dreyer¹, Alan Mendelsohn¹

¹New York University School of Medicine, ²Northwestern University, ³SUNY Downstate

S6.3ii Talk with me baby: Maximizing the power of nursing and public health workforces to educate and coach parents on the primacy of language nutrition

Jennifer Stapel-Wax¹, Ashley Darcy Mahoney², Arianne Weldon³, Kimberly Ross⁴

¹Emory University, ²George Washington University, ³Get Georgia Reading: Campaign for Grade Level Reading, ⁴Georgia Department of Public Health

S6.3iii Using quality early care and education programs as a platform for addressing the word gap

Dale Walker¹, Gabriela Guerrero², Shannon Guss³, Bridging the Word Gap

Acceleration Partner Educare Schools Kansas City KS, West DuPage IL, Tulsa OK⁴
¹University of Kansas, ²University of Kansas, Juniper Gardens Children's Project, ³University of Oklahoma, ⁴Educare

S6.4 Symposium

Characterizing the temporal structure of infants' early auditory experiences and relations to infant learning

11:30 – 13:00 | Congress A

S6.4i Quantifying inter-word temporal spacing in infants' home language environment

Emmaline Drew¹, Erika Bergelson¹

¹Duke University

S6.4ii Bursty dynamics in early music input

Caitlin Fausey¹, Jennifer Mendoza¹

¹University of Oregon

S6.4iii Temporal synchrony of parents' naming and infants' exploration

Lynn Perry¹, Adriana Valtierra¹, Stephanie Custode¹

¹University of Miami

S6.4iv The temporal structure of parent speech predicts infant word learning

Lauren Slone¹, Drew Abney¹, Linda Smith¹, Chen Yu¹

¹Indiana University

S6.5 Symposium

Bridging research on emotional development and social cognition

11:30 – 13:00 | Commonwealth CD

S6.5i Can young infants predict another person's emotional response to a situation?

Ashley Ruba¹, Andrew Meltzoff¹, Betty Repacholi¹

¹University of Washington

S6.5ii Infants' ability to detect emotional incongruity: Deep or shallow?

Cristina Crivello¹, Melissa Lazo¹, Diane Poulin-Dubois¹

¹Concordia University

S6.5iii Did you mean to do that? Infants use emotional communication to infer and re-enact others' intentions

Peter Reschke¹, Eric Walle¹, Daniel Dukes²

¹University of California, Merced, ²University of Amsterdam

S6.6 Symposium

Relations between early motor development and communication skills in typically, at risk and atypically developing infants

11:30 – 13:00 | Regency Ballroom A

S6.6i Relations between early motor development and communication skills in typically, at risk and atypically developing infants

Alessandra Sansavini¹, Jana Iverson²

¹University of Bologna, ²University of Pittsburgh

S6.6ii Walking, pointing, talking - The interrelation of motor, communicative, and language development

Carina Lüke¹, Ute Ritterfeld¹, Juliane Mühlhaus²

¹TU Dortmund University, ²Trier University of Applied Sciences

S6.6iii Does early object exploration support gesture and vocabulary acquisition in extremely preterm and full-term infants?

Mariagrazia Zuccarini¹, Annalisa Guarini¹, Erika Benassi¹, Silvia Savini¹, Jana Iverson², Alessandra Sansavini¹

¹University of Bologna, ²University of Pittsburgh

S6.6iv From functional actions to language: Exploring the relation between tool use and language in infants at heightened risk for autism spectrum disorder

Jessie Northrup¹, Laura Sparaci², Olga Capirci², Jana Iverson¹

¹University of Pittsburgh, ²National Research Council of Italy

S6.6v Manual behaviours during interaction between infants/toddlers with down syndrome and their parents

Hana D'Souza¹, Dan Brady¹, Michael Thomas¹, Denis Mareschal¹, Annette Karmiloff-Smith¹

¹Birkbeck, University of London

S6.7 Symposium

What explains the origins of human prosociality? A debate featuring three divergent perspectives

11:30 – 13:00 | Washington BC

S6.7i Everyday social interactions are essential to the ontogeny of prosocial behavior

Audun Dahl¹, Celia Brownell²

¹University of California, Santa Cruz, ²University of Pittsburgh

S6.7ii Young children's helping is based upon an evolved capacity for genuine prosociality

Felix Warneken¹, Robert Hepach²

¹University of Michigan, ²University of Leipzig

S6.7iii Is early prosocial behavior selective?

J. Kiley Hamlin¹

¹University of British Columbia

S7.2 Symposium

From pre-registration to ethical data peeking: Practical solutions for improving infant research

16:15 – 17:45 | Commonwealth AB

S7.2i How many babies should I test? What we can learn from 14 meta-analyses

Christina Bergmann¹

¹Max Planck Institute for Psycholinguistics

S7.2ii But really, should I test more babies? A guide to ethical data peeking for infant researchers

Esther Schott¹, Mijke Rhemtulla², Krista Byers-Heinlein¹

¹Concordia University, ²UC Davis

S7.2iii Preregistration: A practical guide for developmental psychologists

Anne Scheel¹

¹Eindhoven University of Technology

S7.2iv Are your figures worth a thousand words? Optimizing the information value of your visualizations

Sho Tsuji¹

¹Ecole Normale Supérieure

S7.3 Symposium

Prenatal and perinatal biopsychosocial risk factors and their associations with early child cognitive outcomes in low-SES Families

16:15 – 17:45 | Regency Ballroom A

S7.3i Prenatal maternal anxiety and child neurodevelopment: Stress physiology and inflammation

Ana Vallejo Sefair¹, Thomas O'Connor¹

¹University of Rochester

S7.3ii Perinatal risk factors, infant general cognition, and preschooler executive function: A cascade model

Marie Camerota¹, Michael Willoughby²

¹University of North Carolina at Chapel Hill, ²RTI International

S7.3iii Maternal prenatal life event stress is associated with child executive function at 5 years in a high-risk sample

Elizabeth Loi¹, Jeffrey Measelle¹, Jennifer Ablow¹

¹University of Oregon

S7.4 Symposium

Evolution of music perception: A comparative approach in infants, children and other species

16:15 – 17:45 | Congress A

S7.4i Music, Synchrony and Prosocial Behaviour in Infants

Laurel Trainor¹, Laura Cirelli²

¹McMaster University, ²University of Toronto Mississauga

S7.4ii Music perception in human infants: Social and emotional benefits

Laura Cirelli¹, Sandra Trehub¹

¹University of Toronto Mississauga

S7.4iii Music preference in Degus (*Octodon degus*): Analysis with Chilean folk music

Shigeru Watanabe¹

¹Keio University

S7.4iv A comparative study on evolution of music and prosociality in humans and cockatiels (*Nymphicus hollandicus*)

Carla Aimé¹, Uyen Tran¹, Mathilde Le Covec¹, Dalila Bovet¹, Rana Esseily¹

¹Paris Nanterre University

S7.5 Symposium

Infant-directed behavior: Examining the roles of parental speech, action, and both, on infants' action and word learning

16:15 – 17:45 | Regency Ballroom BC

S7.5i How gestures facilitate word learning in shared storybook reading

Yayun Zhang¹, Chen Yu¹

¹Indiana University

S7.5ii Two-year-olds learn faster from their mothers in novel word learning situations

Rianne van Rooijen¹, Eline Bekkers², Chantal Kemner¹, Caroline Junge¹

¹Utrecht University, ²University of Amsterdam

S7.5iii Parent action and speech in natural teaching: Relationships with action learning

Natalie Brezack¹, Amanda Woodward¹

¹University of Chicago

S7.5iv Action learning in infancy: Motherese and motionese combine forces

Melanie Schreiner¹, Marlene Meyer², Johanna van Schaik³, Jelena Sucevic⁴, Sabine Hunnius⁵

¹University of Göttingen, ²University of Chicago, ³Leiden University, ⁴University of Oxford, ⁵Radboud University

S7.6 Symposium

The development of updating working memory representations

16:15 – 17:45 | Congress BC

S7.6i Infants update working memory to reflect new categorical cues: Evidence from change detection by 10- and 12-month-olds

Su-hua Wang¹, Elizabeth Goldman¹

¹University of California, Santa Cruz

S7.6ii Toddlers with ASD can use linguistic information to update their mental representations

Allison Fitch¹, Annalisa Valadez², Alice Carter², Zsuzsa Kaldy²

¹Boston University, ²University of Massachusetts Boston

S7.6iii Individual differences in verbal updating among 2-year-old children

Begum Ozdemir Demirci¹, Patricia Ganea¹

¹University of Toronto

Tuesday, July 3

S8.2 Symposium

Action dynamics: A window into the developing mind

11:30 – 13:00 | Washington BC

S8.2i The development and modulation of mimicry in infancy

Carina de Klerk¹, Antonia Hamilton², Victoria Southgate³

¹Birkbeck, University of London, ²University College London, ³University of Copenhagen

S8.2ii Infants' visual experience with others' actions primes their motor representations

Bennett Bertenthal¹, Ty Boyer²

¹Indiana University, ²Georgia Southern University

S8.2iii Supporting infants' tool use by constraining their initial grasp of the tool

Ashley Detherage¹, Mandy Kaur¹, Jane Hirtle², Sarah Wiesen¹, Amy Needham²

¹Peabody College at Vanderbilt University, ²Vanderbilt University

S8.2iv Spatial planning during object fitting

Wendy Jung¹, Bjoern Kahrs¹, Jeffrey Lockman²

¹Tulane University, ²New York University

S8.3 Symposium

Building bridges from prenatal to postnatal: Using postnatal experimental approaches to understand prenatal perception

11:30 – 13:00 | Commonwealth AB

S8.3i Tracking fetal neurological development using noninvasive magnetoencephalography

Hari Eswaran¹

¹University of Arkansas for Medical Sciences

S8.3ii Using postnatal methodologies to index behavioural and physiological response to social stimuli in utero

Kirsty Dunn¹, Tim Donovan², Vincent Reid¹

¹Lancaster University, ²Cumbria University

S8.3iii Exploring the utility of light based visual stimuli and experimental paradigms in the third trimester fetus

Vincent Reid¹, Kirsty Dunn¹, Robert Young¹, Tim Donovan², Nadja Reissland³

¹Lancaster University, ²Cumbria University, ³Durham University

S8.4 Symposium

Infant directed speech: Cross linguistic differences and its role in facilitating early language processing

11:30 – 13:00 | Regency Ballroom A

S8.4i Neural tracking of infant directed speech by seven-month-old infants

Marina Kalashnikova¹, Varghese Peter², Giovanni Di Liberto³, Edmund Lalor⁴, Denis Burnham¹

¹Western Sydney University, ²Macquarie University, ³Ecole Normale Supérieure, ⁴University of Rochester

S8.4ii Segmenting words in IDS and ADS: Insights from computational models

Georgia Rengina Loukatou¹, Bogdan Ludusan², Marie-Thérèse Le Normand³, Mélanie Canault⁴, Hung Thai-Van⁵, Alejandrina Cristia⁶

¹LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, ²Laboratory for Language Development, RIKEN Brain Science Institute, Japan, ³INSERM & LPP (Laboratoire Psychopathologie et Processus de Santé), Université Paris Descartes, Sorbon, ⁴Laboratoire Dynamique du Langage, UMR 5596 CNRS, Université Lumière Lyon 2, ⁵Service d'Audiologie & d'Explorations Otoneurologiques, Hospices Civils de Lyon & Centre de Recherche, ⁶ENS, EHESS, Centre National de la Recherche

S8.4iii What we can learn from fully annotated corpus of infant-directed speech in Japanese: Challenging the conventional methods of analyzing IDS properties

Reiko Mazuka¹

¹RIKEN Brain Science Institute

S8.5 Symposium

Infants' and toddlers' evaluations of others' moral characters

11:30 – 13:00 | Congress BC

S8.5i Sociomoral kinds: Individuation by sociomoral behavior in 11-month-old infants

Erik Cheries¹, Hernando Taborda-Osorio²

¹University of Massachusetts, Amherst, ²Universidad Javeriana

S8.5ii The role of helpers' and harmers' mental states in infants' sociomoral evaluations

Brandon Woo¹, J. Kiley Hamlin²

¹Harvard University, ²University of British Columbia

S8.5iii How ingroup positivity and outgroup negativity differentially motivate social behavior in infancy

Lisa Chalik¹, Karen Wynn¹

¹Yale University

S8.5iv 2-year-old toddlers make broad inferences about moral characters

Francisca Ting¹, Renée Baillargeon²

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

S8.6 Symposium

The important role of maternal contingent responsiveness in infant social and communicative development

11:30 – 13:00 | Regency Ballroom BC

S8.6i The relation between early contingency detection and joint attention across the first year: The moderating role of mother-infant synchrony

Bethany Reeb-Sutherland¹

¹Florida International University

S8.6ii Dyadic Interaction predicts vocabulary at 12 & 18 months: Roles of child vocalizations and conversational turns across infancy

Myriah McNew¹, Lorraine Bahrick¹, James Todd¹

¹Florida International University

S8.6iii Predictive relations between maternal contingent responsiveness, infant neural responses and infant social behavior over the first year of life

Tahli Frenkel¹, Lindsay Bowman², Donna Miron¹, Sofie Rousseau¹

¹Interdisciplinary Center (IDC), Herzliya, Israel, ²University of California, Davis

S8.7 Symposium

Charting the emotional landscape of toddlers with autism spectrum disorder: A multi-method approach

11:30 – 13:00 | Congress A

S8.7i Diminished fear and heightened frustration in response to naturalistic challenges designed to elicit negative affect

Suzanne Macari¹, Finola Kane-Grade¹, Emily Hilton², Anna Milgramm¹, Perrine Heymann¹, Lauren DiNicola¹, Deanna Macris¹, Kelly Powell¹, Scuddy Fontenelle¹, Megan Lyons¹, Frederick Shic³, Katarzyna Chawarska¹

¹Yale School of Medicine, ²University of Wisconsin-Madison, ³University of Washington

S8.7ii Diminished fear response in toddlers with ASD is associated with attenuated changes in physiological arousal

Laura Boccanfuso¹, Frederick Shic², Suzanne Macari³, Lauren DiNicola⁴, Anna Milgramm⁴, Emily Hilton⁵, Finola Kane-Grade⁴, Perrine Heymann⁴, Matthew S. Goodwin⁶, Angelina Vernetti⁷, Katarzyna Chawarska⁴

¹Vin Robotics, ²University of Washington, ³Yale School of Medicine, ⁴Yale University School of Medicine, ⁵University of Wisconsin-Madison, ⁶Northeastern University, ⁷Yale School of Medicine

S8.7iii Atypical approach-avoidance response to threat in toddlers with ASD

Angelina Vernetti¹, Casey Ramsey², Emily Hilton³, Deanna Macris¹, Kelly Powell¹, Scuddy Fontenelle¹, Megan Lyons¹, Katarzyna Chawarska¹, Suzanne Macari¹

¹Yale School of Medicine, ²Yale University, ³University of Wisconsin-Madison

S8.7iv Intensity of fearful affect during fear-inducing naturalistic probes is associated with attentional capture by threatening facial and vocal stimuli in toddlers with ASD and TD

Katarzyna Chawarska¹, Frederick Shic², Quan Wang¹, Angelina Vernetti¹, Deanna Macris¹, Suzanne Macari¹

¹Yale University School of Medicine, ²University of Washington

S9.3 Symposium

Walk, talk, play: Changes across the transition from crawling to walking in infancy

14:00 – 15:30 | Commonwealth CD

S9.3i Infants' use of posture during play and exploration: A longitudinal investigation

Sabrina Thurman¹, Daniela Corbetta²

¹Elon University, ²University of Tennessee Knoxville

S9.3ii Learning to talk while learning to walk: Measuring language during the transition to walking in infants at risk for ASD

Kelsey West¹, Nina Leezenbaum², Jessie Northrup¹, Jana Iverson¹

¹University of Pittsburgh, ²University of North Carolina Chapel Hill

S9.3iii Talking on the go: Vocalization in crawling and walking infants

Lana Karasik¹, Joshua Schneider²

¹College of Staten Island, City University of New York, ²University of Pittsburgh

S9.3iv Crawling and walking infants' home language environments: Relations with concurrent vocabulary size

Eric Walle¹, Lukas Lopez¹, Gina Pretzer¹, Anne Warlaumont²

¹University of California, Merced, ²University of California, Los Angeles

S9.4 Symposium

More than meets the eye: Pupil dilations and spontaneous eye blinks offer new insights into infant cognition

14:00 – 15:30 | Regency Ballroom BC

S9.4i No one anticipated that! The advantage of pupil dilation over pro-active gaze in the study of infant social cognition

Sylvain Sirois¹, Julie Brisson², Erik Gustafsson³

¹Université du Québec à Trois-Rivières, ²Université Rouen Normandie, Centre de recherche sur les fonctionnements et dysfonctionnements psycho, ³University of Portsmouth

S9.4ii Pupil dilation as a window into arousal sharing

Christine Fawcett¹

¹Uppsala University

S9.4iii Spontaneous eye blinking: A complementary measure for probing the mechanisms of cognitive function

Leigh Bacher¹

¹SUNY Oswego

S9.4iv Pupil dilation, eye-blink rate, and the value of mother establish the origins of reward learning in infancy

Kristen Tummeltshammer¹, Estée C.H. Feldman¹, Dima Amso¹

¹Brown University

S9.5 Symposium

The future of infancy research: Examining what infants' everyday experiences can tell us about development

14:00 – 15:30 | Regency Ballroom A

S9.5i The roles of gesture and statistical cues on word learning in shared storybook reading

Yayun Zhang¹, Chen Yu¹
¹Indiana University

S9.5ii Everyday cues to infant word learning in the home

Stephanie Custode¹, Catherine Tamis-LeMonda²
¹University of Miami, ²New York University

S9.5iii What you get is what you give: The effects of peer speech on language outcomes of infants

Samantha Mitsven¹, Lynn Perry¹, Laura Vitale¹, Leon Lei², Samuel Cooper³, Adriana Valtierra¹, Chaoming Song¹, Brett Laursen⁴, Daniel Messinger¹
¹University of Miami, ²Brown University, ³Fayetteville State University, ⁴Florida Atlantic University

S9.6 Symposium

Advancing the science of infant cry research: Which caregivers are at risk for problems in parenting?

14:00 – 15:30 | Washington BC

S9.6i The combined effects of prenatal exposure to maternal stress physiology and acute stress on newborn neurobehavior

Zoe Caron¹, Brendan Ostlund¹, Mindy Brown¹, Sarah Terrell¹, Sheila Crowell¹, Elisabeth Conradt¹
¹The University of Utah

S9.6ii Partner presence buffers fathers' (not mothers') autonomic physiological response to infant distress

Ashley Groh¹, Nanxi Xu¹, Christopher Odudu¹
¹University of Missouri

S9.6iii Prenatal physiological response to infant cues differentially predict attachment classification: The moderating role of prenatal stress

Ana Hernandez¹, Jeffrey Measelle¹, Jennifer Ablow¹
¹University of Oregon

S9.7 Symposium

Infant cued interventions: Steps towards integrating neuroscience and individualized care

14:00 – 15:30 | Congress A

S9.7i Improved short term outcomes of preterm infants exposed to parental responsive paced feeding

Iris Morag¹, Yedidyah Hendel², Ronny Geva²
¹Chaim Sheba Medical Center, The Edmond and Lily Safra Children Hospital affiliated to Sackler School, ²Bar Ilan University

S9.7ii Early development of very young premature infants: Effects of feeding method and neurological vulnerability

Yedidya Hendel¹, Iris Morag², Ronny Geva¹
¹Bar-Ilan University, ²Chaim Sheba Medical Center, The Edmond and Lily Safra Children Hospital affiliated to Sackler School

S9.7iii Gaze contingent infant tailored social development study with infants at risk for socio-communication disorders

Michal Zivan¹, Iris Morag², Ronny Geva¹
¹Bar-Ilan University, Israel, ²Chaim Sheba Medical Center, The Edmond and Lily Safra Children Hospital affiliated to Sackler School

S10.2 Symposium

Effort and persistence across early development

15:45 – 17:15 | Washington A

S10.2i Predictors of persistence during infancy

Kelsey Lucca¹, Rachel Horton¹, Yuyan Xu¹, Jessica Sommerville¹
¹University of Washington

S10.2ii Practice what you preach: Children integrate adults' outcomes, actions, and testimony to decide how hard to try

Julia Leonard¹, Andrea Garcia¹, Katherine Chew¹, Laura Schulz¹
¹Massachusetts Institute of Technology

S10.2iii Preschoolers' inferences about task difficulty and effective allocation of effort

Hyowon Gweon¹, Mika Asaba¹, Grace Bennett-Pierre¹
¹Stanford University

S10.2iv Infants use risk and effort to infer what agents value

Shari Liu¹, Tomer Ullman², Josh Tenenbaum², Elizabeth Spelke¹
¹Harvard University, ²MIT

S10.3 Symposium

It takes two to regulate: The interplay between parents and infants in the development of regulatory capacities

15:45 – 17:15 | Regency Ballroom BC

S10.3i Infants' moderate arousal and maternal sensitivity predict self-regulation in early childhood

Sanne Geeraerts¹, Penina Backer², Cynthia Stifter²
¹Utrecht University, ²Pennsylvania State University

S10.3ii Typologies of dyadic infant-mother emotion regulation: Implications for infant self-regulatory development

Penina Backer¹, Cynthia Stifter¹
¹Pennsylvania State University

S10.3iii Comparing mechanisms relating parenting, stress and child regulation in high- and low-risk populations

Amanda Nowak¹, Dianna Tran¹, Elizabeth Planalp², Julia Braungart-Rieker¹
¹University of Notre Dame, ²University of Wisconsin-Madison

S10.4 Symposium

Enhancing the interpretation of infant gaze behavior using modeling approaches

15:45 – 17:15 | Regency Ballroom A

S10.4i Computational exploration of hierarchical gaze structures from infant habituation paradigms

Joseph Burling¹, Scott Johnson¹

¹University of California, Los Angeles

S10.4ii Infant free-viewing: The role of object knowledge

Daan van Renswoude¹, Maartje Raijmakers¹, Ingmar Visser¹

¹University of Amsterdam

S10.4iii Age-dependent saccadic models

Andrea Helo¹, Olivier Le meur², Antoine Coutrot³, Zhi Liu⁴, Pia Rämä¹, Adrien Le Roch²

¹Universidad de Chile, ²Université de Rennes, ³Université de Nantes, ⁴Shanghai University

S10.4iv Using computational modelling to reveal the components of fixational control in infant dynamic scene viewing

Tim Smith¹, Irati Saez De Urabain¹, Mark Johnson¹, Antje Nuthmann²

¹Birkbeck, University of London, ²University of Kiel

S10.5 Symposium

Sensitivity to lexical tones in tone and non-tone language learners: Evidence from discrimination, word learning and word recognition

15:45 – 17:15 | Congress BC

S10.5i The developmental trajectory of linguistic and musical pitch perception among non-tone language learning monolingual, bilingual and tone-language learning bilingual infants ---- evidence from EEG

Liquan Liu¹, Varghese Peter², Gabrielle Weidemann¹

¹Western Sydney University, ²Macquarie University

S10.5ii Thai infants' sensitivity to lexical tone and stress in early speech perception

Marina Kalashnikova¹, Chutamanee Onsuwan², Denis Burnham¹

¹Western Sydney University, ²Thammasat University

S10.5iii The contrastive use of lexical tones: The choice of tones matters

Jessica Hay¹, Ryan Cannistraci¹

¹University of Tennessee

S10.5iv Sensitivity to tones, vowels, and consonants in monolingual and bilingual learners of Mandarin

Thilanga Wewalaarachchi¹, Leher Singh¹

¹National University of Singapore

S10.6 Symposium

Preferring one among others: On the construction of social selectivity in infancy

15:45 – 17:15 | Washington BC

S10.6i The role of social status in social selectivity: Infants are sensitive to social status when predicting others' social relationships

Jesús Bas¹, Nuria Sebastian-Galles¹

¹Pompeu Fabra University

S10.6ii The role of information seeking in social selectivity: Infants' social preferences are driven by an expectation of information

Katarina Begus¹, Teodora Gliga², Victoria Southgate³, György Gergely⁴

¹Central European University, ²Birkbeck, University of London, ³University of Copenhagen, ⁴Central European University, Közep-európai Egyetem

S10.6iii The role of similarity in social selectivity: Infants use similarity to make inferences about social relationships and social structure

Zoe Liberman¹, Amanda Woodward², Katherine Kinzler³

¹University of California, Santa Barbara, ²University of Chicago, ³Cornell University

S10.6iv The role of rationality in social selectivity: Infants' preferences are guided by the perceived rationality in agents' behaviours

Marc Colomer¹, Jesús Bas¹, Nuria Sebastian-Galles¹

¹Pompeu Fabra University

S10.7 Symposium

From research to practice: Bridging the gap through communication and partnerships

15:45 – 17:15 | Congress A

S10.7i Connecting, communicating, and collaborating with educators and industry

Jennifer Jipson¹

¹Cal Poly

S10.7ii Empowering parents through everyday brain building moments

Marissa Kaiser¹

¹Bezos Family Foundation

S10.7iii Partnerships in outreach and education

Sarah Lytle¹

¹University of Washington

Flash talk author list

To download the flash talk abstract booklet, please
[\[click here\]](#) or visit www.infantstudies.org/program

Sunday, July 1: 08:30 – 10:00 | Commonwealth AB

S1.8 Flash talk session 1: The interrelation of motor, cognitive, and social development

Chair: Gedeon Deák, *University of California, San Diego*

S1.8i Infants' use of pointing gestures is related to their perception of others' points

Virginia Salo (Presenter)¹, Ranjan Debnath¹, Erin Cannon², Nathan Fox³
¹University of Maryland, College Park, ²Administration for Children and Families, U.S. Department of Health and Human Services, ³University of Maryland

S1.8ii The role of motor experience on social learning in infants and young children

Lauren Howard (Presenter)¹, Amanda Woodward²
¹Franklin & Marshall College, ²University of Chicago

S1.8iii Sensory processing in 10-month-olds have predicted their visual attention engagement during parent-infant interactions at 14 month

Alicja Radkowska¹, Sonia Ramotowska¹, Anna Malinowska¹, Przemysław Tomalski¹
¹University of Warsaw

S1.8iv Awareness of a conflict confers a competitive advantage

Anthea Pun (Presenter)¹, Susan Birch¹, Andrew Baron¹
¹University of British Columbia

S1.8v Independent walking and superior social-communication skills in 12-month-old infants at high-risk for autism

Jessica Bradshaw (Presenter)¹, Cheryl Klaiman¹, Scott Gillespie¹, Ami Klin¹, Celine Saulnier¹
¹Emory University

S1.8vi The role of walking in language acquisition: New findings from China

Minxuan He (Presenter)¹, Joseph Campos¹, David Anderson², Li Lin³, Biao Sang⁴, Jiawen Wu⁵, Eric Walle⁶
¹University of California, Berkeley, ²San Francisco State University, ³Shanghai Jing'an District Early Education and Guidance Research Center, ⁴East China Normal University, ⁵Fudan University, ⁶University of California, Merced

S1.8vii Is age of emergence of joint attention skills predicted by maturation of postural stability?

Gedeon Deák (Presenter)¹
¹University of California, San Diego

Sunday, July 1: 10:15 – 11:45 | Commonwealth AB

S2.8 Flash talk session 2: Modeling and interpreting individual differences

Chair: Nivedita Mani, *University of Göttingen*

S2.8i Individual differences in the early lexicon: The child as a source of variability

Lena Ackermann (Presenter)¹, Robert Hepach², Nivedita Mani¹
¹University of Göttingen, ²Leipzig University

S2.8ii Modeling infants scan paths during free scene viewing as latent strategies

Maartje Raijmakers (Presenter)¹, Linda van den Berg¹, Simon Kucharsky¹, Daan van Renswoude¹, Ingmar Visser¹
¹University of Amsterdam

S2.8iii The role of attachment anxiety and avoidance in predicting sensitivity during a still face (distress) task

Meenal Jog¹, Susan Woodhouse¹
¹Lehigh University

S2.8iv Modeling word segmentation from variable input: Comparing monolingual and bilingual experiences

Laia Fibla (Presenter)¹, Alejandrina Cristia²
¹University of East Anglia, ²ENS, EHESS, Centre National de la Recherche Scientifique

S2.8v Assessing causality in the relationship between perinatal depression and infant temperament

Lea Takács¹, Filip Smolík², Samuel Putnam³
¹Charles University, Faculty of Arts, ²Czech Academy of Sciences, ³Bowdoin College

S2.8vi Individual differences in infant stress reactivity: Identifying homogenous subgroups

Maria Lauer (Presenter)¹, Susan Woodhouse¹
¹Lehigh University

S2.8vii The interplay between OXTR methylation and maternal caregiving on children's early developing theory of mind abilities

Anna MacKinnon (Presenter)¹, Nancy Feeley², Ian Gold¹, Barbara Hayton¹, Phyllis Zerkowit¹
¹McGill University, ²Jewish General Hospital

Sunday, July 1: 12:00 – 13:00 | Commonwealth AB

S3.8 Flash talk session 3: The interrelation of motor, cognitive, and social development

Chair: Chen Yu, *Indiana University*

S3.8i Finding your own way: Comparison of interventions for infants with motor delays to improve movement and problem-solving

Regina Harbourne (Presenter)¹, Sarah Berger², Emily Vaughn², Layla Aburmeileh²
¹Duquesne University, ²College of Staten Island, City University of New York

S3.8ii It's in the hands: A sensorimotor analysis of parent-toddler attention coordination across different social contexts

Steven Elmlinger (Presenter)¹, Sumarga Suanda², Linda Smith³, Chen Yu³
¹Cornell University, ²University of Connecticut, ³Indiana University

S3.8iii Infants' visual preferences for prosocial behavior and other-race faces at 6 months: Impact of profile analysis

Claire Holvoet¹, Thomas Arciszewski¹, Delphine Picard¹, Céline Scola (Presenter)¹
¹Aix Marseille University

S3.8iv Infants' understanding of action sequences: Motor abilities support goal imitation

Courtney Filippi (Presenter)¹, Amanda Woodward¹
¹University of Chicago

S3.8v Facing down sitting up: How face type familiarity and sitting status influence infants' face discrimination

Nicole Sugden (Presenter)¹, Aalim Makani², Alexandra Marquis³, Alysha Bernstein³, Isabel Arruda-Caycho³, Madeline Morris³, Margaret Moulson³
¹University of British Columbia, ²University of Toronto, ³Ryerson University

S3.8vi The role of sensorimotor experience in newborns' ability to match non-speech sounds and facial gestures

Margaret Addabbo (Presenter)¹, Elisa Roberti¹, Paolo Tagliabue², Chiara Turati¹
¹University of Milano-Bicocca, ²Ospedale San Gerardo

S3.8vii Infant manual abilities and Sticky Mittens influence on the development perception of object invariance and language development

Laura Colosimo (Presenter)¹, Larissa Samuelson¹
¹University of East Anglia

Sunday, July 1: 14:30 – 16:00 | Commonwealth AB

S4.8 Flash talk session 4: Are bilingual infants really all that special?

Chair: Katharine Graf Estes, *University of California, Davis*

S4.8i Monolingual infants can learn multiple structures in a simulated bilingual environment

Christine Potter (Presenter)¹, Casey Lew-Williams¹
¹Princeton University

S4.8ii Using Markov matrices and intra-individual variability measures to study how bilingual infants explore talking faces

Mathilde Fort (Presenter)¹, Miguel Burgaleta², Adrian Ponce², Julien Diard³, Nuria Sebastian Galle²
¹Université Grenoble Alpes, Gipsa-lab, ²Universitat Pompeu Fabra, ³Université Grenoble Alpes

S4.8iii Memory interference in monolingual and bilingual 18-month-olds

Rachel Barr¹, Olivia Blanchfield¹, Joscelin Rocha Hidalgo¹, Sylvia Rusnak¹, Lily Zino¹
¹Georgetown University

S4.8iv Executive function in young Spanish-English bilingual children: Are they really special?

Erin Smolak (Presenter)¹, Anele Villanueva¹, Yushuang Liu¹, Alyssa Campos¹, Diane Poulin-Dubois², Pascal Zesiger³, Margaret Friend¹
¹San Diego State University, ²Concordia University, ³University of Geneva

S4.8v Statistical word segmentation across languages: The role of experience

Dylan Antovich (Presenter)¹, Katharine Graf Estes¹
¹University of California, Davis

S4.8vi ¿Dónde está la ball? Examining the effect of language mixing on bilingual children's word recognition

Giovanna Morini (Presenter)¹, Rochelle Newman²
¹University of Delaware, ²University of Maryland

S4.8vii Relations between maternal dual language proficiency, child bilingualism, and attentional control in Mexican-American families

Laura Winstone (Presenter)¹, Emily Ross¹, Keith Crnic (Presenter)¹
¹Arizona State University

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S5.8 Flash talk session 5: Babies in their natural habitat - the role of ecological validity in studies of learning

Chair: Elizabeth Johnson, *University of Toronto*

S5.8i Cerebral activations to socially positive, negative, and non-social contingency during live interactions in infancy

Yoko Hakuno (Presenter)¹, Masahiro Hata¹, Taku Hachisu², Kenji Suzuki², Yasuyo Minagawa¹
¹Keio University, ²University of Tsukuba

S5.8ii Symbolic Play and Language Acquisition: New Insights from a Naturalistic Longitudinal Study

Noelle Creaghe¹, Daniel Angus², Evan Kidd³
¹The ANU, ²University of Queensland, ³Max Planck Institute for Psycholinguistics

S5.8iii Infant race preferences within a social interaction

Jonathan Prunty (Presenter)¹, Jolie Keemink¹, David Kelly (Presenter)¹
¹University of Kent

S5.8iv The ecology of prelinguistic vocal learning: Statistical structure of parental speech in response to babbling

Steven Elmlinger (Presenter)¹, Jennifer Schwade¹, Michael Goldstein¹
¹Cornell University

S5.8v Navigating through variable input: A role for phonological anchors in learning vowel categories from infant-directed speech

Frans Adriaans (Presenter)¹
¹Utrecht University

S5.8vi Using a home-video method to assess infant gross motor development: A feasibility study

Marika Boonzaaijer¹, Floryt van Wesel², Jacqueline Nuysink¹, Chiel Volman², Marian Jongmans¹
¹HU University of Applied Sciences Utrecht, ²Utrecht University

SS.8vii Accent adaptation in the real world: Infants learn from live exposure

Melissa Paquette-Smith (Presenter)¹, Angela Cooper¹, Chen Peng¹, Keren Smith¹, Elizabeth Johnson¹

¹University of Toronto

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S6.8 Flash talk session 6: Let's make this less WEIRD - Moving away from Western, educated, industrialised, rich, democratic participants in infancy research

Chair: Henny Yeung, Simon Fraser University

S6.8i Adaptation of the Mullen Scales of Early Learning for use among infants aged 6-24 months in rural Gambia

Bosiljka Milosavljevic (Presenter)¹, Perijne Vellekoop², Helen Maris¹, Saikou Drammeh³, Lamin Sanyang³, Momodou Darboe³, Sophie Moore⁴, Clare Elwell⁵, Sarah Lloyd-Fox¹

¹Birkbeck, University of London, ²Netherlands Society for Tropical Medicine and International Health, ³Medical Research Council Unit Gambia, ⁴King's College London, ⁵University College London

S6.8ii Parenting in chaotic environments: Differing effects on behavior problems by child race/ethnicity during toddlerhood

Kathryn Cherry (Presenter)¹, Emily Gerstein¹

¹University of Missouri, St. Louis

S6.8iii A non-WEIRD cross-linguistic approach to computational models of infant word segmentation

Georgia Rengina Loukatou (Presenter)¹, Sabine Stoll², Damian Blasi², Alejandrina Cristia³

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S6.8iv Not so WEIRD object play in Tajikistan

Lana Karasik (Presenter)¹, Joshua Schneider², Yana Kuchirko³, Catherine Tamis-LeMonda³

¹College of Staten Island, City University of New York, ²University of Pittsburgh, ³New York University

S6.8v Hyperarticulation and infant-directed speech in a small-scale society

Elise McClay (Presenter)¹, Senay Cebioglu¹, Tanya Broesch¹, Henny Yeung¹

¹Simon Fraser University

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Sam Putnam¹, Ava Alexander¹, Aaron Zweig¹, Lynn Jensen², Sarah Galdio³, Alexandra Marquis⁴, Margaret Moulson⁴, Céline Matte-Gagné⁵, Chamarrita Farkas Klein⁶, Jie He⁷, Milon Potmesil⁸, Petra Potmesilova⁸, Zdenka Bajgarová Bajgarová⁹, Iveta Blazkova⁹, Christina Salmivalli¹⁰, Niina Junttila¹⁰, Gisa Aschersleben¹¹, Franziska Vogel¹², Suzanne Mudra¹³, Krisztina Lakatos¹⁴, Judit Gervain¹⁵, Ildiko Toth¹⁴, Noemi Scheuring¹⁴, Ildiko Danis¹⁴, Maayan Davidov¹⁶, Yael Paz¹⁶, Dana Shai¹⁷, Ariel Knafo-Noam¹⁶, Lior Abramson¹⁶, David Mankuta¹⁶, Sarah Nazzari¹⁸, Alessandra Frigerio¹⁸, Teresa Farroni¹⁹, Giulia Orioli¹⁹, Fulvia Dotto¹⁹, Ermanno Quadrelli²⁰, Chiara Turati²⁰, Alessandra Simonelli²¹, Chiara Sacchi²¹, Astuko Nakagawa²², Masune Sukigara²², Emiko Kusanagi²³, Nobuko Hoshi²⁴, Ji-Young Lim²⁵, Yun-Jin Bae²⁵, Keumjoo Kwak²⁶, Diane Putnick²⁷, Diana Zande²⁸, Jana Ozolina²⁸, Zililah Shariff²⁹, Liyana Razak²⁹, Ingrid Grech Lanfranco³⁰, Angela Abela³⁰, Phil Cowan³¹, Carolyn Cowan³¹, Blanca Huitron³², Bolanle Ola³³, Eva Potharst³⁴, Anneloes Van Baar³⁵, Catharina Hartman³⁶, Albertine Oldehinkel³⁶, Annette Henderson³⁷, Wojciech Dragan³⁸, Piotr Zyllicz³⁹, Dorota Gosztyla³⁹, Paulo Dias⁴⁰, Irene Cadime⁴¹, Florin Tibu⁴², Patricia Ganea⁴³,

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S6.8vii Associations between early child development and maternal depression in a representative sample from Mexico City

Betania Allen-Leigh (Presenter)¹, R. Argelia Vázquez-Salas¹, Jean Marie Place², Aremis Villalobos¹, Filipa De Castro¹

¹National Institute of Public Health of Mexico, ²Ball State University

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S7.7 Flash talk session 7: Modeling and interpreting individual differences

Chair: Koralý Pérez-Edgar, Pennsylvania State University

S7.7i Epigenetic modification of the oxytocin receptor gene impacts infant brain response to emotional facial expressions

Kathleen Krol (Presenter)¹, Meghan Puglia¹, James Morris¹, Jessica Connelly¹, Tobias Grossmann¹

¹University of Virginia

S7.7ii Person-centered profiles of infant affect-biased attention are associated with maternal anxiety and infant negative affect

Alicia Vallorani (Presenter)¹, Xiaoxue Fu¹, Santiago Morales², Vanessa LoBue³, Kristin Buss¹, Koralý Pérez-Edgar¹

¹Pennsylvania State University, ²University of Maryland, ³Rutgers University

S7.7iii Deciphering the mechanisms of audiovisual speech processing in infancy: Insights from studying brain and behaviour

Nicole Altwater-Mackensen (Presenter)¹, Tobias Grossmann²

¹University of Mainz, ²University of Virginia

S7.7iv A person-centered approach to understanding maternal emotion talk trajectories in early childhood

Laura Marie Armstrong (Presenter)¹, Pamela Cole², Kayla McCreadie²
¹University of North Carolina, Charlotte, ²Pennsylvania State University

S7.7v Analyzing complex datasets using mixed-models: Individual differences perspectives on conformity, personality, and parental style

Kahl Hellmer (Presenter)¹, Gunilla Stenberg¹, Christine Fawcett¹
¹Uppsala University

S7.7vi Infant empathy predicts aggression in infancy and toddlerhood: The moderating role of sex

Malou Noten (Presenter)¹, Kristiaan van der Heijden¹, Stephan Huijbregts¹, Nienke Bouw¹, Stephanie van Goozen¹, Hanna Swaab¹
¹Leiden University

S7.7vii Infant language development and home environment in northeast China

Ruoyu Duan¹, Siman Liu², Ming Li (Presenter)¹, Qian Zhang¹, Shan Lu², Zhengyan Wang³, Betsy Lozoff⁴, Twila Tardif⁴
¹Peking University First Hospital, ²School of Psychology, Capital Normal University, ³Capital Normal University, ⁴University of Michigan

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S7.8 Flash talk session 8: Will new technology save us or sink us?

Chair: Lynn Perry, University of Miami

S7.8i Online testing and automatic face tagging for more efficient and reproducible infant research

Rhodri Cusack (Presenter)¹, Brea Chouinard¹
¹Trinity College Dublin

S7.8ii A novel gaze based measure of object label knowledge in toddlers at a heightened familial risk for autism spectrum disorder

Kathryn Hauschild (Presenter)¹, Anamiguel Pomaes-Ramos¹, Mark Strauss¹
¹University of Pittsburgh

S7.8iii Utility of heart rate increase for prediction of challenging behavior episodes in young non-verbal children with autism

Heather Nuske (Presenter)¹, Emma Finkel¹, Liza Tomczuk¹, Darren Hedley², Valentina Parma³, Melanie Pellicchia¹, Cheryl Dissanayake², David Mandell¹, John Herrington¹
¹University of Pennsylvania, ²La Trobe University, ³SISSA

S7.8iv Variety wins: Soccer-playing robots and infant walking

Ori Ossmy (Presenter)¹, Justine Hoch¹, Patrick MacAlpine², Shohan Hasan¹, Peter Stone², Karen Adolph¹
¹New York University, ²University of Texas at Austin

S7.8v What big data and automated measures can tell us about language and social development in early intervention classrooms

Lynn Perry (Presenter)¹, Emily Prince¹, Adriana Valtierra¹, Camila Rivero-Fernandez¹, Mary Anne Ullery¹, Lynne Katz¹, Brett Laursen², Daniel Messinger¹
¹University of Miami, ²Florida Atlantic University

S7.8vi Baby QUILS: Examining two-year olds language knowledge

Lauren Stites (Presenter)¹, Hannah Puttre (Presenter)², Kathy Hirsh-Pasek¹, Roberta Golinkoff², Aquiles Iglesias², Jill De Villiers³
¹Temple University, ²University of Delaware, ³Smith College

S7.8vii New technology leads to new discoveries: A case study of using computational algorithms to understand parent-infant interaction

Tian Linger Xu¹, Drew Abney¹, Linda Smith¹, Chen Yu¹
¹Indiana University

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S8.8 Flash talk session 9: Babies in their natural habitat – The role of ecological validity in studies of learning

Chair: Caitlin Fausey, University of Oregon

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Brenda Seal (Presenter)¹, Rory DePaolis², Charlette McQuilkin³, Susan Ingram²
¹Gallaudet University, ²James Madison University, ³Rockingham County Virginia School Board

S8.8ii Solving referential ambiguity is easy

Hadar Karmazyn Raz (Presenter)¹, Daniel Yurovsky², Chen Yu¹, Linda Smith¹
¹Indiana University, ²University of Chicago

S8.8iii Infants do not re-live the same hour all day long

Caitlin Fausey (Presenter)¹, Jennifer Mendoza¹, Heather Anderson¹, Christine White¹
¹University of Oregon

S8.8iv Social entry into third party interactions in preschool classroom settings

Priya Shimpi¹, Nichole Baumgart (Presenter)¹
¹Mills College

S8.8v Developmental changes in visual scene statistics

Christina DeSerio (Presenter)¹, Jason Gold¹, Swapna Jayaraman¹, Rowan Candy¹, Linda Smith¹
¹Indiana University

S8.8vi Gaze-following in the laboratory does not generalize to naturalistic settings

Gedeon Deák (Presenter)¹
¹University of California, San Diego

S8.8vii Using dual head-mounted eye tracking to index social responsiveness in naturalistic parent-child interaction

Julia Yurkovic (Presenter)¹, Grace Lisandrelli¹, Rebecca Shaffer², Ernest Pedapati², Craig Erickson¹, Chen Yu¹, Daniel Kennedy (Presenter)¹
¹Indiana University, ²Cincinnati Children's Hospital

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S9.8 Flash talk session 10: Babies and screens

Chair: Sarah Kucker, University of Wisconsin Oshkosh

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Alison Ventura (Presenter)¹, Alexandra Hernandez¹, Jordyn Levy¹, Sierra Sheeper¹
¹California Polytechnic State University, San Luis Obispo

S9.8ii Toddlers' difficult temperament and its relation to overindulgence in smart devices: Social-emotional development as moderator

Yea-Ji Hong¹, Kangyi Lee¹
¹Seoul National University

S9.8iii What attracts the gaze of 18- and 24-month-olds during screen viewing?

Andrea Helo (Presenter)¹, Oytun Aygun², Sandrien Van Ommen², Sebastian Pannasch³, Pia Rämä¹

¹Universidad de Chile, ²Université Paris Descartes, ³Technische Universität Dresden

S9.8iv Beyond babies and screens: Parental phone use and parenting behaviour

Merideth Gattis (Presenter)¹, Shona Hughes¹

¹Cardiff University

S9.8v Heightened visual pop-out in toddlers with high daily touchscreen use

Ana Maria Portugal (Presenter)¹, Rachael Bedford², Celeste Cheung¹, Teodora Gliga¹, Tim Smith¹

¹Birkbeck, University of London, ²King's College London

S9.8vi Exploring the transfer deficit through novel noun generalization

Alyssa Scott (Presenter)¹, Sarah Kucker¹

¹University of Wisconsin Oshkosh

S9.8vii Exposure to screen-based media in infancy negatively affects executive functioning in toddlerhood: A propensity score study

Andrew Ribner (Presenter)¹, Gabrielle McHarg²

¹New York University, ²University of Cambridge

S10.8vi Shaping an online lab: Investigating infants' shape detection on the Lookit platform

Moirá Dillon (Presenter)¹, Kim Scott², Elizabeth Spelke³

¹New York University, ²Massachusetts Institute of Technology, ³Harvard University

S10.8vii Neural coupling between infants and adults underlies naturalistic communication

Elise Piazza (Presenter)¹, Liat Hasenfratz¹, Uri Hasson¹, Casey Lew-Williams¹

¹Princeton University

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S10.8 Flash talk session 11: ICIS 2028: Imagineering the next 10 years of infancy research

Chair: Casey Lew-Williams, Princeton University

S10.8i Development of brain functional connectivity and its relation to infant sustained attention in the first year of life

Wanze Xie (Presenter)¹, Brittany Mallin², John Richards³

¹Harvard Medical School – Boston Children's Hospital, ²Ultrasound Leadership Academy, ³University of South Carolina

S10.8ii How insights from behavioral economics can support re-design and enhance impact of infant targeted interventions

Lerzan Coskun (Presenter)¹, Lisa Gennetian¹, Yana Kuchirko (Presenter)¹, Michelle Spiegel (Presenter)¹

¹New York University

S10.8iii Studying social interactions in infants at-risk for autism using fNIRS - An ecologically valid neuroimaging approach

Anjana Bhat (Presenter)¹, Nicole Macdonald², Jeffrey Eilbott³, Kevin Pelphrey¹

¹University of Delaware, ²University of California, Los Angeles, ³George Washington University

S10.8iv Improving scientific practice: The advantages of bayesian sequential testing in infant research

Ingmar Visser (Presenter)¹, Daan van Renswoude¹, Andreea Geambasu², Maartje Raijmakers¹, Claartje Levelt²

¹University of Amsterdam, ²Leiden University

S10.8v Accessing the dynamics of real-time interaction: A new lens into development

Kaya de Barbaro (Presenter)¹

¹The University of Texas at Austin

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Poster session 1

Sunday, July 1 | 16:00 – 17:15

A: Motor and Sensorimotor Processes

P1-A-1 Early characteristics of infants at high-risk for autism

Anastasia Kyvelidou (Presenter)¹

¹Creighton University

P1-A-2 Motor development in Taiwanese toddlers with autism spectrum disorder

Shih-Ya Wang (Presenter)¹, Yu-Ching Yang¹, Yen-Tzu Wu¹

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P1-A-3 Exploration and selection of objects in 11-month-olds

Rebecca Wiener (Presenter)¹, Daniela Corbetta (Presenter)²

¹University of Tennessee, Knoxville, ²University of Tennessee

P1-A-4 Providing motor affordances at home may positively impact cognition in infants living in poverty

Denise C.C. Santos (Presenter)¹, Audrei M. Fortunato¹, Andrea Baraldi Cunha²

¹Methodist University of Piracicaba, ²Federal University of Rio Grande do Norte

P1-A-6 All in a day: Everyday experiences of 12-month-olds in two cultures

Wai Sum Alzina Fok (Presenter)¹, Lana Karasik¹, Tirza Lehrfield¹, Kirsten Dalrymple², Robin Sifre³, Jed Elison³, Catherine Tamis-LeMonda⁴, Karen Adolph⁴

¹College of Staten Island, City University of New York, ²University of Minnesota, ³University of Minnesota Twin Cities, ⁴New York University

P1-A-7 Progress of gross motor development among infants living in different countries: Comparing Dutch and Canadian infants on the AIMS

Imke van Maren¹, Marika Boonzaaijer², Marian Jongmans², Jacqueline Nuysink (Presenter)²

¹Research Group Lifestyle and Health, Institute of Human Movement Studies, HU University of Applied S, ²HU University of Applied Sciences Utrecht

P1-A-8 Impact of cognitive, fine motor, and gross motor development on means-end problem solving

Iryna Babik (Presenter)¹, Andrea B. Cunha¹, Michele A. Lobo¹

¹University of Delaware

P1-A-9 Motor training and attention engagement in early infancy

Alanna Singer (Presenter)¹, Alexandra Tollis (Presenter)¹, Jean-Paul Boudreau (Presenter)¹

¹Ryerson University

P1-A-10 Characterizing normative longitudinal trajectories of restricted and repetitive behaviors in infants, toddlers, and preschoolers.

Robin Sifre (Presenter)¹, Carolyn Lasch (Presenter)¹, Jason Wolff (Presenter)¹, Jed Elison (Presenter)¹

¹University of Minnesota Twin Cities

P1-A-11 Spontaneous movements and autonomic nervous activity during crying in 3-month-old infants

Yuta Shinya (Presenter)¹, Hama Watanabe¹, Gentaro Taga¹

¹The University of Tokyo

P1-A-12 Influence of proximity and similarity on sequential object exploration

Adam Sheya (Presenter)¹

¹University of Connecticut

P1-A-13 The influence of object carriage on barrier crossing in young toddlers

Mark Schmuckler (Presenter)¹, Angelina Paolozza (Presenter)¹

¹University of Toronto Scarborough

P1-A-14 Is toy carriage during walking related to language ability?

Amanda Arnold (Presenter)¹, Laura Claxton¹

¹Purdue University

P1-A-15 Using discovery learning to motivate selective motor control of infants at high risk for cerebral palsy: A pilot study

Barbara Sargent (Presenter)¹, Kathryn Havens¹, Carolee Winstein¹, Linda Fetters¹

¹University of Southern California

P1-A-16 Investigating motionese: Analysis of kinematic characteristics of mother's movement while interacting with her infant

Coralie Sann (Presenter)¹, Karine Martel², François Jouen³, Michèle Molina¹

¹Université Caen Normandie, ²Laboratoire Psychologie Caen Normandie (LPCN EA7452), ³Ecole Pratique des Hautes Etudes

P1-A-17 Effect of optimal support on infant behaviors during development of sitting

Sandra Saavedra (Presenter)¹, Adam Goodworth¹

¹University of Hartford

P1-A-18 The impact of locomotive experience on infant spontaneous motor tempo from 4- to 33-months-of-age

Sinead Rocha (Presenter)¹, Victoria Southgate², Denis Mareschal¹

¹Birkbeck, University of London, ²University of Copenhagen

P1-A-19 Sensorimotor activation in response to human action sounds: An EEG study in 14-month-old infants

Ermanno Quadrelli¹, Elisa Roberti (Presenter)¹, Elena Geangu², Chiara Turati¹

¹University of Milano-Bicocca, ²University of York

P1-A-20 Learning the designed actions of everyday objects

Jaya Rachwani (Presenter)¹, Brianna Kaplan¹, Catherine Tamis-LeMonda¹, Lana Karasik², Jeffrey Lockman³, Karen Adolph¹

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P1-A-21 The combined assessment of both level and quality serve as early markers of later motor ability in toddlers born very preterm

Cecilia Montgomery (Presenter)¹, Ylva Fredriksson Kaul¹, Kristina Persson¹, Lena Hellström Westas¹

¹Uppsala University

P1-A-22 The crux of moving infants. Implications of movement exclusion criteria on infant EEG findings on action mirroring

Marlene Meyer (Presenter)¹, Haerin Chung¹, Amanda Woodward¹

¹University of Chicago

P1-A-23 Exploration of familiar and unfamiliar tools in the first year of life

Taylor Halligan (Presenter)¹, Maninderjit Kaur¹, Jane Hirtle¹, Amy Needham¹

¹Vanderbilt University

P1-A-24 Sticky mittens reaching experience: Linking behavioral changes to potential neural correlates

Sandy Gonzalez (Presenter)¹, Christopher Clifford¹, Bethany Reeb-Sutherland¹, Eliza Nelson¹

¹Florida International University

P1-A-25 The relation between manual object exploration and predictive grasping in 9-month-old infants

Gloria Gehb (Presenter)¹, Claudia Kubicek¹, Bianca Jovanovic¹, Gudrun Schwarzer¹

¹Justus-Liebig-Universität Gießen

B: Developmental Neuroscience

P1-B-26 Oxytocin Receptor Gene and postpartum depression: Correlation with infant's, but not mother's, OXTR Genotype

Ryan Asherin¹, Kevin Everhart², Jo Vogeli², Joshua Fowler², Christopher Phiel², Sunny Pence², Peter Kaplan (Presenter)²

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P1-B-27 On rhythms and social learning: Neonatal medullary activity and motherese predict Mu rhythms at 8 years

Jessica Yarmolovsky¹, Lea Kurtsman¹, Ayelet Dital¹, Ronny Geva (Presenter)¹

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P1-B-28 The development of cortical source responses to emotional expressions in the first year of life

Wanze Xie (Presenter)¹, Sarah McCormick², Alissa Westerlund¹, Lindsay Bowman³, Julia Cataldo¹, Anna Zhou⁴, Charles Nelson¹

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P1-B-29 Functional segregation of prefrontal and motor cortices across infancy is related to language competence in children

Margaret Whedon (Presenter)¹, Margaret Swingler², Susan Calkins¹, Martha Ann Bell³

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P1-B-30 Emotional dummy? Implications of pacifier use for emotion face processing

Ross Vanderwert¹, Kelsey Frewin¹, Magdalena Rychlowska²

¹Cardiff University, ²Queen's University Belfast

P1-B-31 Infant brain activation during gaze following: an fNIRS study

Rianne van Rooijen (Presenter)¹, Renata Di Lorenzo¹, Caroline Junge¹, Carlijn van den Boomen¹, Chantal Kemner¹

¹Utrecht University

P1-B-32 Perception of facial emotional expressions during infancy: A 6-month-old EEG and Schizotypy study.

Eleanor Smith (Presenter)¹, Trevor Crawford¹, Megan Thomas², Vincent Reid¹

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P1-B-33 Perception of occlusion of moving objects in young infants: A high-density EEG study

Regine Slinning¹, Christine Rutherford¹, Audrey L. H. Van der Meer¹

¹Norwegian University of Science and Technology

P1-B-34 Development of diffuse optical tomography sensitivity in infants.

John Richards (Presenter)¹

¹University of South Carolina

P1-B-35 NICU-related stress exposure, telomere length erosion and HPA axis stress reactivity in very preterm infants

Livio Provenzi¹, Roberto Giorda¹, Monica Fumagalli², Francesco Morandi³, Giunia Scotto di Minico¹, Uberto Pozzoli¹, Fabio Mosca², Renato Borgatti¹, Rosario Montirosso¹

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P1-B-36 Infant temperament predictors of EEG Frontal Activation Post-Still Face Task: Electrophysiology behind regulation

Natalia Potapova (Presenter)¹, Elizabeth Youatt¹, Joshua Underwood¹, Leah Sanders¹, Allegra Campagna¹, Maria Gartstein¹

¹Washington State University

P1-B-37 Investigating EEG power as a biomarker for stress exposure during the first year of life

Lara Pierce (Presenter)¹, Barbara Thompson², Alma Gharib³, Lisa Schlueter², Laurent Itti³, Pat Levitt², Charles Nelson¹

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P1-B-38 Toddlers with ASD on the edge between hypersensitivity and hyposensitivity to social stimuli: An EEG study of voice processing

Sara Van der Paelt¹, Petra Warreyn¹, Herbert Roeyers (Presenter)¹

¹Ghent University

P1-B-39 Effects of visual and auditory trajectories (towards or away from the observer) on visual ERPs in 5- and 9-month-old infants

Giulia Orioli (Presenter)¹, Rhiannon Thomas², Joydeep Bhattacharya¹, Jose Van Velzen¹, Teresa Farroni³, Andrew Bremner¹

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P1-B-40 Infant use of functional categories for object individuation

Tristin Nyman (Presenter)¹, Teresa Wilcox¹

¹Texas A&M University

P1-B-41 Electrophysiological learning markers in infants with macrocephaly: An EEG pilot study

Camille Noiseux-Lush¹, Gabriela Lopez¹, Inga Sophia Knoth², Caroline Dupont¹, Sarah Lippe¹

¹Université de Montréal, ²CHU Sainte-Justine

P1-B-42 Prolonged auditory brainstem response in newborns with autism spectrum disorder

Oren Miron (Presenter)¹, Elizabeth Simpson², Christine Delgado², Anibal Gutierrez², Jillian Gerstenberger², Rafael Delgado², Isaac Kohane¹

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P1-B-43 Hyperscanning of mother-infant brains: Synchronized cerebral activities during interaction

Yasuyo Minagawa (Presenter)¹, Satoshi Morimoto¹, Ei-Ichi Hoshino¹, Michiko Asano¹, Masahiro Hata¹

¹Keio University

C: Perception

P1-C-44 An own-race specific relation between category formation and scanning of face race at 6 and 9 months of age

Shaoying Liu¹, Naiqi Xiao (Presenter)², Paul Quinn³, Kang Lee⁴

¹Zhejiang Sci-Tech University, ²Princeton University, ³University of Delaware, ⁴University of Toronto

P1-C-45 iTemplate: A template-based eye movement data analysis approach

Naiqi Xiao (Presenter)¹, Kang Lee²

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P1-C-46 Individual differences in statistical event segmentation relate to vocabulary knowledge

Dani Levine (Presenter)¹, Kathy Hirsh-Pasek¹, Roberta Golinkoff²

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P1-C-47 Adaptation to gaze direction in children at high- and low- risk for autism spectrum disorders (ASD): An ERP study

Emma Ward (Presenter)¹, Ricarda Braukmann¹, Jan Buitelaar¹, Sabine Hunnius¹

¹Radboud University

P1-C-48 Real-world scene perception in infants: What factors guide attention allocation?

Daan van Renswoude (Presenter)¹, Ingmar Visser¹, Maartje Raijmakers¹, Tawny Tsang², Scott Johnson²

¹University of Amsterdam, ²University of California, Los Angeles

P1-C-49 Seeing morphing faces of own and other race: Comparing the development of face discrimination in infants, preschoolers, and adults

Sarina Hui-Lin Chien (Presenter)¹, Shu-Fei Yang¹, En-Yun Shiung¹, Chun-Man Chen¹

¹China Medical University, Taiwan

P1-C-50 The center bias in infant scene perception

Daan van Renswoude (Presenter)¹, Maartje Raijmakers¹, Ingmar Visser (Presenter)¹

¹University of Amsterdam

P1-C-51 Eye tracking 10-month-old infants viewing static and dynamic facial expressions

Mariah Fowler (Presenter)¹, Emily Touchstone (Presenter)¹, Priscilla Jacob (Presenter)¹, Melanie Spence (Presenter)¹

¹The University of Texas at Dallas

P1-C-53 Bimodal distribution of performance in discriminating major/minor modes in 6-month-old infants

Kyle Comishen¹, Audrey Wong-Kee-You¹, Charles Chubb², Scott Adler¹

¹York University, ²University of California, Irvine

P1-C-54 Intersensory matching to social events at 1 year and its developmental growth predict receptive vocabulary at 18 months

Kasey Soska (Presenter)¹, James Torrence Todd², Myriah McNew², Lorraine Bahrick²

¹New York University, ²Florida International University

P1-C-55 Perceptual and affective responses to possible and impossible figures in early infancy

Christina Krause (Presenter)¹, Danielle Longo (Presenter)¹, Sarah Shuwairi (Presenter)¹

¹SUNY New Paltz

P1-C-56 Visual fixation patterns to multimodal infant- versus adult-directed speech by three clusters of 6-month-olds

Kate Shepard (Presenter)¹, Melanie Spence (Presenter)¹

¹The University of Texas at Dallas

P1-C-57 Estimating variability and accuracy in remote mode infant eye tracking

Karola Schlegelmilch (Presenter)¹, Annie Wertz¹

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P1-C-58 Direct eye gaze elicits face processing

Fatma Zohra Sai (Presenter)¹

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P1-C-59 Visual attention and brain response to a difference in hue saturation

Marc Bornstein¹, Joy Cui (Presenter)¹, Clay Mash (Presenter)¹, Martha Arterberry (Presenter)²

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P1-C-60 How travel changes infants' visual preferences

Kirsty Kulhanek (Presenter)¹, Andrea Kayl (Presenter)¹

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P1-C-61 Visual preference for kinetic patterns in infancy and adulthood: Evidence for an aesthetic of motion.

Helene Mottier (Presenter)¹, David Meary¹, Olivier Pascalis (Presenter)¹

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P1-C-62 Large-scale evaluation of infants' scanning dynamic face+voice displays

Madeleine Bruce (Presenter)¹, Tyler McFayden¹

¹Virginia Tech

D: Communication and Language

P1-D-63 The production effect across early development

Keara Boyce¹, Leah Gosselin (Presenter)¹

¹University of Ottawa

P1-D-64 Phonological development in preterm babies and babies from lower SES families

Nayeli Gonzalez-Gomez (Presenter)¹, Sheula Barlow², Sharon Baugh², Frances O'Brien², Margaret Harris¹

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P1-D-65 Language Discrimination abilities of 4.5 mo monolingual and bilingual infants

Konstantina Zacharaki (Presenter)¹, Nuria Sebastian Galles¹

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P1-D-66 Young infants' learning from native and foreign speakers

Didar Karadag (Presenter)¹, Nuria Sebastian Galles², Gaye Soley (Presenter)¹

¹Bogazici University, ²Universitat Pompeu Fabra

P1-D-67 Predictors of language development in children with autism spectrum disorder: A follow-up study

Chin-Chin Wu (Presenter)¹, Ching-Wan Shen¹

¹Kaohsiung Medical University

P1-D-68 Do bilingual and monolingual infants differ in their abilities to recognise familiar words in a non-native accent after exposure?

Tina Whyte-Ball (Presenter)¹, Catherine Best¹, Karen Mulak¹, Marina Kalashnikova¹

¹Western Sydney University

P1-D-69 Lip movements enhance bilingual toddlers' word retention

Loreto Nacar¹, Drew Weatherhead (Presenter)¹, Maria Arredondo¹, Janet Werker¹

¹University of British Columbia

P1-D-70 Parent-child interactions in bookreading contexts in low-income Latino families

Anele Villanueva (Presenter)¹, Jennifer Ledesma², Anne Seery², Caitlin Canfield², Carolyn Brockmeyer Cates², Alan Mendelsohn², Adriana Weisleder²

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P1-D-71 Lexical, gestural and nonverbal abilities in toddlers with Williams syndrome predict later intellectual and vocabulary abilities

Angela Becerra (Presenter)¹, Carolyn Mervis¹

¹University of Louisville

P1-D-72 Determining quality input: The role of parent child interactions in early vocabulary development

Lillian Masek (Presenter)¹, Kathy Hirsh-Pasek¹, Roberta Golinkoff²

¹Temple University, ²University of Delaware

P1-D-73 Simulating bilingual learning: Monolingual infants can use cross-situational statistics to learn two labels for the same object

Erica Verde (Presenter)¹, Dylan Antovich¹, Katharine Graf Estes¹

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P1-D-74 Stress processing in the first year of life in preterm vs. full-term infants: A maturation study

Zsuzsanna Varga¹, Linda Garami (Presenter)², Anett Ragó³, Valéria Csépe⁴

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P1-D-75 Acoustic characteristics of infant-directed speech in Latin American immigrants

Sabrina D'Souza (Presenter)¹, Maria Kondaurova (Presenter)¹, Lisa Wagner¹

¹University of Louisville

P1-D-76 Word recognition in familiar and unfamiliar accents across infancy

Marieke van Heugten (Presenter)¹, Michelle Tulloch¹

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P1-D-77 fNIRS reveals a sensitive period for non-adjacent dependency learning in the linguistic domain

Anne van der Kant (Presenter)¹, Mariella Paul², Claudia Maennel², Angela Friederici², Barbara Hoehle¹, Isabell Wartenburger¹

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P1-D-78 Infants require sufficient time to use novel verbal information when reasoning about others' actions

Hyuna Lee (Presenter)¹, Kyong-sun Jin (Presenter)¹, Hyun-joo Song (Presenter)¹

¹Yonsei University

P1-D-79 Effects of speaking style and context on online word recognition in young children

Suzanne van der Feest (Presenter)¹, Cynthia Blanco², Rajka Smiljanic¹

¹The University of Texas at Austin, ²Northwestern University

P1-D-80 Some complex concepts require language: An eye-tracking study with 12- to 24-month-old infants and adults

Ertugrul Uysal¹, Mihye Choi (Presenter)¹, Mohinish Shukla¹

¹University of Massachusetts Boston

P1-D-81 Can infants segment words from two interleaved languages?

Angeline Sin Mei Tsui (Presenter)¹, Lucy Erickson², Erik Thiessen², Christopher Fennell¹

¹University of Ottawa, ²Carnegie Mellon University

P1-D-82 Effects of referential labeling on facilitating phonetic discrimination of non-native consonants

Feng-Ming Tsao (Presenter)¹, Yu-Hsin Hu¹, Huei-Mei Liu²

¹National Taiwan University, ²National Taiwan Normal University

P1-D-83 Environmental influences on early vocabulary development: The impact of maternal education and language input

Abbie Thompson (Presenter)¹, Amanda McGann¹, Jill Lany¹

¹University of Notre Dame

P1-D-84 Lexical access and organization of language in monolingual and bilingual 18-month-olds

Lauren Thayer (Presenter)¹, Stephanie DeAnda², Margaret Friend¹

¹San Diego State University, ²University of Oregon

P1-D-85 Have you heard about the bird? Maybe, but have you seen it? 6-month-olds' attention to human & bird audio & visual vocalizations

Jeffrey Miller¹, Janet Werker¹

¹University of British Columbia

P1-D-86 Parents' attitude toward technological consumption of children learning Spanish: An age effect

Paloma Suarez (Presenter)¹, Elda Alva¹

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P1-D-87 Parents learning to ask questions from an interactive, dialogic storybook

Zachary Stuckelman (Presenter)¹, Gabrielle Strouse², Georgene Troseth¹, Israel Flores¹, Colleen Russo Johnson³

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P1-D-88 French-learning infants' adaptation to a novel accent: The role of consonant/vowel asymmetry

Katie Von Holzen (Presenter)¹, Sandrien Van Ommen², Katherine White³, Thierry Nazzi⁴

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P1-D-89 Phonological competition during spoken-word recognition - Comparing real words and pseudowords

Marlene Spangenberg (Presenter)¹, Kim Plunkett¹, Aditi Lahiri¹

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P1-D-90 Heritage language development in spanish-speaking toddlers: Identifying early predictors

Cristy Sotomayor (Presenter)¹, Diane Poulin-Dubois², Margaret Friend¹
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P1-D-91 Infant-directed-speech enhances neural activity during face perception

Louah Sirri (Presenter)¹, Eugenio Parise¹, Vincent Reid¹
¹Lancaster University

P1-D-92 What did you say, Mommy? The impact of electronic toy noise on understanding speech

Emily Shroads (Presenter)¹, Giovanna Morini (Presenter)², Rochelle Newman¹
¹University of Maryland, ²University of Delaware

P1-D-93 Baby talk: Sex-related differences in infants' word recognition skills and vocabulary development in IDS

Amber Shoaib (Presenter)¹, Tianlin Wang¹, Jill Lany¹
¹University of Notre Dame

P1-D-94 Cultural change and language input in Yucatec Mayan homes

Laura Shneidman (Presenter)¹, Amanda Woodward²
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P1-D-95 Screening for communication risk before 12 months with CISS and CSBS at pediatrician well-baby visits

Cynthia Cress (Presenter)¹, Teresa Parrill¹, Janice Swanson¹, Alicia Thayer¹, Nicole Forbes¹, Amy Olson²
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P1-D-96 Toddlers' third-party word learning: Relations to speech and object type

Priya Shimpi (Presenter)¹, Nina Adelson (Presenter)¹
¹Mills College

P1-D-97 Deaf parents use of touch with their deaf and hearing infants

Marlene Medina¹, Brenda Seal (Presenter)¹
¹Gallaudet University

P1-D-98 Phonetic correlates of perceived affect in mothers' and fathers' speech to Swedish 12-month-olds

Iris-Corinna Schwarz (Presenter)¹, Ann-Christin Clausnitzer², Ulrika Marklund¹, Ellen Marklund¹
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P1-D-99 Individual differences in 7.5-month-olds' word segmentation from maternal and unfamiliar voices

Melanie Schreiner (Presenter)¹, Nivedita Mani¹
¹University of Göttingen

P1-D-100 Fine-tuning language discrimination: Monolingual and bilingual infants' ability to detect single-word language switches

Esther Schott (Presenter)¹, Eva Fourakis², Casey Lew-Williams², Krista Byers-Heinlein¹
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P1-D-101 Examining the role of the mirroring system in early communicative development

Virginia Salo (Presenter)¹, Ranjan Debnath¹, Meredith Rowe², Nathan Fox³
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P1-D-102 Prediction and learning: A chicken-or-egg problem in language development

Tracy Reuter (Presenter)¹, Carolyn Mazzei¹, Casey Lew-Williams¹, Lauren Emberson¹
¹Princeton University

P1-D-103 The impact of phonetic and intensity changes on word recognition in British english learning 5-month-olds

Paul Ratnage (Presenter)¹, Thierry Nazzi², Lionel Granjon³, Caroline Floccia¹
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P1-D-104 Pathways of social contingency for navigating developmental landscapes of risk: Mapping out intervention strategies in ASD

Gordon Ramsay (Presenter)¹
¹Emory University

P1-D-105 Bilingual infants process mixed sentences differently in their two languages

Christine Potter (Presenter)¹, Eva Fourakis¹, Elizabeth Morin-Lessard², Krista Byers-Heinlein², Casey Lew-Williams (Presenter)¹
¹Princeton University, ²Concordia University

P1-D-106 More than distractors: Familiar objects influence toddlers' semantic representations in novel word learning

Ron Pomper (Presenter)¹, Jenny Saffran¹
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P1-D-107 A universal bias in the perception of vowels by young infants

Linda Polka (Presenter)¹, Matthew Masapollo², Paloma Noriega (Presenter)¹, Ying Ying Liu (Presenter)¹
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P1-D-108 Modeling early lexico-semantic network development: Perceptual features matter most

Ryan Peters (Presenter)¹, Arielle Borovsky¹
¹Purdue University

P1-D-109 Do non-native languages support infant cognition?

Danielle Perszyk (Presenter)¹, Sandra Waxman¹
¹Northwestern University

P1-D-110 How accurately do infants represent lexical stress information in recently segmented words?

Sara Parvanezadeh Esfahani (Presenter)¹, Jessica Hay¹
¹University of Tennessee

P1-D-111 How well do parent reports reflect their bilingual children's language environment?

Adriel John Orena (Presenter)¹, Krista Byers-Heinlein², Linda Polka¹
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P1-D-112 Toddlers' listening in noise: The role of attention

Rochelle Newman (Presenter)¹, Lucy Erickson², Emily Shroads¹, Monita Chatterjee³, Janet Frick⁴
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P1-D-113 Infants use speech rhythm to classify wordless children's melodies from different languages of origin

Karli Nave (Presenter)¹, Erin Hannon (Presenter)¹
¹University of Nevada Las Vegas

P1-D-114 Utterance-final tactile cues enhance verb learning in Korean

Eon-Suk Ko (Presenter)¹, Jinyoung Jo², Rana Abu-Zhaya³, Kyungwoon On², Amanda Seidl³
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P1-D-115 Feeling speech sounds: Aerotactile influences in infant speech perception

Megan Keough (Presenter)¹, Padmapriya Kandhadai², H Henny Yeung³, Janet Werker¹, Bryan Gick¹

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P1-D-116 One way or another: Infants find vowel minimal pairs with less phonetic variability easier to learn regardless of the task

Paola Escudero (Presenter)¹, Marina Kalashnikova¹

¹Western Sydney University

E: Attention, Memory, and Learning

P1-E-117 Joint attention and language abilities: The moderating effect of a risky temperament profile

Valeria Miramontes (Presenter)¹, Lauren Driggers-Jones (Presenter)², Wallace Dixon, Jr.²

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P1-E-119 Visual short term memory for faces and shapes in 5- and 8-month olds

Quinn Tracy (Presenter)¹, Janet Frick¹, Sarah Saint¹

¹University of Georgia

P1-E-120 Heading in the cued direction: Infants' gaze following behavior is based on head orientation

Christine Michel (Presenter)¹, Ezgi Kayhan¹, Sabina Pauen², Stefanie Hoehl³

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P1-E-121 Prediction error in auditory and visual domain of 6-month-old: A pupillometry study

Felicia Zhang (Presenter)¹, Lauren Emberson¹

¹Princeton University

P1-E-123 What type of interactional presentation does children help to overcome the saliency-effect in a word learning scenario?

Eugenia Wildt (Presenter)¹, Katharina Rohlfing¹, Joanna Rączaszek-Leonardi²

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P1-E-124 Speed, accuracy, and duration of multisensory attention to social events at 6 months predicts social competence at 18 months

James Todd (Presenter)¹, Myriah McNew¹, Elizabeth Edgar¹, Janelle Miller¹, Nicole Barroso¹, Lorraine Bahrack¹, Daniel Bagner¹

¹Florida International University

P1-E-125 The role of different summative social learning processes in innovation

Francys Subiaul (Presenter)¹, Leah Gillon¹

¹George Washington University

P1-E-126 Infants use surprising information to modify their predictive internal models better than adults do

Ezgi Kayhan (Presenter)¹, Sabine Hunnius², Jill O'Reilly³, Harold Bekkering²

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P1-E-127 Indexing visual working memory capacity in infancy

Andrew Sanders (Presenter)¹, Scott Johnson¹

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P1-E-128 Infants' ability to consolidate new information depends on the timing of a nap relative to learning and test

Melissa Horger (Presenter)¹, Pascale Saad (Presenter)², Anat Scher (Presenter)³, Sarah Berger (Presenter)²

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P1-E-129 The dynamics of spontaneous covert attention predicts the direction of impending gaze shifts at 3 months

Steven Robertson (Presenter)¹

¹Cornell University

P1-E-130 Does early exposure to culturally-driven routines modulate visual rule learning abilities? Evidence from Japanese infants

Viola Macchi Cassia (Presenter)¹, Nobu Shirai², Megumi Kobayashi³, Hermann Bulf⁴, Masami Yamaguchi⁴

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P1-E-131 Word learning strategies and long-term memory of word-object pairs in young children

Danae Remon (Presenter)¹, Olivier Pascalis², Helene Loevenbruck³, Martin Deudon¹, Karine Bouyer¹, Marion Dohen⁴, Simon Thorpe¹

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P1-E-132 Inattention blindness for letters and words in cognitive development

María Quirós-Godoy¹, Elena Pérez-Hernández¹, Chiara Castelletti², Beatriz Gil-Gómez de Liaño¹

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P1-E-133 Mothers alter how they speak to their infants when playing with books versus manual toys

Katherine Pomaranski (Presenter)¹, Eric Roman (Presenter)¹, Robin Campbell², Ann Ellis², Katharine Graf Estes¹, Lisa Oakes¹

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P1-E-134 Attention in pre-crawling infants using a robotic assisted device for independent locomotion

Judith Pena-Shaff (Presenter)¹, Nancy Rader (Presenter)¹, Laura Muscalu (Presenter)¹, Carole Dennis (Presenter)¹, Helene Larin (Presenter)¹, Sharon Stansfield (Presenter)¹

¹Ithaca College

P1-E-135 The effects of parental interaction on infant learning: When less is more

Nonah Olesen (Presenter)¹, Kate Dixon¹, Rachael Crenshaw¹, Nicholas Holt¹, Cara Cashon (Presenter)¹

¹University of Louisville

P1-E-136 Gaze cueing in six-month-olds following emotional infant-directed messages

Claire Noonan (Presenter)¹, Julie Markant¹

¹Tulane University

P1-E-137 Rule learning transfer across linguistic and visual domains in 7-month-old infants

Scott Johnson (Presenter)¹, Shannon Brady¹, Bryan Nguyen¹, Viola Macchi Cassia², Hermann Bulf²

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P1-E-138 A left-to-right directional bias in infants' rule learning of numerical sequences

Hermann Bulf (Presenter)¹, Elena Nava¹, Maria Dolores de Hevia², Viola Macchi Cassia¹
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P1-E-139 Where and why infants look: A recurrent neural network for the development of visual attention

Yukie Nagai (Presenter)¹, Niyati Rawal²
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P1-E-140 Attention in infancy: Links to childhood executive function and reading achievement

Tashauna Blankenship (Presenter)¹, Martha Ann Bell²
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F: Cognitive Development

P1-F-141 Toddlers' false-belief understanding is consistent across non-elicited-response paradigms with similar task demands

Megan Smith (Presenter)¹, Erin Roby², Rose Scott¹
¹University of California, Merced, ²New York University

P1-F-142 The infant social relationship questionnaire

Nicole Burke (Presenter)¹, Natalie Brezack (Presenter)¹, Amanda Woodward¹
¹University of Chicago

P1-F-143 Patterned experience and neurobehavioral outcomes in preterm infants

Rita Pickler (Presenter)¹, Margo Moore², Stephanie Sealschott¹, Heather Tubbs Cooley¹
¹The Ohio State University, ²Cincinnati Children's Hospital

P1-F-144 Processing of spatial information in social and non-social stimuli by opioid-exposed and non-exposed newborns

Alyson Chroust (Presenter)¹, Ramesh Bhatt², Henrietta Bada²
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P1-F-145 Infants choice and exploration of objects in plausible events that contradict their faulty knowledge

Yu Zhang (Presenter)¹, Su-hua Wang¹
¹University of California, Santa Cruz

P1-F-147 Examining the role of categorization training in infants' acquisition of novel animal-sound pairings

Michelle Zepeda¹, Susan Graham¹
¹University of Calgary

P1-F-148 Infants individuate objects with distinct prior event roles

Yi Lin (Presenter)¹, Renée Baillargeon²
¹University of Illinois at Urbana-Champaign, ²University of Illinois

P1-F-149 Adoptees psychological adjustment and parental multicultural competency in Ethiopian adoptive families

Waganesh Zeleke (Presenter)¹, Natalie Drozda (Presenter)¹
¹Duquesne University

P1-F-150 Electrophysiological evidence for the emerging sense of agency in early infancy

Lorijn Zaadnoordijk (Presenter)¹, Marlene Meyer², Martina Zaharieva¹, Falma Kemalasari¹, Stan van Pelt¹, Sabine Hunnius¹
¹Radboud University, ²University of Chicago

P1-F-151 Did you expect that? 12-month-olds discriminate familiar and unusual action outcomes without context information

Miriam Langeloh (Presenter)¹, David Buttelmann², Sabina Pauen³, Stefanie Hoehl⁴
¹Max Planck Institute for Human Cognitive and Brain Sciences & Heidelberg University, ²Bern University, ³Heidelberg University, ⁴Max Planck Institute for Human Cognitive and Brain Sciences & University of Vienna

P1-F-152 The early childhood inhibitory touchscreen task: A new measure of inhibitory control for toddlers

Charlotte Larkman¹, Henrik Dvergsdal (Presenter)², Andrew Simpson³, Charis Christodoulou³, Carina de Klerk⁴, Karla Holmboe (Presenter)¹
¹University of Oxford, ²Nord University, ³University of Essex, ⁴Birkbeck, University of London

P1-F-153 Socioeconomic status and cognitive development in infancy

Hannah White (Presenter)¹, Alison Heck¹, Ramesh Bhatt¹
¹University of Kentucky

P1-F-154 Infants recognize the counting routine as numerically relevant

Jinjing Jenny Wang (Presenter)¹, Lisa Feigenson (Presenter)¹
¹Johns Hopkins University

P1-F-155 All for one and one for all: A free operant test of the ideal free distribution in preschoolers

Kristy vanMarle (Presenter)¹, Jin Seok¹, Sarah Billingsly¹
¹University of Missouri - Columbia

P1-F-156 Cumulative prenatal risk and physical aggression during the first years of life: The role of inhibitory control

Dide Van Adrichem (Presenter)¹, Stephan Huijbregts¹, Kristiaan van der Heijden¹, Stefanie van Goozen², Hanna Swaab¹
¹Leiden University, ²Cardiff University

P1-F-157 Abstract representations in the infant brain

Claire Kabdebon (Presenter)¹, Ghislaine Dehaene-Lambertz¹
¹UNICOG, CEA DRF/I2BM, INSERM, NeuroSpin, Université Paris-Sud, Université Paris-Saclay

P1-F-158 Do infants understand moral obligations?

Fransisca Ting (Presenter)¹, Renée Baillargeon (Presenter)²
¹University of Illinois at Urbana-Champaign, ²University of Illinois

P1-F-159 Cortisol reactivity to stress is negatively associated with development and adaptive behavior in healthy infants

Fanny Thébault-Dagher (Presenter)¹, Inga Sophia Knoth², Marc Philippe Lafontaine¹, Florence Deguire¹, Sonia Lupien¹, Sarah Lippé¹
¹Université de Montréal, ²CHU Sainte-Justine

P1-F-160 The role of disjunctive inferences in search: A gaze-contingent paradigm with 10-month-old infants

Erno Téglás (Presenter)¹
¹Central European University, Közép-európai Egyetem

P1-F-161 Infants' belief congruent anticipatory looks are not due to memory interference processes

Luca Surian (Presenter)¹, Laura Franchin (Presenter)¹
¹University of Trento

P1-F-162 Infants' fine motor skills predict children's spatial and math skill performance at age 5

Daniel Suh (Presenter)¹, Andrew Ribner¹, Lynn Liben², Catherine Tamis-Lemonda¹
¹New York University, ²Pennsylvania State University

P1-F-163 Acquiring a proper name via the speaker's false belief

Gala Stojnic (Presenter)¹, Alan Leslie¹

¹Rutgers University

P1-F-164 Developments in object individuation during the second year of life: Evidence from novel preferential-reaching tasks

Maayan Stavans (Presenter)¹, Renée Baillargeon²

¹Bar-Ilan University, ²University of Illinois

P1-F-165 Do infants selectively imitate surprising individuals?

Aimee Stahl¹, Larissa Woods¹, Emma Pranschke¹

¹The College of New Jersey

P1-F-166 Perceptual narrowing in face and speech processing

Anna Krasotkina (Presenter)¹, Antonia Götz¹, Barbara Höhle¹, Gudrun Schwarzer¹

¹Justus-Liebig-Universität Gießen

P1-F-167 Probing communication-induced memory biases in preverbal infants: Two replication attempts of Yoon, Johnson and Csibra (2008)

Priya Silverstein (Presenter)¹, Gert Westermann¹, Teodora Gliga², Eugenio Parise (Presenter)¹

¹Lancaster University, ²Birkbeck, University of London

P1-F-168 Flaps in 'first words' picture books hinder toddlers from learning new words

Jeanne Shinsky (Presenter)¹

¹Royal Holloway, University of London

P1-F-169 Do infants understand the true size of familiar objects?

Özlem Sensoy (Presenter)¹, Jody Culham², Gudrun Schwarzer¹

¹Justus-Liebig-Universität Gießen, ²Western University

P1-F-170 Infants understand helping as reducing a helpee's action costs

Laura Schlingloff (Presenter)¹, Denis Tatone¹, Barbara Pomiechowska¹, Gergely Csibra¹

¹Central European University, Közép-európai Egyetem

P1-F-171 Beginnings of grammar: Domain-generalizability of phrase structure learning in infancy

Chiara Santolin (Presenter)¹, Jenny Saffran²

¹Universitat Pompeu Fabra, ²University of Wisconsin-Madison

P1-F-172 Pupillary response in an auditory oddball task varies with temperamental style

Amanda Rosales (Presenter)¹, Esther Reynolds¹, Bret Eschman¹, Shannon Ross-Sheehy¹

¹University of Tennessee

P1-F-173 Development of high-risk preterm and full-term infants: A prospective longitudinal study

Juliana Rodrigues (Presenter)¹

¹University of São Paulo

P1-F-174 Do social factors predict performance on spontaneous-response false-belief tasks? Evidence from toddlers

Erin Roby¹, Rose Scott²

¹New York University, ²University of California, Merced

G: Social Development

P1-G-175 The origin of bonding through shared experience: Toddlers and great apes approach faster after watching a video in joint attention

Wouter Wolf (Presenter)¹, Michael Tomasello¹

¹Duke University

P1-G-176 Parenting behavior and regulatory skills in toddlerhood predict childhood weight outcomes

Kameron Moding (Presenter)¹, Mairin Augustine², Cynthia Stifter³

¹University of Colorado Denver, ²University of North Carolina at Chapel Hill, ³Pennsylvania State University

P1-G-177 Implicit construction of gender in parental descriptions of their infant children

Avery Bonner (Presenter)¹, Andrew Ribner¹, Joseph Maalouf (Presenter)¹

¹New York University

P1-G-178 A longitudinal study of the relations between infants social understanding and orientation and later instrumental helping behavior

Wyntre Stout (Presenter)¹, Erin Karahuta¹, Kelsey Moty², Clare van Norden (Presenter)¹, Debbie Laible (Presenter)¹, Amanda Brandone (Presenter)¹

¹Lehigh University, ²New York University

P1-G-179 A cross-cultural examination of life satisfaction among mothers of infants: The role of social status

Deanna Ibrahim (Presenter)¹, Andrew Ribner (Presenter)¹, Clancy Blair (Presenter)¹

¹New York University

P1-G-180 Norms with affect: Children and adults show greater physiological arousal to moral than conventional transgressions

N. Meltem Yucel (Presenter)¹, Robert Hepach², Amrisha Vaish¹

¹University of Virginia, ²Leipzig University

P1-G-181 Linguistic and social factors affecting 19-month-olds' understanding of possession

Julie Youngers (Presenter)¹, Yuyan Luo¹

¹University of Missouri

P1-G-182 Biological stress and socioeconomic status correlate with school readiness in preschool children

Young Ha Yoo (Presenter)¹, Katie Kao¹, Charu Tuladhar¹, Amanda Tarullo¹

¹Boston University

P1-G-183 Communicative function of singing to infant

Naoto Yamane (Presenter)¹, Ako Ohori¹, Reiko Mazuka¹

¹RIKEN Brain Science Institute

P1-G-184 Prenatal exposure to maternal stress and household chaos as interacting predictors of toddlers' behavior problems

Sarah Wilhoit (Presenter)¹, Christopher Trentacosta¹, Marion van den Heuvel¹, Janessa Manning¹, Jamie Piercy¹, Moriah Thomason¹

¹Wayne State University

P1-G-185 Shuar infants' behavior towards plants and other objects

Annie Wertz (Presenter)¹, Claudia Elsner¹, Alejandro Erut², Andrew Smith², H. Clark Barrett²

¹Max Planck Institute for Human Development, ²University of California, Los Angeles

P1-G-186 Examining infants' expectations surrounding cooperation between a human and a robot

Ying Wang (Presenter)¹, Shoji Itakura (Presenter)¹
¹Kyoto University

P1-G-187 Infants' understanding of multiple agents' goal-pursuit in cooperative vs competitive context

Liza Vorobyova (Presenter)¹, Ernő Téglás¹, György Gergely¹
¹Central European University, Közép-európai Egyetem

P1-G-188 Should we consider infant clarity of cues when promoting responsive feeding?

Sierra Sheepar (Presenter)¹, Jordyn Levy (Presenter)¹, Alexandra Hernandez¹, Alison Ventura¹
¹California Polytechnic State University, San Luis Obispo

P1-G-189 Facial mimicry in three-year-old children and its modulation by attachment security

Victorita Stefanica Vacaru (Presenter)¹, Johanna van Schaik¹, Sabine Hunnius (Presenter)¹
¹Radboud University

P1-G-190 Do infants infer both affiliation and disaffiliation from observing others' movement synchrony?

Bahar Tuncgenc (Presenter)¹, Christine Fawcett²
¹Johns Hopkins University, ²Uppsala University

P1-G-191 Investigating social interaction behavior in 7- to 11-month-old infants

Maleen Thiele¹, Robert Hepach¹, Daniel Haun¹
¹Leipzig University

P1-G-192 Parent's beliefs in their toddler's ability to self-regulate food intake

Courtney Terry (Presenter)¹, Shayla Holub¹
¹University of Texas at Dallas

P1-G-193 Young children negatively evaluate people who do not help, even when helping is challenging

Brandon Terrizzi (Presenter)¹, Amanda Woodward (Presenter)¹, Shirley Duong¹, Jonas Ventimiglia¹, Jonathan Beier¹
¹University of Maryland

P1-G-194 Does the valence of prior behavior influence infants' agency attribution and action predictions?

Enda Tan (Presenter)¹, Kiley Hamlin¹
¹University of British Columbia

P1-G-195 Early experiences of sensitive maternal care predict infant health

Jessica Stern (Presenter)¹, Roseriet Beijers², Katherine Ehrlich³, Jude Cassidy¹, Carolina de Weerth (Presenter)²
¹University of Maryland, College Park, ²Radboud University, ³University of Georgia

P1-G-196 Individual differences in response to joint attention in the first year of life relate to familial history of ASD

Isabella Stallworthy¹, John Pruett², Jason Wolff³, Kelly Botteron², Stephen Dager⁴, Annette Estes⁴, Hazel Hazlett⁵, Robert Schultz⁶, Joseph Piven⁵, Jed Elison³
¹University of Minnesota, ²Washington University in St. Louis, ³University of Minnesota Twin Cities, ⁴University of Washington, ⁵University of North Carolina at Chapel Hill, ⁶University of Pennsylvania

P1-G-197 Do infants prefer prosocial others? A direct replication of Hamlin & Wynn (2011)

Miranda Sitch (Presenter)¹, J. Kiley Hamlin¹, Melissa Koenig²
¹University of British Columbia, ²University of Minnesota

P1-G-198 Old Roads, new paths: Mens childhood relationships with their fathers and their current parenting

Karen McFadden (Presenter)¹, Jacqueline Shannon (Presenter)¹, Catherine Tamis-Lemonda (Presenter)²
¹Brooklyn College, City University of New York, ²New York University

P1-G-199 The importance of cultural context in research on developmental milestones

Pamela Schulze (Presenter)¹
¹University of Akron

P1-G-200 How do 2-year-old infants respond to unreliable informants?

Benjamin Schmid (Presenter)¹, Tanya Behne¹, Nivedita Mani¹
¹University of Göttingen

P1-G-201 The association between maternal history of childhood maltreatment and later parenting outcomes: A meta-analysis

Laura-Émilie Savage (Presenter)¹, Jessica Pearson², Claire Baudry³, Lisa-Marie Gagné¹, Delphine Collin-Vézina², George Tarabulsy¹
¹Université Laval, ²McGill University, ³Université du Québec à Trois-Rivières

P1-G-202 Maternal gatekeeping, parenting self-efficacy, and caregiving behaviors in Mexican American mothers and fathers

Jennifer Ross (Presenter)¹, Jaelyn Nixon¹, Jewell Adams¹
¹Tuskegee University

P1-G-203 Maternal sensitivity and infants' mother-directed gaze at six months of age

Peter Rehder (Presenter)¹, Guan Wang (Presenter)¹, Kirsten McLaughlin (Presenter)¹, Cathi Propper², Alison Stuebe², W. Roger Mills-Koonce¹
¹University of North Carolina at Greensboro, ²University of North Carolina at Chapel Hill

P1-G-204 Infancy predictors of triadic family interactions: Maternal and paternal mind-mindedness and mutually responsive orientation

Sophie Regueiro (Presenter)¹, Annie Bernier¹, Marie Deschênes²
¹Université de Montréal, ²Université du Québec à Montréal

P1-G-205 From feelings to actions: Emotion understanding and prosocial behavior in toddlers

Sarah Probst (Presenter)¹, Aleksandra Petkova¹, Emma Satlof-Bedrick², Celia Brownell¹
¹University of Pittsburgh, ²Boston University

P1-G-206 New technology provides insight into early childhood interaction patterns in the classroom

Emily Prince (Presenter)¹, Minzhang Zheng¹, Katherine Martin¹, Shengda Huang¹, Tanja Stoelzel², Samantha Mitsven¹, Neil Johnson¹, Udo Rudolph², Chaoming Song¹, Daniel Messinger¹
¹University of Miami, ²Technische Universität Chemnitz

P1-G-207 The roles of competition and cooperation in infants' social group affiliations

You-jung Choi (Presenter)¹, Karen Wynn²
¹Harvard University, ²Yale University

P1-G-208 How does affective touch modulate arousal states? An investigation in early development

Laura Pirazzoli (Presenter)¹, Emily Jones¹, Sarah Lloyd-Fox¹, Mark H Johnson¹, Teodora Gliga¹

¹Birkbeck, University of London

P1-G-209 Controlling parenting and toddler's noncompliance: An observational study

Rachel Perrier (Presenter)¹, Julie Laurin¹, Laurence Morin¹, Anne-Sophie Huppé¹

¹Université de Montréal

P1-G-210 Mimicry of linguistic in-group members is modulated by the development of a sense of self: An EMG study with 18-month-olds

Chiara Bulgarelli (Presenter)¹, Carina de Klerk¹, Antonia Hamilton², Victoria Southgate³

¹Birkbeck, University of London, ²University College London, ³University of Copenhagen

P1-G-211 Selective facial mimicry of minimal in-group members in toddlerhood

Carina de Klerk (Presenter)¹, Chiara Bulgarelli¹, Antonia Hamilton², Victoria Southgate³

¹Birkbeck, University of London, ²University College London, ³University of Copenhagen

H: Emotional Development

P1-H-212 Clustering infant communication: Carving nature at its joints

Beatrice Beebe¹, Amy Margolis¹, Sang Han Lee², Bradley Peterson³, Mina Dailami¹, Abigail Davis¹, Nurdan Emanet¹, Danruo Zhong¹, Natasha Yamane¹, Mariam Rahman¹, Jevian Joseph¹, Kasia Staniaszek¹, Cassandra Malouta¹, Jane Levy¹, Sarah Banker¹

¹New York State Psychiatric Institute, Columbia University Medical Center, ²Nathan Kline Institute, ³Children's Hospital Los Angeles

P1-H-213 Maternal attributions of infant behavior and parenting in toddlerhood predict teacher-rated internalizing problems in childhood

Nicholas Wagner (Presenter)¹, Noa Gueron-Sela², Rachael Bedford³, Cathi Propper⁴

¹University of Maryland, ²Ben-Gurion University, ³King's College London, ⁴University of North Carolina at Chapel Hill

P1-H-214 Oxytocin receptor genotype is associated with variations in mother-infant engagement during the double still-face paradigm

Marjorie Beeghly (Presenter)¹, Jordan Boeve¹, Kristyn Wong², Ann Stacks¹, Sydney Townsel¹, Jamie Piercy¹, Janessa Manning¹, Moriah Thomason¹

¹Wayne State University, ²Brown University

P1-H-215 Does concordance between jealousy behaviors and physiology reveal continuity or discontinuity across the first two years of life?

Krystal Mize (Presenter)¹, Melannie Platt¹, Nancy Aaron Jones¹, David Bjorklund¹, Angela Bernardo¹

¹Florida Atlantic University

P1-H-216 What's going on in my baby's mind? Mothers' executive functions contribute to individual differences in maternal mentalization

Tal Yatziv (Presenter)¹, Yoav Kessler¹, Naama Atzaba-Poria¹

¹Ben-Gurion University

P1-H-217 Temperament in toddlers born preterm: Early childhood behavior questionnaire-very short form

Elisa Rachel Pisani Altafim (Presenter)¹, Cláudia Gaspardo¹, Rafaela Cassiano¹, Sofia Gracioli¹, Carolina Martins¹, Carolina Sandoval¹, Maria Beatriz Martins Linhares¹

¹University of São Paulo

P1-H-218 Differentiating parenting and extrafamilial stress as predictors of dyadic dysregulation in Mexican-American mother-infant dyads

Laura Winstone (Presenter)¹, Keith Crnic¹, Emily Ross¹, Lauren van Huisstede¹

¹Arizona State University

P1-H-219 My Emotions: A new self-report of mothers' emotional reactions to infant crying

Esther Leerkes (Presenter)¹, Jin Qu (Presenter)²

¹The University of North Carolina at Greensboro, ²Pennsylvania State University

P1-H-220 Associations between maternal emotion dysregulation during pregnancy and newborn neurobehavior

Robert Vlisides-Henry (Presenter)¹, Brendan Ostlund¹, Elisabeth Conratt¹, Sheila Crowell (Presenter)¹

¹University of Utah

P1-H-221 Leveraging Python to process cross-cultural temperament interviews: Methodological demonstration in developmental science

Joshua Underwood (Presenter)¹, Maria Gartstein¹, Cornelia Kirchoff¹

¹Washington State University

P1-H-222 Maternal history of early adversity affects sensitivity to traumatic stress during pregnancy

Irene Tung (Presenter)¹, Kate Keenan², Stephanie Stepp³, Alison Hipwell³

¹University of California, Los Angeles, ²University of Chicago, ³University of Pittsburgh

P1-H-223 Women's sleep deprivation predicts poor inhibitory control when exposed to infant crying

Devin Tilley (Presenter)¹, Pamela Norcross (Presenter)¹, Margaret Swingle², Esther Leerkes¹

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

P1-H-224 Depressed dads and child outcomes: The protective role of marital quality and child inhibitory control

Lindsay Taraban (Presenter)¹, Daniel Shaw¹, Thomas Dishion², Melvin Wilson³

¹University of Pittsburgh, ²Arizona State University, ³University of Virginia

P1-H-225 Individual differences in reflective functioning prenatally: Associations with maternal sensory perception and emotion processing

Erica Smolinski (Presenter)¹, Colleen Doyle¹, Megan Gunnar¹

¹University of Minnesota

P1-H-226 Maternal depressive symptoms moderate the relationship between dyadic flexibility and child emotion regulation

Amanda Skoranski (Presenter)¹, Erika Lunkenheimer¹

¹Pennsylvania State University

P1-H-227 Fear is in the eyes: The influence of maternal affect on infants' preference for emotional faces

Shira Segal (Presenter)¹, Alexandra Marquis¹, Keisha Gobin¹, Alysha Bernstein¹, Shruti Vyas¹, Margaret Moulson¹

¹Ryerson University

P1-H-228 Parental burn-out: Influence of demographic factors and infant temperament

Céline Scola (Presenter)¹, Sarah Le Vigouroux²

¹Aix Marseille University, ²Nîmes University

P1-H-229 Fourteen-month-olds' associative learning of food-related emotions

Paige Scarbrough (Presenter)¹, Makeba Wilbourn¹

¹Duke University

P1-H-230 Cortisol concentrations in human breast milk: Associations with infant crying

Christine Hechler¹, Roseriet Beijers (Presenter)¹, Marianne Riksen-Walraven¹, Carolina de Weerth (Presenter)¹

¹Radboud University

P1-H-231 Enhanced sensitivity to fearful faces at 3 months of age

Kristina Safar (Presenter)¹, Margaret Moulson²

¹Hospital for Sick Children, ²Ryerson University

P1-H-232 Reduced empathic responding of 6-month-olds as an early marker for subsequent ASD diagnosis

Ronit Roth-Hanania (Presenter)¹, Yael Paz², Lidia V. Gabis¹, Tal Orlitsky², Carolyn Zahn-Waxler³, Maayan Davidov²

¹Edmond and Lilly Safra Children's Hospital, ²The Hebrew University of Jerusalem, ³University of Wisconsin-Madison

P1-H-233 Maternal emotion regulation strategies moderate the relation between infant attachment and later child anxiety risk

Sydney Risley (Presenter)¹, Randi Phelps², Elizabeth Kiel²

¹Miami University of Ohio, ²Miami University

P1-H-234 Infant attention to facial expressions varies with maternal perceived stress

Emily Reilly (Presenter)¹, Lara Pierce¹, Jukka Leppanen¹, Alma Gharib², Barbara Thompson³, Lisa Schlueter³, Pat Levitt³, Charles Nelson¹

¹Boston Children's Hospital, Harvard Medical School, ²University of Southern California, ³University of Southern California, Children's Hospital Los Angeles

P1-H-236 Parenting behaviors moderate the link between maternal emotion dysregulation and toddler anxiety symptomatology

Natalee Price (Presenter)¹, Sydney Risley (Presenter)², Elizabeth Kiel (Presenter)¹

¹Miami University, ²Miami University of Ohio

P1-H-237 Neurodevelopmental origins of infant regulation during a mother-infant face-to-face paradigm

Elizabeth Planalp (Presenter)¹, Douglas Dean (Presenter)¹, Kristin Dowe (Presenter)¹, Richard Davidson (Presenter)¹, Andrew Alexander (Presenter)¹, H. Hill Goldsmith (Presenter)¹

¹University of Wisconsin-Madison

P1-H-238 Environmental and temperamental predictors of infant adjustment at 12 months

Ulziima Chimed-Ochir (Presenter)¹, Douglas Teti¹

¹Pennsylvania State University

P1-H-239 Child externalizing problems: What type of parenting leads to negative outcomes

Kayla Brown (Presenter)¹, Lucia Parry², Sydney Risley³, Kristin Buss¹

¹Pennsylvania State University, ²University of Rochester, ³Miami University of Ohio

P1-H-240 The relation between maternal emotion regulation and maternal protective parenting behaviors is moderated by toddler temperament

Lauren Jones (Presenter)¹, Randi Phelps¹, Elizabeth Kiel¹

¹Miami University

P1-H-241 Child maltreatment and cortisol secretion: A meta-analysis

Jessica Pearson (Presenter)¹, Delphine Collin-Vézina¹, Laura-Émilie Savage², Eve-Line Bussi  res³, George Tarabulsy²

¹McGill University, ²Universit   Laval, ³University of Qu  bec at Trois-Rivi  res

P1-H-242 Maternal anxiety is associated with decreased attention to emotional stimuli in infants

Denise Oleas (Presenter)¹, Jessica Burris¹, Zachary Walden¹, Emily Kim¹, Kristin Buss², Koraly P  rez-Edgar², Vanessa LoBue¹

¹Rutgers University, ²Pennsylvania State University

I: Translational Science

P1-I-243 The Baby Actions and Behavioral Index (BABI): A new scale to measure infant behavior

Leslie Frankel (Presenter)¹, Tomotaka Umemura², Kendall Pfeffer¹, Elisabeth Powell¹

¹University of Houston, ²Hiroshima University

P1-I-244 Maternal influence on early infant emotional regulation: A study of 3-month infant behavior, cortisol and frontal EEG

Aliza Sloan (Presenter)¹, Yassecha Clayton¹, Nathalie Joissaint¹, Yolando Lozano¹, Victoria Martinez¹, Jillian Hardin¹, Nancy Jones¹

¹Florida Atlantic University

P1-I-245 Maternal postnatal psychosocial distress: Associations with the breast milk microbiome

Marina Aparicio¹, Christine Hechler², Roseriet Beijers², Leonides Fernandez¹, Carolina de Weerth², Juan Miguel Rodriguez¹

¹Complutense University of Madrid, ²Radboud University

P1-I-246 Water, Sanitation, and Hygiene (WASH) & Infant Health: Efficacy of a child-focused wash intervention for caregivers in rural Laos

Dorianne Wright (Presenter)¹, Michelle Fong¹, Ounprason Inthachith², Chan Lattanavong², Jeffrey Measelle¹

¹University of Oregon, ²Volun-Tour Laos

P1-I-247 Infant predictors of toddler obesity

John Worobey (Presenter)¹

¹Rutgers University

P1-I-248 Maternal distress and early caregiving

Sterre Simons¹, Kelly Cooijmans¹, Antonius Cillessen¹, Carolina de Weerth (Presenter)¹

¹Radboud University

P1-I-249 Exploring the role of eye contact in everyday interactions: Joint engagement in infants later diagnosed with ASD

Emily Roemer (Presenter)¹, Jana Iverson¹

¹University of Pittsburgh

P1-I-250 Severity of autism symptoms, not fearfulness, predicts attention and approach behaviors to fear-eliciting stimuli in toddlers

Casey Ramsey (Presenter)¹, Angelina Verneti², Emily Hilton³, Gabriella Greco⁴, Suzanne Macari², Kelly Powell², Scuddy Fontenelle², Katarzyna Chawarska²

¹Yale University, ²Yale School of Medicine, ³University of Wisconsin-Madison, ⁴University of Washington

Poster session 2

Monday, July 2 | 15:00 – 16:15

A: Motor and Sensorimotor Processes

P2-A-1 Got Milk? Effects of different milks and milk substitutes on motor behavior in preterm human infants

Valerie Mendez-Gallardo (Presenter)¹, Scott Robinson²

¹Pennsylvania State University, ²Pacific Ethological Laboratories

P2-A-2 Developmental changes in looking and reaching patterns in 6 and 9-month-old infants

Abigail DiMercurio (Presenter)¹, John Connell¹, Alexandra Romano¹, Kelly Roth¹, Alexa Stumpe¹, Greg Reyonlds¹, Daniella Corbetta¹

¹University of Tennessee

P2-A-3 Sitting skill relates to babbling and word comprehension during infancy

Emily Marcinowski (Presenter)¹, Lin-Ya Hsu², Sally Westcott-McCoy², Stacey Dusing¹

¹Virginia Commonwealth University, ²University of Washington

P2-A-5 Female voice influences the early manual abilities of preterm infants

Fleur Lejeune (Presenter)¹, Laure-Anne Brand², Amaya Palama¹, Johanna Parra³, Leila Marcus², Kovička Barisnikov¹, Thierry Debillon², Frédérique Berne-Audéoud², Edouard Gentaz¹

¹University of Geneva, ²Grenoble University Hospital, ³Métropole Savoie Hospital

P2-A-6 Social relevance of observed actions modulates mirror neuron activity in toddlers

Manon Krol (Presenter)¹, Jennifer Leano¹, Daniela Plesa-Skwerer¹, Helen Tager-Flusberg¹

¹Boston University

P2-A-7 The LOVIS study of very preterm infants: Attention as link between early motor development and withdrawn behavior at 3 years

Olga Kochukhova (Presenter)¹, Ylva Fredriksson Kaul¹, Kristina Persson¹, Cecilia Montgomery¹, Martin Johansson¹, Lena Hellström-Westas¹

¹Uppsala University

P2-A-8 Infants learn and change movement!

Jeongah Kim (Presenter)¹, Anvitha Shivakumar¹, Barbara Sargent¹, Linda Fetters¹

¹University of Southern California

P2-A-9 Discovery in the ordinary: Mothers teaching designed actions of common artifacts

Christina Viso (Presenter)¹, Lana Karasik¹, Jeffrey Lockman², Catherine Tamis-Lemonda³, Karen Adolph¹

¹College of Staten Island, City University of New York, ²Tulane University, ³New York University

P2-A-10 Perceptual-motor exploration and problem solving: Learning to implement the designed action of Duplo bricks

Brianna Kaplan (Presenter)¹, Jennifer Rachwani¹, Aida Sida¹, Aastha Vasa¹, Catherine Tamis-Lemonda¹, Karen Adolph¹

¹New York University

P2-A-11 Infant self-feeding: Stabilizing mouth position during bottle transport

Wendy Jung (Presenter)¹, Bjoern Kahrs¹, Elizabeth Steen¹, Jeffrey Lockman¹

¹Tulane University

P2-A-12 Testing validity and reliability of a smart garment for tracking infants' body position

Andrea Baraldi Cunha (Presenter)¹, Ben Greenspan², Iryna Babik², Martha Hall², Klayton Galante Sousa¹, Michele Lobo²

¹Federal University of Rio Grande do Norte, ²University of Delaware

P2-A-13 The LOVIS study of very preterm infants: Are early gross motor skills associated with later ability to detect biological motion?

Martin Johansson (Presenter)¹, Ylva Fredriksson Kaul¹, Cecilia Montgomery¹, Lena Hellström-Westas¹, Olga Kochukhova¹

¹Uppsala University

P2-A-14 Foraging in the playroom: Towards a model of human infant locomotor play

Justine Hoch (Presenter)¹, Ori Ossmy (Presenter)¹, Karen Adolph (Presenter)¹

¹New York University

P2-A-15 Infants spend immense amounts of time interacting with objects during everyday play at home

Orit Herzberg (Presenter)¹, Christopher DeCamp (Presenter)¹, Katelyn Fletcher (Presenter)¹, Jacob Schatz (Presenter)¹, Kasey Soska (Presenter)¹, Catherine Tamis-Lemonda (Presenter)¹, Karen Adolph (Presenter)¹

¹New York University

P2-A-16 Manual actions and walking: Competition or cooperation in infant development?

Carli Heiman (Presenter)¹, Whitney Cole², Do Kyeong Lee³, Karen Adolph²

¹Databrary, ²New York University, ³California State University, Fullerton

P2-A-17 Sitting and searching: Reliability and validity of an object permanence scale in relation to sitting development

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P2-A-18 Frequent falls do not deter infants from walking

Danyang Han (Presenter)¹, Hannah Borenstein¹, Shohan Hasan¹, Stephen Robinovitch², Karen Adolph¹

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P2-A-19 Children with microcephaly caused by Zika virus might be at environmental risk and developmental delays

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B: Developmental Neuroscience

P2-B-20 Left hemisphere specialization for familiar language at 4-months

Maria Arredondo (Presenter)¹, Lillian May¹, Judit Gervain², Manuel Carreiras³, Janet Werker¹

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P2-B-21 The neural correlates of orienting to walking direction in 3- and 6-Month-old Infants: An ERP study

Marco Lunghi (Presenter)¹, Elena Serena Piccardi², Elisa Di Giorgio¹, John Richards³, Francesca Simion¹

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P2-B-22 Repetition suppression as measured by EEG is associated with adaptive skills during the first year of life

Gabriela López-Arango (Presenter)¹, Inga Knoth², Caroline Dupont¹, Camille Noiseux-Lush¹, Amélie Damphousse², Fanny Barlaam¹, Sarah Lippé¹

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P2-B-23 Ostensive-referential communication modulates action interpretation at 9 months

Christian Kliesch¹, Vincent Reid¹, Anna Theakston², Eugenio Parise (Presenter)¹

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P2-B-24 Interracial interactions hamper infants' neural detection of pupillary changes in others

Caroline Kelsey (Presenter)¹, Kathleen Krol¹, Mariska Kret², Tobias Grossmann¹

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P2-B-25 The contribution of sensory processing problems to the relationship between sleep and attention deficit hyperactivity disorder

Jennifer Keating (Presenter)¹, Michelle Downes¹

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P2-B-26 Fronto-temporo-parietal connectivity as a possible marker of self-awareness in 18-month-olds: a resting state fNIRS study

Chiara Bulgarelli (Presenter)¹, Anna Blasi¹, Carina de Klerk¹, Antonia Hamilton², Victoria Southgate³

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P2-B-27 EEG power of infants as a function of maternal depression and feeding status

Nancy Jones¹, Krystal Mize¹, Jillian Hardin¹, Melannie Platt¹

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P2-B-28 Infants' brains respond more strongly to less predictable stimuli: The case of sequence learning

Sagi Jaffe-Dax (Presenter)¹, Lauren Emberson¹

¹Princeton University

P2-B-29 Schizotypy and sensory gating during infancy: a 6-month-old EEG study.

Eleanor Smith (Presenter)¹, Trevor Crawford¹, Megan Thomas², Vincent Reid¹

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P2-B-30 8 and 14-month-old infants' cortisol response to strange interactions and language development

Maria Hernandez-Reif (Presenter)¹

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P2-B-31 Accurate head models for cortical source analysis in infants at high risk of autism spectrum disorders

Maggie Guy¹, John Richards (Presenter)², Jane Roberts²

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P2-B-32 Socioeconomic status, parent stress, home chaos, and infant language trajectories

Carina Gupta¹, Natalie Brito², Ana Leon-Santos¹, Kimberly Noble¹

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P2-B-33 Infant brain responses differentiate between optic flow patterns and motion speeds

Alyssa Pandos (Presenter)¹, Andrea Seisler¹, Rick Gilmore (Presenter)¹

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P2-B-34 Individual differences in infant's visual attention as predictors of toddler's self-regulation: a multi-method longitudinal study

Sanne Geeraerts (Presenter)¹, Carljin van den Boomen¹, Maja Dekovi¹, Roy Hessels¹, Jorg Huijding¹, Stefan van der Stigchel¹

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P2-B-35 Infant EEG power and coherence: potential indicators of childhood AD/HD

Cassandra Eng (Presenter)¹, Leslie Patton², Martha Ann Bell²

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P2-B-36 The relationship between stress and repetition suppression in infants, measured in an EEG learning task

Florence Deguire (Presenter)¹, Fanny Thébault-Dagher¹, Inga Sophia Knoth¹, Fanny Barlaam¹, Marc-Philippe Lafontaine¹, Sonia Lupien¹, Sarah Lippé¹

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P2-B-37 Quality of maternal behavior during infancy predicts functional connectivity between neurocognitive brain networks 9 years later

Fanny Dégeilh (Presenter)¹, Annie Bernier², Élizabel Leblanc², Véronique Daneault², Miriam Beauchamp¹

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C: Perception

P2-C-38 The role of maternal phonetic input on their infants' speech perception ability

Minji Nam¹, Youngon Choi¹, Minha Shin¹, Sujin Kim¹, Reiko Mazuka (Presenter)²

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P2-C-39 Exploring the relations between exposure to emotion and infants' visual scanning of dynamic emotional faces

Shira Segal (Presenter)¹, Alexandra Marquis¹, Margaret Moulson¹

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P2-C-40 Vestibular-visual integration in 3 month-old infants born preterm: A comparison with term infants

Michèle Molina¹, Morgane David (Presenter)¹, Johnny Leveneur (Presenter)¹, Coralie Sann (Presenter)¹, Bernard Guillois (Presenter)², François Jouen (Presenter)³

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P2-C-41 Cued emotion: Top-down influence of facial expression perception in infancy

Naiqi Xiao (Presenter)¹, Lauren Emberson¹

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P2-C-42 Sex differences in face attention capture and holding in 2-month-old infants

Sarah Maylott (Presenter)¹, Krisztina Jakobsen (Presenter)¹, Elizabeth Simpson (Presenter)¹

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P2-C-43 Infant perception of human action from visual and auditory information: An ERP study

Elisa Roberti (Presenter)¹, Ermanno Quadrelli¹, Chiara Turati¹, Elena Geangu²

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P2-C-44 Prosody outweighs statistics: Evidence from German

Mireia Marimon (Presenter)¹, Barbara Höhle²

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P2-C-45 Visual exploration strategies in 10-month-old infants' processing of adult and child faces

Stefania Conte¹, Valentina Proietti², Hermann Bulf¹, Viola Macchi Cassia (Presenter)¹

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P2-C-46 Visual analysis of form and contour in infants and adults

Clay Mash (Presenter)¹, Christine Wei¹, Marc Bornstein¹

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P2-C-47 Infants showing the other-race effect use different gaze patterns for same-race and other-race faces

Anna Krasotkina (Presenter)¹, Antonia Götz¹, Barbara Hoehle², Gudrun Schwarzer¹

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P2-C-48 Infants rapidly detect human faces in complex visual scenes

David Kelly (Presenter)¹, David Meary², Sofia Duarte¹, Olivier Pascalis²

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P2-C-49 Variation in the influence of bottom-up and top-down features on adult-like gaze

Kellan Kadooka (Presenter)¹, John Franchak¹

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P2-C-50 Behavioral reaction of 10-month-old infants to dynamic facial expressions

Alexandra Neenan (Presenter)¹, Emily Touchstone (Presenter)¹, Mariah Fowler (Presenter)¹, Melanie Spence (Presenter)¹

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P2-C-51 Body processing and attentional patterns in infancy

Rachel Jubran (Presenter)¹, Hannah White¹, Ramesh Bhatt¹

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P2-C-52 Testing the developmental foundations of cinematic continuity

Sermin Ildirar (Presenter)¹, Tim Smith¹

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P2-C-53 Seven-month-old Infants' visual preference for real objects over pictures is related to their manual object exploration

Theresa Gerhard¹, Jody Culham², Gudrun Schwarzer (Presenter)¹

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P2-C-54 The role of multisensory cues in training infants to attend to object features

Natasa Ganea¹, Jiale Yang¹, Andrew Bremner¹

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D: Communication and Language

P2-D-55 Fifteen-month-olds' identification of words containing cross-accent consonant versus vowel differences

Karen Mulak (Presenter)¹

¹Western Sydney University

P2-D-56 Word learning following speech disfluencies in monolingual and bilingual 32-month-olds

Elizabeth Morin-Lessard (Presenter)¹, Krista Byers-Heinlein¹

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P2-D-57 Cross-modal integration of meaning in 9-month-olds: An EEG study

Elena Morgan (Presenter)¹, Audrey van der Meer¹, Mila Vulchanova¹, Giosuè Baggio¹

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P2-D-58 Child language skills before and after cochlear implant activation: Input from the mother and acoustic environmental contribution

Marika Morelli¹, Marinella Majorano¹, Letizia Guerzoni², Domenico Cuda²

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P2-D-59 Dog, doggy, dogs: Characterizing wordplay variability within and across families during infancy

Charlotte Moore (Presenter)¹, Erika Bergelson¹

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P2-D-60 Adaptation of the Communicative Development Inventory (CDI) into Mandinka, a spoken language of West Africa

Bosiljka Milosavljevic (Presenter)¹, June Pastor Larrieta², Samantha McCann³,

Ousman Kambi³, Clare Elwell⁴, Sarah Lloyd-Fox¹

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P2-D-61 Does early attention affect the fluency of parent-child interactions?

Brianna McMillan (Presenter)¹, Lillian Masek¹, Sarah Paterson¹, Andrew Ribner²,

Kathy Hirsh-Pasek¹, Clancy Blair²

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P2-D-62 Song acquisition predicts accelerated speech acquisition & accelerated speech clarity

Gwendolyn McGraw (Presenter)¹

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P2-D-63 Modeling developmental changes in infants' discrimination of English vowels

Megha Sundara (Presenter)¹, Connor Mayer (Presenter)¹

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P2-D-64 Developmental changes in infants' and mothers' pathways to successful joint attention episodes

Margaret Loy (Presenter)¹, Elise Masur (Presenter)², Janet Olson (Presenter)²

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P2-D-65 Characteristics of English- and Spanish-speaking mother-child engagement during free play

Allyson Masters (Presenter)¹, Anele Villanueva¹, Diane Poulin-Dubois², Pascal

Zesiger³, Margaret Friend¹

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P2-D-66 Not all about income: Similarities and differences in children's early language environments predict vocabulary development

Lillian Masek (Presenter)¹, Kathy Hirsh-Pasek¹, Roberta Golinkoff²

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P2-D-67 The role of pragmatics vs. novelty in a label assignment task

Hanna Marno (Presenter)¹, Dan Sperber¹

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P2-D-68 Amount of speech exposure early in infancy is related to receptive vocabulary size at twelve months

Ellen Marklund (Presenter)¹, Iris-Corinna Schwarz¹, Ulrika Marklund¹, Christa Lam-Cassettari¹

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P2-D-69 Word frequency is a cue to open/closed class lexical category membership at 8 months

Caterina Marino (Presenter)¹, Carline Bernard¹, Judit Gervain²

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P2-D-70 Links between Spanish-language processing efficiency at 2 years and English- and Spanish-language outcomes in emerging bilinguals

Virginia Marchman (Presenter)¹, Vanessa Bermudez¹, Janet Bang¹, Anne Fernald¹

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P2-D-71 Building the bridge: Using community-based participatory research as an innovative approach to develop early language intervention

Rufan Luo (Presenter)¹, Rebecca Alper², Marjie Mogul³, Yu Chen², Amy Pace⁴, Kathy Hirsh-Pasek², Lauren Adamson⁵, Roberta Golinkoff⁶, Margaret Owen⁷, Roger Bakeman⁵, Lillian Masek², Sarah Paterson²

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P2-D-72 Acoustic features of infant-directed speech to infants with hearing-impairment and infants with normal hearing

Irena Lovcevic (Presenter)¹, Marina Kalashnikova¹, Denis Burnham¹

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P2-D-73 Ambient-language effects: Pitch differences in the babbling of Mandarin- and English-learning infants

Shanshan Lou (Presenter)¹, Marilyn Vihman¹, Tamar Keren-Portnoy¹

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P2-D-74 Emergent syntactic development in Mandarin-speaking infants and toddlers

Huei-Mei Liu (Presenter)¹, Chun-Yi Lin¹

¹National Taiwan Normal University

P2-D-75 Pointing at 18 months in preterm infants and infants at risk for Autism Spectrum Disorder

Jessica Lee (Presenter)¹, Alessandra Sansavini², Annalisa Guarini², Mariagrazia Zuccarini², Dora Scarlatella², Jana Iverson¹

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P2-D-76 Naming changes infants' memory for individual objects

Sandy LaTourrette (Presenter)¹, Sandra Waxman¹

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P2-D-77 Paternal speech at 6-months is associated with receptive vocabulary at 12-months: Evidence from Australian and Swedish families

Ellen Marklund¹, Iris-Corinna Schwarz¹

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P2-D-78 The acquisition of agglutinating morphology in French and Hungarian infants

Eniko Ladanyi (Presenter)¹, Judit Gervain²

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P2-D-79 What makes a cup a cup? Infant generalization abilities to basic and weird referents

Blair Braun (Presenter)¹, Jessica Anderson (Presenter)¹, Morgan Szarfinski Clark (Presenter)¹, Sarah Kucker (Presenter)¹

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P2-D-80 Do children with hearing loss use infant-directed speech? A case study

Maria Kondaurova (Presenter)¹, Kaelin Kinney¹

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P2-D-81 Cats meow more and higher to younger children: A study of sound symbolism in Korean child-directed speech

Jinyoung Jo¹, Eon-Suk Ko (Presenter)²

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P2-D-82 General and specific predictors of mental state language at 27 months

Irina Jarvers (Presenter)¹, Beate Sodian¹, Susanne Kristen-Antonow¹, Stella Grosso¹, Tobias Schuwerk¹

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P2-D-83 Discovering grammatical categories from audio-visual cues during early language acquisition

Cristina Jara (Presenter)¹, Marcela Peña¹

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P2-D-84 Are content nouns always better? Considering variable pronoun usage in children's acquisition of novel verbs

Sabrina Horvath (Presenter)¹, Sudha Arunachalam¹

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P2-D-85 Exploring the link between the acquisition of words for objects and for numbers at 30 months

Peter Horn (Presenter)¹, Tom Fritzsche (Presenter)¹, Antje Ehler¹, Flavia Adani¹

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P2-D-86 Statistical learning, linguistic experience and language outcomes in infancy

Mélanie Hoareau (Presenter)¹, Henny Yeung², Thierry Nazzi³

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P2-D-87 An exploration of early phonotactic repair by French-learning infants using ERPs

Andrea Helo (Presenter)¹, Leo Nishibayashi², Louise Goyet³, Thierry Nazzi⁴, Pierre Hallé⁵, Pia Rämä¹

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P2-D-88 Exploring the conceptual origin of a linguistic behavior: Event endstate representation in infancy

Angela Xiaoxue He¹, Sudha Arunachalam (Presenter)¹

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P2-D-89 The emergence of voice onset time contrasts for consonant voicing and place of articulation in infancy

Rose-Milord Fleurissaint (Presenter)¹, Klaudia Bednarczyk¹, Gordon Ramsay¹

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P2-D-90 Intra- and inter-individual variability in maternal contingent responsiveness during naturalistic routines in the home

Andrew Han¹, YanYin Lam (Presenter)¹, Yana Kuchirko (Presenter)², Catherine Tamis-LeMonda (Presenter)², Cynthia Wang (Presenter)¹

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P2-D-91 Selectivity in bilingual infants' label learning

Katharine Graf Estes (Presenter)¹, Dylan Antovich¹, Jessica Hay²

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P2-D-92 Asymmetrical vowel discrimination is affected by native language experience: Crossing language boundaries in vowel perception

Antonia Götz (Presenter)¹, Anna Krasotkina¹, Gudrun Schwarzer¹, Barbara Höhle¹

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P2-D-93 Exploring infants' ability to understand abstract words

Katrina Martindale¹, Hope Hodgson-King¹, Nayeli Gonzalez-Gomez (Presenter)¹

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P2-D-94 Word learning in bilingual 14 month-olds: Now you see it, now you don't

Ana Maria Gonzalez-Barrero (Presenter)¹, Krista Byers-Heinlein¹

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P2-D-95 Predicting language development from speech perception in early childhood.

Jolanta Golan (Presenter)¹, Katie Daubney¹, Haiko Ballieux², Przemyslaw Tomalski³, Rachel George¹, Melanie Vitkovitch¹, Derek Moore⁴, Elena Kushnerenko¹

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P2-D-96 Physiological measurements of prosodic topographies in children with ASD related to vocalization type using electroglottography

Shweta Ghai (Presenter)¹

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P2-D-97 Lost in the mix: Infants encode fewer phonetic details from novel words presented in mixed sentences

Charlene Fu (Presenter)¹, Denis Burnham², Leher Singh (Presenter)¹

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P2-D-98 Input variability in learning novel object-label pairs: How specific are beneficial effects?

Barbara Höhle¹, Tom Fritzsche (Presenter)², Adamantios Gafos (Presenter)²

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P2-D-99 Top-down influences on phoneme acquisition: Data from Spanish-Catalan bilinguals

Camille Frey (Presenter)¹, Nuria Sebastian-Galles¹

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P2-D-100 How monolingual and bilingual infants learn from the eyes or the mouth of a talking face

Mathilde Fort (Presenter)¹, Nuria Sebastian-Galles²

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P2-D-101 Learning in social contexts: The role of temporal structure in infant communicative development

Melissa Elston (Presenter)¹, Jennifer Schwade¹, Michael Goldstein¹

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P2-D-102 Maternal input and vocabulary learning in Brazil and the United States

Chantal Ramirez (Presenter)¹, Catharine Echols (Presenter)¹, Poliana Goncalves Barbosa², Cláudia Cardoso-Martins³

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P2-D-103 Family socio-economic status (SES) influences early perception of turn-taking violation by 6-month-old infants

Virginie Durier (Presenter)¹, Alice Rabiller², Nicolas Dollion (Presenter)¹, Alban Lemasson (Presenter)³, Stéphanie Barbu (Presenter)³

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P2-D-104 Effects of birth order on temperament and language

Kelsey Rookstool (Presenter)¹, Kelsey Long (Presenter)¹, Lauren Driggers-Jones¹, Wallace Dixon, Jr.¹

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P2-D-105 Early language development and joint attention in low-income, ethnically diverse children

Amy Dominguez (Presenter)¹, Elly Barrow¹, Natasha Link², Samantha Brown¹, Sarah Watamura¹

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P2-D-106 Stress exposure impacts child vocalizations and parent-child interactions in the first year of life

Lara Pierce (Presenter)¹, Emily Reilly¹, Charles Nelson¹

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P2-D-107 Associative word learning in infancy: A meta-analysis of the Switch task

Angeline Sin Mei Tsui (Presenter)¹, Krista Byers-Heinlein², Christopher Fennell¹

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P2-D-108 Relationships between receptive language and motor skills in toddlers with autism spectrum disorder

Hsiao-Ching Huang (Presenter)¹, Jung-Mei Tsai¹, Yu-Ching Yang¹, Yen-Tzu Wu¹

¹National Taiwan University

E: Attention, Memory, and Learning

P2-E-109 In a heartbeat: Infant memory for a stressful social event at 4-months.

Isabelle Mueller (Presenter)¹, Nancy Snidman¹, Jennifer DiCorcia¹, Akhila Sravish¹, Erin Duffy¹, Ed Tronick¹

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P2-E-110 Successful updating of object-location bindings in Visual Working Memory in 20- and 25-month-olds

Chen Cheng (Presenter)¹, Zsuzsa Kaldy¹, Sangya Dhungana¹, Erik Blaser¹

¹University of Massachusetts Boston

P2-E-111 Habituation reliability and stability revisited: Differences as a function of fixation and habituation criterion definitions

Wayne Mitchell (Presenter)¹, Rachel Monroe (Presenter)¹, Amber Gillenwaters¹, Abigail Van Nuland¹, Stacy Francis¹, Derby Davis¹

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P2-E-112 The small set of repeating voices and tunes in infants' daily music

Jennifer Mendoza (Presenter)¹, Caitlin Fausey (Presenter)¹

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P2-E-113 Exploring whether attention getters influence infants' information processing

Tyler McFayden (Presenter)¹, Robin Panneton¹

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P2-E-115 Microstructural analysis of parent-infant coordination and social attention among infants at risk for autism

Gina Mason (Presenter)¹, Emily Jones², Teodora Gliga², BASIS Team³

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P2-E-116 Temperament and behavior in toddlers born preterm in comparison to full-term counterparts

Carolina Beatriz Savegnago Martins (Presenter)¹, Rafaela Guilherme Cassiano¹, Cláudia Gaspardo¹, Maria Beatriz Linhares¹

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P2-E-118 Infant memory may relate to stressful life events

Gabrielle Lipson (Presenter)¹, Natalie Brito², Ana Leon- Santos³, Kimberly Noble³

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P2-E-119 Behavior problems in children born preterm from toddlerhood to preschool age

Maria Beatriz Linhares (Presenter)¹, Cláudia Gaspardo¹, Marília Branco¹, Ana Claudia Castro¹

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P2-E-120 Developmental pattern of toddlers born preterm differentiated by risk for cerebral palsy

Maria Beatriz Linhares (Presenter)¹, Renata Zorzenon¹, Cláudia Gaspardo¹, Juliana Rodrigues¹

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P2-E-121 Does the storyline matter? Eighteen-month-olds' memory for movies

Trine Sonne (Presenter)¹, Osman Kingo (Presenter)¹, Peter Krøjgaard (Presenter)¹

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P2-E-122 Neural markers of predictive models in 9-month-old infants

Ezgi Kayhan (Presenter)¹, Marlene Meyer², Jill O'Reilly³, Sabine Hunnius⁴, Harold Bekkering⁴

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P2-E-123 Is transitional probability more resilient to decay in memory than syllable frequency?

Ferhat Karaman (Presenter)¹, Jessica Hay¹

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P2-E-124 Application of pivotal response training in a home service program for Taiwanese children with autism spectrum disorder

Tian-Ai Yang¹, Yen-Hsun Huang², Jui-Yun Tsai², Sarah Rieth³, Yen-Tzu Wu¹

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P2-E-125 The role of action effects in rational imitation: Action-effect binding or frequency learning?

Chi-Tai Huang (Presenter)¹, Yue-Ju Yang (Presenter)¹

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P2-E-126 I'll have what she's having: Infants' preferences for female faces extends to female-referenced objects

Alison Heck (Presenter)¹, Rachel Jubran¹, Ramesh Bhatt¹

¹University of Kentucky

P2-E-127 The natural statistics of naps and language in everyday infancy

Sabrina Haskinson (Presenter)¹, Jennifer Mendoza¹, Christine White¹, Heather Anderson¹, Caitlin Fausey (Presenter)¹

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P2-E-128 Generalization and abstract representations of non-adjacent dependencies in infants

Ileana Grama (Presenter)¹, Frank Wijnen¹

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P2-E-129 Infant's attention at play: Maturation and maternal engagement effects

Shir Komforti (Presenter)¹, Alin Peri¹, Maor Gidron¹, Ronny Geva¹

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P2-E-130 Neonatal characteristics, clinical health status, and development in toddlers born preterm

Cláudia Gaspardo (Presenter)¹, Juliana Rodrigues¹, Ricardo Facioli¹, Guilherme Furini¹, Maria Beatriz Linhares¹

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F: Cognitive Development

P2-F-131 Looking patterns differ as a function of temperament

Esther Reynolds (Presenter)¹, Amanda Rosales¹, Bret Eschman¹, Shannon Ross-Sheehy (Presenter)¹

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P2-F-132 Executive functioning in 7-month-old non-crawling infants enhanced by robotically-assisted locomotion

Nancy Rader (Presenter)¹, Sharon Stansfield¹, Judith Pena-Shaff¹, Carole Dennis¹, Helene Larin (Presenter)¹

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P2-F-133 Cognitive capacity in infancy: How is it linked to bilingualism?

Sadaf Pour Iliaei (Presenter)¹, Krista Byers-Heinlein¹

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P2-F-134 Towards compositionality of meaning and thought. Twelve-month-olds' understanding of complex noun phrases

Barbara Pomiechowska (Presenter)¹, Erno Téglás¹, Agnes Melinda Kovacs¹

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P2-F-135 Do infants represent faces of different genders as distinct 'kinds'?

Charisse Pickron (Presenter)¹, Erik Cheries¹

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P2-F-137 Slithering vs. Walking: Do infants look longer at threat-relevant biological motion?

Helene Mottier (Presenter)¹, David Meary¹, Olivier Pascalis (Presenter)¹

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P2-F-138 Discrimination between morphed face and novel face in infancy

Hiroshi Nitta (Presenter)¹, Kazuhide Hashiya²

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P2-F-139 Maternal scaffolding during play with 12 to 24-month-olds: Stability over time and relations with emerging effortful control

Dave Neale (Presenter)¹, David Whitebread²

¹University of Delaware, ²University of Cambridge

P2-F-140 Using goal-directed action to guide causal exploration across development: Evidence from 1- to 3-year-old children

Paul Muentener (Presenter)¹, Amy Bu (Presenter)¹

¹Tufts University

P2-F-141 "Touching!!": An AR system for unveiling face topography in very young children

Michiko Miyazaki (Presenter)¹, Ryoko Mugitani², Tomohisa Asai (Presenter)³

¹Otsu Women's University, ²NTT Communication Science Laboratories, ³Advanced Telecommunications Research Institute International

P2-F-142 Differential forms of biological susceptibility to family income during infancy: Predictions to executive functioning at 5 years

Henry Lininger (Presenter)¹, Jeffrey Measelle¹, Elizabeth Loi¹, Jennifer Ablow¹

¹University of Oregon

P2-F-143 Eye tracking lateralized spatial processing in infants and toddlers

Eloise West (Presenter)¹, Sara Hameed (Presenter)¹, Zofia Trujillo (Presenter)¹, Ekaterina Sufiyarova (Presenter)¹, Koleen McCrink (Presenter)¹

¹Barnard College, Columbia University

P2-F-144 Investigating temporal priority understanding in toddlers

Pingki Mazumder¹, Emma Tecwyn², Daphna Buchsbaum¹

¹University of Toronto, ²Cardiff University

P2-F-145 The effect of labeling on infants novel object exploration.

Marina Loucaides (Presenter)¹, Gert Westermann¹, Katherine Twomey²

¹Lancaster University, ²Manchester University

P2-F-146 How absolute distance from a landmark impacts young children's understanding of relative proximity

Megan Lorenz (Presenter)¹, Ashley Buksa¹, Jodie Plumert¹

¹University of Iowa

P2-F-147 Can nonlinear dynamics shed more light on the visual scanning of infants at high risk of autism spectrum disorders?

Alicja Radkowska (Presenter)¹, Joanna Racaszek-Leonardi¹, Przemysław Tomalski¹

¹University of Warsaw

P2-F-148 Cognitive dissonance in one-year-olds

Rita Loiotele (Presenter)¹, Aimee Stahl², Alex Silver¹, Lisa Feigenson¹

¹Johns Hopkins University, ²The College of New Jersey

P2-F-149 21-month-olds rapidly learn the meaning of the word four

Yi Lin (Presenter)¹, Renée Baillargeon², Daniel Hyde¹

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

P2-F-150 Six-month-olds' ability to use cues selectively to recognize actions as goal-directed

Yoonha Lee (Presenter)¹, Isu Cho (Presenter)², Hyun-joo Song¹

¹Yonsei University, ²Western University

P2-F-151 Every rose has its thorn: Infants' behavioral responses to visible plant threats

Aleksandra Włodarczyk¹, Claudia Elsner¹, Alexandra Schmitterer², Annie Wertz (Presenter)¹

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P2-F-152 Knowing who knows: Infants' selective social learning is linked to metacognitive skills

Olivia Kuzyk (Presenter)¹, Shawna Grossman¹, Lauranne Gendron-Cloutier¹, Diane Poulin-Dubois¹

¹Concordia University

P2-F-153 The effect of words and sounds on conceptual representations for prevalence infants

Louah Sirri (Presenter)¹, Vincent Reid¹, Eugenio Parise¹

¹Lancaster University

P2-F-154 Getting a grip on infants' event representations: Participant number in TAKE and PICK-UP

Tyler Knowlton (Presenter)¹, Laurel Perkins¹, Alexander Williams¹, Jeffrey Lidz¹

¹University of Maryland

P2-F-155 Towards an early marker of atypical neurocognitive development in resource poor settings: An ERP study in the rural Gambia

Laura Kischkel (Presenter)¹, Maria Rozhko¹, Sam McCann², Saikou Drammeh², Ebrima M'Bye (Presenter)², Luke Mason³, Clare Elwell¹, Sarah Lloyd-Fox³, Michelle de Haan¹

¹University College London, ²Medical Research Council Unit, The Gambia, ³Birkbeck, University of London

P2-F-156 Understanding others' false beliefs involving numerical identity mistakes in 14-month-old infants

Dora Kampis (Presenter)¹, Ildiko Kiraly¹, Josep Call², György Gergely¹

¹Central European University, Közép-európai Egyetem, ²University of St Andrews

P2-F-157 The heuristic thinking that makes inference of word meanings possible: An inverse inference bias in 5-month-old infants

Masato Ohba¹, Chizuko Murai², Michiko Miyazaki³, Hiroyuki Okada⁴, Kazuhide Hashiya¹

¹Keio University, ²Seika Women's Junior College, ³Otsu Women's University, ⁴Tamagawa University

P2-F-158 Longitudinal development of attention and inhibitory control during the first year of life

Karla Holmboe (Presenter)¹, Arielle Bonneville-Roussy², Gergely Csibra³, Mark H Johnson⁴

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P2-F-159 Young children's perception of ingroup and outgroup members - individuation and categorization

Jonas Hermes (Presenter)¹, Marie Lammel¹, Laura Böttcher¹, Tanya Behne¹, Gil Diesendruck², Hannes Rakoczy¹

¹University of Göttingen, ²Bar-Ilan University

P2-F-160 Implicit understanding of epistemic language and uncertainty monitoring in 27-month-old children

Stella Serena Grosso¹, Beate Sodan¹, Irina Jarvers¹, Tobias Schuwerk¹, Susanne Kristen-Antonow¹, Nivedita Mani²

¹Ludwig-Maximilians University Munich (LMU), ²University of Göttingen

P2-F-161 Descending into chaos: Numerical cognition in Infants vs. Pirahã

Peter Gordon¹, Erin Kirby¹, Jean Tang¹, Lauren Schiller¹, Eli Zaleznik², Roseanne Milman¹, Ronchal Fabharwal¹

¹Teachers College Columbia University, ²University of Massachusetts, Amherst

P2-F-162 Bear or ball, what will she grab? Infants' comparison, prediction, and imitation of others' goal-directed actions

Charlotte Findlay¹, Sarah Gerson (Presenter)¹

¹Cardiff University

P2-F-163 Infant surgency, preschool noncompliance, and middle childhood executive function

Tatiana Garcia-Meza¹, Ran Liu¹, Martha Ann Bell¹

¹Virginia Tech

P2-F-164 Three-year-old children predict others' action based on their beliefs regarding the efficiency of a tool

Paula Fischer (Presenter)¹, Ágnes Kovács¹, Erno Téglás¹

¹Central European University, Közép-európai Egyetem

P2-F-165 Dysfunctions in infants' statistical learning are related to subthreshold autistic social impairments in their parents

Roberta Bettoni¹, Valentina Riva², Chiara Cantiani², Elena Riboldi², Massimo Molteni², Viola Macchi Cassia¹, Hermann Bulf (Presenter)¹

¹University of Milano-Bicocca, ²RCCS Eugenio Medea

G: Social Development

P2-G-166 Dancing together: The nature of infant-mother locomotor synchrony

Ori Ossmy (Presenter)¹, Justine Hoch (Presenter)¹, Shohan Hasan (Presenter)¹, Whitney Cole (Presenter)¹, Karen Adolph (Presenter)¹

¹New York University

P2-G-167 The association between toddlers' empathy and aggression is moderated by inhibition

Malou Noten (Presenter)¹, Kristiaan van der Heijden¹, Stephan Huijbregts¹, Stephanie van Goozen¹, Hanna Swaab¹

¹Leiden University

P2-G-168 Testing a child effects model of infant still-face response predicting future maternal behavior

Jessie Northrup (Presenter)¹, Julia Ridley¹, Katie Foley¹, Alison Hipwell¹

¹University of Pittsburgh

P2-G-169 Differences between rural and urban families: Mother-infant interactions, child temperament, and parenting stress

Alyssa Neumann (Presenter)¹, Eric Desmarais¹, Sydney Iverson², Maria Gartstein¹

¹Washington State University, ²University of Arizona

P2-G-170 Longitudinal study on the influence of maternal depressive distress on toddlers' sociability and shyness: Beyond autonomy support

Laurence Morin (Presenter)¹, Julie C. Laurin (Presenter)¹, Sophie Laniel (Presenter)¹, Rachel Perrier¹

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P2-G-171 Division of parental labor is associated with maternal relationship satisfaction

Melanie Miranda (Presenter)¹, Andrew Ribner¹, Clancy Blair¹, NewFAMS Investigators¹

¹New York University

P2-G-172 Perspective-taking development, inhibition of imitation, and inhibitory control

Marlene Meyer (Presenter)¹, Natalie Brezack¹, Amanda Woodward¹

¹University of Chicago

P2-G-173 Talking to Babies: Parent language input at 3 months predicts child vocalizations at 18 months

Myriah McNew (Presenter)¹, James Todd¹, Kasey Soska², Elizabeth Edgar¹, Lorraine Bahrick¹

¹Florida International University, ²New York University

P2-G-174 Infants' socio-moral preferences for prosocial agents: A meta-analysis

Francesco Margoni (Presenter)¹, Luca Surian¹

¹University of Trento

P2-G-175 Are infants fairness preferences rooted in preferences for fair outcomes or fair intentions?

Kelsey Lucca (Presenter)¹, Tianyi Zhou¹, Jessica Sommerville (Presenter)¹

¹University of Washington

P2-G-176 Distress and disengagement in response to distress in adult and infant strangers: How empathic concern comes into play

Hung-Chu Lin (Presenter)¹, Nektar Altintoprak¹, Nicholas Barker¹

¹University of Louisiana at Lafayette

P2-G-177 Predictors of father involvement during infancy: A multifactorial and multi-measurement approach

Catherine Levesque (Presenter)¹, Alexane Baribeau-Lambert¹, Amélie Bolduc-Mokhtar¹, Célie Matte-Gagné¹

¹Université Laval

P2-G-178 Infants expect emotions that convey danger to be more generalizable

Diane Lee¹, Zoe Liberman¹

¹University of California, Santa Barbara

P2-G-179 Toddlers selectively request help from prosocial over antisocial others

Sandra Lasry (Presenter)¹, Kiley Hamlin²

¹Ecole Normale Supérieure, ²University of British Columbia

P2-G-180 Joint attention at 9-15 months predicts parent reported reciprocal social behavior at 18 and 24 months

Carolyn Lasch (Presenter)¹, Jed Elison¹

¹University of Minnesota Twin Cities

P2-G-181 Infant social referencing with mothers, fathers, and older siblings

Jennifer LaBounty (Presenter)¹, Rosa Brotherton¹, Ashley Cox¹, Makayela Johnson¹, Anna Lyubinina¹, Mikayla Parsons¹, Ani Somers¹, Laura Travis¹, Hannah Zelcer¹

¹Lewis & Clark College

P2-G-182 The developmental continuity and predictive power of JA skills during social interaction in infancy and toddlerhood

Susanne Kristen-Antonow¹, Beate Sodan¹, Irina Jarvers (Presenter)¹

¹Ludwig-Maximilians University Munich (LMU)

P2-G-183 Investigating the concordance between action prediction and imitation abilities in infancy

Eugene Kim (Presenter)¹, Bennett Bertenthal (Presenter)¹

¹Indiana University--Bloomington

P2-G-184 Don't hurt the bunny: Toddlers' selective harm avoidance

Aleksandra Petkova (Presenter)¹, Nicole Aguilar¹, Claire Le Gall¹, Lauren Dundore¹, Ellie Ruhl¹, Alicia Dawdani¹, Celia Brownell¹

¹University of Pittsburgh

P2-G-185 The moral roots of fairness: Young children's enforcement of fairness norms is related to their prosocial behavior

Anja Kassecker (Presenter)¹, Marco F. H. Schmidt¹

¹Ludwig-Maximilians University Munich (LMU)

P2-G-186 Parental depression, early interaction, and infant outcomes

Maria Kalpidou (Presenter)¹, Anna doCurral¹, Regina Kuersten-Hogan¹, Kristina Deligiannidis²

¹Assumption College, ²University of Massachusetts Medical School

P2-G-187 The influence of maternal depression on 12-month mother-infant attachment

Peter Rehder (Presenter)¹, Kirsten McLaughlin (Presenter)¹, Guan Wang (Presenter)¹, Alison Stuebe², W. Roger Mills-Koonce¹

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

P2-G-188 17-month-old infants expect lucky individuals to share their gains with ingroup (but not outgroup) individuals

Kyong-sun Jin (Presenter)¹, Hyeon Jeong Kim¹, Jewan Park¹, Hyun-joo Song¹, Renée Baillargeon²

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P2-G-189 Facial trustworthiness influences gaze-cueing in 7-month-old infants

Sarah Jessen (Presenter)¹, Tobias Grossmann²

¹University of Luebeck, ²University of Virginia

P2-G-190 Interrelations between maternal cognition and aggression, parenting, and child cognition and aggression

Stephan Huijbregts (Presenter)¹, Ismahan Azrioual¹, Dide Van Adrichem¹, Kristiaan van der Heijden (Presenter)¹, Stephanie van Goozen (Presenter)¹, Hanna Swaab (Presenter)¹

¹Leiden University

P2-G-191 Infant ANS coordination as a function of attachment

Sienna Howells (Presenter)¹, Jeffrey Measelle¹, Ana Hernandez¹, Jennifer Ablow¹

¹University of Oregon

P2-G-192 Infants at 19 months selectively help those that accurately label objects

Rachel Horton (Presenter)¹, Elizabeth Enright¹, Jessica Sommerville¹

¹University of Washington

P2-G-193 Young children's overindulgence in smart devices and associations with maternal factors in supporting their playfulness

Yea-Ji Hong (Presenter)¹, Kangyi Lee (Presenter)¹

¹Seoul National University

P2-G-194 Digital media use in Swedish families with a 9-month-old child

Mikael Heimann (Presenter)¹, Felix-Sebastian Koch¹, Ulrika Birberg Thornberg¹, Rachel Barr², Anett Sundqvist¹

¹Linköping University, ²Georgetown University

P2-G-195 Differential selective attention to the mouth of a talking face in infants at-risk for ASD and typically developing infants

Masahiro Hata (Presenter)¹, Yoko Hakuno¹, Michiko Asano¹, Kazuhiro Abe¹, Yasuyo Minagawa¹

¹Keio University

P2-G-196 Parent risk factors, physiological coregulation, and preschoolers' behavioral dysregulation

Frances Lobo (Presenter)¹, Catherine Hamby¹, Erika Lunkenheimer¹

¹Pennsylvania State University

P2-G-197 Cultural differences in the development of face scanning

Jennifer Haensel (Presenter)¹, Mitsuhiko Ishikawa², Shoji Itakura², Tim Smith¹, Atsushi Senju¹

¹Birkbeck, University of London, ²Kyoto University

P2-G-198 Baby see, but baby do not do! A longitudinal study on newborns and infants' imitation and conspecific identification skills

Poliana Goncalves Barbosa (Presenter)¹, Elena Nicoladis (Presenter)¹

¹University of Alberta

P2-G-199 Predictors of the discrepancies between fathers' real and ideal parenting investments

Lindsey Gedaly (Presenter)¹, Geoffrey Brown², Sarah Mangelsdorf³

¹University of North Carolina at Greensboro, ²University of Georgia, ³University of Wisconsin-Madison

P2-G-200 Intervention and change in parental behaviour of 0-to 36-month-old infants followed by child protection agencies: A meta-analysis

Audrey Gauthier-Légaré (Presenter)¹, Émilie Langlois (Presenter)¹, Kim Gagnon (Presenter)², Audrey Morissette¹, Jessica Pearson³, George Tarabulsky¹

¹Université Laval, ²Université de Sherbrooke, ³McGill University

P2-G-201 Toddlers' preferential bias toward the resource-rich and an intervention to reduce it

Melody Buyukozor Dawkins¹, Renée Baillargeon²

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

P2-G-202 Cosleeping and attachment: Does sleep arrangement matter

Kaitlin Fronberg (Presenter)¹, Douglas Teti¹

¹Pennsylvania State University

H: Emotional Development

P2-H-203 Infant emotion discrimination from biological motion

Marissa Ogren (Presenter)¹, Brianna Kaplan², Kerri Johnson¹, Scott Johnson¹

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P2-H-204 Social support moderates the relation between childhood trauma and prenatal depression in teen mothers

Amanda Nowak (Presenter)¹, Patty Kuo¹, Julia Braungart-Rieker¹

¹University of Notre Dame

P2-H-205 Examining pathways linking maternal depressive symptoms to maternal sensitivity: Role of maternal causal attributions

Pamela Norcross (Presenter)¹, Esther Leerkes¹

¹University of North Carolina at Greensboro

P2-H-206 Predictors of adaptive and maladaptive maternal responses to toddler negativity

Adriana Molitor (Presenter)¹, Madison Holland (Presenter)¹, Allison McInnis (Presenter)¹, Sophia Woolery (Presenter)¹

¹University of San Diego

P2-H-207 The effects of neighborhood risk and surgent temperament on internalizing behaviors across early childhood

Meghan McDoniel (Presenter)¹, Kristin Buss¹, Dawn Witherspoon¹, Ginger Moore¹, Cathi Propper²

¹Pennsylvania State University, ²University of North Carolina at Chapel Hill

P2-H-208 Family structure and child outcomes: Mediation by parenting and moderation by race and maternal social support

Lindsay Taraban (Presenter)¹, Daniel Shaw¹, Thomas Dishion², Melvin Wilson³

¹University of Pittsburgh, ²Arizona State University, ³University of Virginia

P2-H-209 Maternal nurturing experiences affects the perception and recognition of adult- but not infant- facial expressions

Michiko Matsunaga (Presenter)¹, Yuari Tanaka¹, Masako Myowa-Yamakoshi¹

¹Kyoto University

P2-H-210 You're not my mom! Investigating how face familiarity impacts neural response to emotion in 3.5-month-old infants

Alexandra Marquis (Presenter)¹, Xiaomei Zhou¹, Shira Segal¹, Alysha Bernstein¹, Keisha Gobin¹, Margaret Moulson¹

¹Ryerson University

P2-H-211 Approach/avoidance responses to novelty in infancy as an early predictor for behavioral inhibition

Emma Margolis (Presenter)¹, Apongwu Fopenawoh¹, Leslie Schneider¹, Ellen Leibenluft², Daniel Pine², Nathan Fox¹, Courtney Filippi³

¹University of Maryland, ²National Institute of Mental Health, ³University of Chicago

P2-H-212 Attention bias in context: Profiles of family emotional climate contribute to infant temperament and attention to threat

Leigha MacNeill¹, Jessica Burris², Kelley Gunther¹, Koraly Pérez-Edgar¹, Kristin Buss¹, Vanessa LoBue²

¹Pennsylvania State University, ²Rutgers University

P2-H-213 Exploration of quadratic relationships between prenatal maternal chronic cortisol and infant negative emotionality

Nora Erickson (Presenter)¹, Maria Gartstein¹, Sydney Iverson², Eric Desmarais¹

¹Washington State University, ²University of Arizona

P2-H-214 Infant frontal EEG asymmetry moderates the association between early maternal intrusiveness and 36-month anxiety and depression

Ran Liu (Presenter)¹, Martha Ann Bell¹

¹Virginia Tech

P2-H-215 Using child behavior checklist detecting and assessing preschool children with autism spectrum disorder

Yu-Han Lin¹, Chin-Chin Wu¹

¹Kaohsiung Medical University

P2-H-216 Depressed mothers' positive affect with their partners and their infants: Evidence for compensatory effects on parenting

Rachel Level (Presenter)¹, Micah Mammen¹, Ginger Moore¹

¹Pennsylvania State University

P2-H-217 Mothers' self-reported emotion regulation predicts infant outcomes

Esther Leerkes (Presenter)¹, Jinni Su (Presenter)²

¹The University of North Carolina at Greensboro, ²Virginia Commonwealth University

P2-H-218 Evidence for dysregulation in infants of depressed and anxious parents on a variety of emotional tasks

Jessica Burris (Presenter)¹, Denise Oleas¹, Zachary Walden¹, Emily Kim¹, Kristin Buss², Koraly Pérez-Edgar², Vanessa LoBue¹

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P2-H-219 Associations of regulatory aspects of parental functioning, parenting and the home environment with child attachment behaviors

Jessica Williams¹, Holly Brophy-Herb¹, Neda Senehi¹, Danielle Dalimonte-Merkling¹, Hailey Choi¹, Casey Campbell¹, Mara Stein¹

¹Michigan State University

P2-H-220 Environmental and individual risk factors for co-occurring disorders in clinic-referred preschoolers

Valerie Langlois (Presenter)¹, Aliya Mubarak¹, Allaire Marie-Eve¹, Chantal Cyr¹

¹Université du Québec à Montréal

P2-H-221 Emotional responses and executive functioning predict women's causal attributions about infant crying

Lauren Bailes (Presenter)¹, Mairin Augustine (Presenter)², Margaret Swingler², Esther Leerkes¹

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P2-H-222 Father's mental health predicts rating of child's externalizing behavior, internalizing behavior and dysregulation in toddlers

Lara Kyriakou¹, Andrew Ribner¹, Clancy Blair¹

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P2-H-223 Postpartum depression and violations of parental childcare expectations in coparenting across the transition to parenthood

Regina Kuersten-Hogan (Presenter)¹, Allison Shea¹, Jacleen Charbonneau¹, Maria Kalpidou¹

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P2-H-224 Mother-toddler cortisol synchrony longitudinally moderates risk for child internalizing symptoms

Anne Kalomiris (Presenter)¹, Elizabeth Kiel²

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P2-H-225 Maternal childhood trauma and stress during pregnancy

Parisa Kaliush (Presenter)¹, Sarah Terrell (Presenter)¹, Brendan Ostlund¹, Mindy Brown¹, Elisabeth Conratt¹, Sheila Crowell¹

¹University of Utah

P2-H-226 Young children's regulatory strategies: Associations with maternal strategies and children's temperament

Caroline Mueller (Presenter)¹, Kelsey van Boxel¹, Melinda Nguyen¹, Hailey Grant¹, Lindsay Edwards¹, Anne Hungerford¹

¹University of North Carolina Wilmington

P2-H-227 Effect of sadness and effortful control on mastery motivation in toddlers

Su-Ying Huang (Presenter)¹, Hsin-Ju Wu², Da-Fang Lo²

¹National Chung-Cheng University, ²Fu Jen Catholic University

P2-H-228 Prenatal interparental conflict as a predictor of infant emotion regulation at 5 months

Ana Hernandez¹, Jennifer Ablow¹, Sienna Howells¹, Jeffrey Measelle¹

¹University of Oregon

P2-H-229 Association between psychosocial stress and faecal microbiota in pregnant women

Christine Hechler¹, Klaudyna Borewicz², Roseriet Beijers (Presenter)¹, Edoardo Saccenti³, Marianne Riksen-Walraven¹, Hauke Smidt², Carolina de Weerth¹

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P2-H-230 Maternal responsivity to 3-month old infant affect transitions predicts later infant negative affect

Meeka Halperin (Presenter)¹, Kaya de Barbaro², Sherry Goodman¹

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P2-H-231 Maternal stress and infant sleep at 3 months

Melissa Grimes (Presenter)¹, Marie Camerota¹, Cathi Propper¹

¹University of North Carolina at Chapel Hill

P2-H-232 Relations among parental emotion modeling, cultural orientations, and child adjustment in toddlerhood

Jessica Grady (Presenter)¹, Delaney Callan (Presenter)¹

¹University of the Pacific

P2-H-233 The development of spontaneous facial responses to others' emotions in infancy. An EMG study

Elena Geangu (Presenter)¹, Jakob Kaiser², Maria Magdalena Crespo-Llado³, Chiara Turati⁴

¹University of York, ²Ludwig-Maximilians University Munich (LMU), ³Lancaster University,

⁴University of Milano-Bicocca

P2-H-234 Mother-infant physiological synchrony during strange situation: Pronounced differences between disorganized and secure dyads

Pooyesh Ganji (Presenter)¹, Jeffrey Measelle¹, Jennifer Ablow¹

¹University of Oregon

P2-H-235 Understanding emotional connection in infant-mother dyads

Cynthia Frosch (Presenter)¹, Marcus Fagan (Presenter)¹, Mark Lopez (Presenter)¹, Wendy Middlemiss (Presenter)¹, Mei Chang¹, Amie Hane², Martha Welch³

¹University of North Texas, ²Williams College, ³Columbia University

P2-H-236 Maternal anxiety and depression prospectively predict physiological regulation of social fear in infants

Anna Zhou (Presenter)¹, Alicia Vallorani¹, Jennifer Phillips¹, Koraly Pérez-Edgar¹, Vanessa LoBue², Kristin Buss¹

¹Pennsylvania State University, ²Rutgers University

P2-H-237 Measuring early childhood development in Brazil: Evidence from the caregiver-reported early development index

Elisa Rachel Pisani Altafim (Presenter)¹, Dana McCoy², Alexandra Brentani¹, Günther Fink³

¹University of São Paulo, ²Harvard University, ³University of Basel

P2-H-238 Mother and infant negative affect predict infant physiological regulation during a frustrating task

Jennifer Phillips (Presenter)¹, Alicia Vallorani¹, Anna Zhou¹, Koraly Pérez-Edgar¹, Vanessa LoBue², Kristen Buss¹

¹Pennsylvania State University, ²Rutgers University

I: Translational Science

P2-I-239 An examination of classic infant speech perception tasks and their practical applications beyond the lab

Giovanna Morini (Presenter)¹, Hannah Puttre (Presenter)¹, Emily Fritzson (Presenter)¹, Roberta Golinkoff¹, Thierry Morlet², Derek Houston³

¹University of Delaware, ²Nemours Alfred I. duPont Hospital for Children, ³Ohio State University

P2-I-240 The effect of fetal cocaine exposure on adolescent risky sexual behavior

Inna Miroshnichenko¹, Nicholas Minar², Michael Lewis²

¹Rutgers University, ²Institute for the Study of Child Development, Rutgers RWJMS

P2-I-241 Developmental changes of social functioning and participation of young children with and without physical disabilities

Lin-Ju Kang (Presenter)¹, Ai-Wen Hwang (Presenter)¹

¹Chang Gung University

P2-I-242 Sleep disordered breathing is associated with increased developmental delay and behavioral difficulties in Williams syndrome

Caroline Greiner de Magalhaes (Presenter)¹, Angela Becerra¹, Carolyn Mervis¹

¹University of Louisville

P2-I-243 The factor structure and predictive utility of the IBQ-R in infants at high risk for developing autism

Angela Fenoglio (Presenter)¹, Sooyeon Sung¹, Jason Wolff², Kelly Botteron³, Stephen Dager⁴, Annette Estes⁴, Heather Hazlett⁵, Sarah Paterson⁶, Robert Schultz⁷, Lonnie Zwaigenbaum⁸, Joseph Piven⁹, Jed Elison²

¹University of Minnesota, ²University of Minnesota Twin Cities, ³Washington University in St. Louis, ⁴University of Washington, ⁵University of North Carolina, ⁶Temple University, ⁷University of Pennsylvania, ⁸University of Alberta, ⁹University of North Carolina

P2-I-244 Maternal postnatal psychosocial distress and its association with cortisol levels and immunological composition in breast milk

Marina Aparicio¹, Christine Hechler², Roseriet Beijers², Juan Miguel Rodriguez¹, Leonides Fernandez¹, Carolina de Weerth (Presenter)²

¹Complutense University of Madrid, ²Radboud University

P2-I-245 Paid maternal leave is associated with better language outcomes during toddlerhood

Karina Kozak (Presenter)¹, Cynthia Rodriguez², William Fifer², Amy Elliott³, Natalie Brito¹

¹New York University, ²Columbia University Medical Center, ³Sanford Health

P2-I-246 Early developmental pathways to childhood symptoms of ADHD, anxiety, and autism spectrum disorder (ASD)

Rachael Bedford (Presenter)¹, Elizabeth Shephard², Bosiljka Milosavljevic³, Teodora Gliga³, Emily J. H. Jones³, Andrew Pickles², Mark H Johnson³, Tony Charman (Presenter)²

¹King's College London, ²Institute of Psychology, Psychiatry and Neuroscience, ³Birkbeck, University of London

P2-I-248 Is there empirical evidence that earlier is better for intervention with children with autism spectrum disorders?

Tamique Ridgard¹, Sofia Pham (Presenter)¹, Patricia Towle¹, Patricia Patrick¹

¹Westchester Institute for Human Development

J: 40th Anniversary

P2-J-249 Nutrition and anemia in Lao children: Determining contextual influences

Nathaniel Sichter (Presenter)¹, Dorianne Wright¹, Jeffrey Measelle¹

¹University of Oregon

P2-J-250 Trends across 40 years in the ICIS flagship journal(s): A computational analysis

Gwen Gustafson (Presenter)¹, James Green¹, Anna Green²

¹University of Connecticut, ²Harvard Medical School

P2-J-251 In Fantz' research: The pioneering work of Dr. Robert L. Fantz in developing the study of infancy

Nicole Sugden (Presenter)¹, Becky Choma²

¹University of British Columbia, ²Ryerson University

Poster session 3

Tuesday, July 3 | 10:15 – 11:30

A: Motor and Sensorimotor Processes

P3-A-1 Reaching skills of infants born very preterm predict neurodevelopment at 2½ years

Ylva Fredriksson Kaul (Presenter)¹, Kerstin Rosander¹, Helena Grönqvist¹, Katarina Strand Brodd¹, Lena Hellström-Westas¹, Claes von Hofsten (Presenter)¹
¹Uppsala University

P3-A-2 Secondary object clearance in reaching at 9 months

Clay Mash (Presenter)¹, Elisabeth Mistur¹, Marc Bornstein¹
¹NICHD/NIH

P3-A-3 The development of joint visual attention skills in typically developing infants and infants with locomotor delay

Julia Dillmann¹, Gloria Gehb¹, Christian-Dominik Peterlein², Gudrun Schwarzer (Presenter)¹
¹Justus-Liebig-Universität Gießen, ²University Hospital Giessen and Marburg

P3-A-4 Observing third-party ostracism enhances facial mimicry in 30-month-olds

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P3-A-5 Joint attention decreases over the first year as infants incorporate objects into play: A recurrence-based analysis

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P3-A-6 Newborn neurobehavior and motor development for infants diagnosed with neonatal abstinence syndrome

Kara Boynewicz¹, Alyson Chroust (Presenter)¹, Diana Morelen¹, Beth Bailey¹, Jesi Hall¹, David Wood (Presenter)¹
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P3-A-7 Tactile reaching: Linking action and multisensory information

Lisa Chinn¹, Matej Hoffmann², Lauren deBlanc¹, Keaton Ott¹, Jackleen Leed¹, Jeffrey Lockman (Presenter)¹
¹Tulane University, ²Czech Technical University in Prague

P3-A-8 The progression of hand preference from unimanual to RDBM skills across infancy

Duangporn Pattanakul (Presenter)¹, Julie Campbell (Presenter)¹, Leanne Mordan (Presenter)¹, George Michel²
¹Illinois State University, ²University of North Carolina at Greensboro

P3-A-9 Flexibility in action: How infants and adults navigate under a barrier

Orit Herzberg (Presenter)¹, Jennifer Rachwani (Presenter)¹, Brianna Kaplan (Presenter)¹, Sinclair O'Grady (Presenter)¹, David Comalli (Presenter)¹, Karen Adolph (Presenter)¹
¹New York University

P3-A-10 Infants explore different movement parameters to learn a new bimanual coordination pattern

Karen Brakke (Presenter)¹, Matheus Pacheco²
¹Spelman College, ²University of Georgia

P3-A-11 The sensorimotor development of naturalistic looking behavior in infants

Jeremy Borjon (Presenter)¹, Drew Abney¹, Chen Yu¹, Linda Smith¹
¹Indiana University

P3-A-12 The changing sequential organization of object exploration in the second year

Adam Sheya (Presenter)¹
¹University of Connecticut

P3-A-13 A toys story: Exploration, discovery, implementation, and construction

Hannah Borenstein (Presenter)¹, Anty Chen¹, Melody Xu¹, Brianna Kaplan¹, Jennifer Rachwani¹, Catherine Tamis-Lemonda¹, Karen Adolph¹
¹New York University

P3-A-14 Reaching performance while sitting with and without support in infants with different levels of mobility

Andrea Baraldi Cunha (Presenter)¹, Iryna Babik², Natalie Koziol³, Lin-Ya Hsu⁴, James Bovaird³, Stacey Dusing⁵, Regina Harbourne⁶, Sally Westcott-McCoy⁴, Michele Lobo²
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P3-A-15 Impact of infants' amount and variability of exploration on means-end problem solving

Iryna Babik (Presenter)¹, Andrea B. Cunha¹, Michele A. Lobo¹
¹University of Delaware

P3-A-16 Mr. Potato Head: An unlikely friend for studying the effect of weighted arms on scale errors

Cole Walsh (Presenter)¹, Martha Arterberry (Presenter)¹
¹Colby College

P3-A-17 Do infants and toddlers demonstrate a preference toward size or weight when selecting toys to carry during free-play?

Amanda Arnold (Presenter)¹, Kaitlyn Rance¹, Laura Claxton¹
¹Purdue University

P3-A-18 Sharing others' tactile experiences at 8 months of life: An EEG study

Margaret Addabbo (Presenter)¹, Ermanno Quadrelli¹, Nadia Bolognini¹, Elena Nava¹, Chiara Turati¹
¹University of Milano-Bicocca

P3-A-19 A longitudinal assessment of infants' motor and language development using an automatic quantification method of motor skills

Kazuhiro Abe¹, Kyohei Ostuka¹, Yu Inoue¹, Yoshimitsu Aoki¹, Yasuyo Minagawa (Presenter)¹
¹Keio University

P3-A-20 Fragility of haptic memory in human full-term newborns

Fleur Lejeune (Presenter)¹, Cristina Borradori Tolsa², Koviljka Barisnikov¹, Edouard Gentaz¹

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P3-A-21 The digital pacifier enables infants to manipulate the graphics objects

Satoshi Yamauchi (Presenter)¹, Kazuo Hiraki¹

¹The University of Tokyo

B: Developmental Neuroscience

P3-B-22 The emerging sensorimotor EEG mu rhythm during observation of facial gestures in 6- to 9-week-old infants

Kimberly Cuevas (Presenter)¹, Lauren Bryant (Presenter)¹

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P3-B-23 Development of face, place, and object recognition systems in infants: Local selectivity and distributed networks emerge together

Laura Cabral (Presenter)¹, Leire Zubiaurre², Conor Wild¹, Annika Linke³, Rhodri Cusack⁴

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P3-B-24 Early development of adaptive functioning in high-risk siblings and low-risk controls: A latent class growth curve analysis

Giorgia Bussu (Presenter)¹, Emily Jones², Mark H Johnson², Jan Buitelaar¹

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P3-B-25 Neuronal correlates of self-recognition in 18-month-olds

Chiara Bulgarelli (Presenter)¹, Carina de Klerk¹, Antonia Hamilton², Victoria Southgate (Presenter)³

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P3-B-26 Investigation of the peak frequency and topographic specificity of the EEG Mu rhythm at 6 and 12 months

Lauren Bryant (Presenter)¹, Sadie Moncayo¹, Sonia Limaye¹, Kimberly Cuevas (Presenter)¹

¹University of Connecticut

P3-B-27 BabyRhythm an early neural window into infant's language skills

Perrine Brusini (Presenter)¹, Adam Attaheri¹, Sheila Flanagan¹, Natasha Mead (Presenter)¹, Samuel Gibbon (Presenter)¹, Panagiotis Boutris (Presenter)¹, Usha Goswami (Presenter)¹

¹University of Cambridge

P3-B-28 Infant fronto-parietal EEG coherence predicts preschool executive function

Alleyne Broomell (Presenter)¹, Martha Ann Bell¹

¹Virginia Tech

P3-B-29 Mother-child cortisol attunement: Moderation by income, parenting, anxiety, and education

Stephen Braren (Presenter)¹, Annie Brandes-Aitken (Presenter)¹, Clancy Blair (Presenter)¹

¹New York University

P3-B-30 Negative affect is related to differential neural responses to social stimuli in infants

Anne van der Kant (Presenter)¹, Szilvia Biro², Claartje Levelt², Stephan Huijbregts²

¹University of Potsdam, ²Leiden University

P3-B-31 Comparing functional activation and connectivity between infants with and without risk for autism

Anjana Bhat (Presenter)¹, Nicole Macdonald², Jeffrey Eilbott³, Kevin Pelphrey¹

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P3-B-32 Frontoparietal connectivity at 5 and 10 months

Martha Ann Bell (Presenter)¹, Martha Ann Bell¹, Leslie Patton (Presenter)¹

¹Virginia Tech

P3-B-33 What is the most important predictor of infant self-regulation in high-risk dyads? a dominance analysis

Randi Bates (Presenter)¹, Pamela Salsberry¹, Jaclyn Dynia¹, Kelly Purtell¹, Laura Justice (Presenter)¹

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P3-B-34 Longitudinal examination of infant cortisol reactivity and attachment security at three, seven, and fourteen months postpartum

Lauren Bader (Presenter)¹, Paige Safyer¹, Maha Elhassan², Niko Kaciroti¹, Delia Vazquez¹, Brenda Volling¹

¹University of Michigan, ²Wayne State University

P3-B-35 Is left inferior frontal cortex recruitment during infants' audiovisual processing language-specific?

Nicole Altvater-Mackensen (Presenter)¹, Manuela Missana², Tobias Grossmann³

¹University of Mainz, ²Leipzig University, ³University of Virginia

P3-B-36 Early life stress, maternal depression, and neonatal neural connectivity

Cassandra Hendrix (Presenter)¹, Frederik Kamps¹, Katrina Johnson², Erica Smearman¹, Patricia Brennan¹

¹Emory University, ²KCI Consulting

P3-B-37 Affective responsivity to tactile stimuli impacts brain response to affective touch during infancy

Helga Miguel (Presenter)¹, Oscar Goncalves², Adriana Sampaio (Presenter)²

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P3-B-38 Maternal pre-pregnancy body mass index is associated with fetal and toddler neurobehavior and neonatal brain connectivity

Catherine Monk¹, Dustin Scheinost², Bradley Peterson³

¹Columbia University Medical Center, ²Yale School of Medicine, ³Children's Hospital Los Angeles

C: Perception

P3-C-39 Visual temporal integration windows are longer in 2-year-old toddlers with ASD

Julie Freschl (Presenter)¹, David Melcher², Alice Carter¹, Zsuzsa Kaldy¹, Erik Blaser (Presenter)¹

¹University of Massachusetts Boston, ²University of Trento

P3-C-40 Spatially and height-pitch congruent sounds support young infants' perception of object persistence across occlusion

Diana Tham (Presenter)¹, Alison Rees (Presenter)¹, J. Gavin Bremner (Presenter)¹, Alan Slater², Scott Johnson³

¹Lancaster University, ²University of Exeter, ³University of California, Los Angeles

P3-C-41 Sequence processing at birth: Electrophysiological activity while listening to structured and random sequences of syllables

Ana Flo (Presenter)¹, Ghislaine Dehaene-Lambertz¹

¹NeuroSpin

P3-C-42 Detection of illusory contours: Eye-tracking data provides insight into young children's visual development.

Nicholas Duggan (Presenter)¹, Emily Blakley (Presenter)¹, Erika Yamazaki¹, Gloria Song¹, Sarah Olsen¹, Alecia Moser¹, Peter Gerhardstein¹

¹Binghamton University

P3-C-43 Watch and Listen - A cross-cultural study of audio-visual-matching behavior in German and Swedish talking faces in early infancy

Katharina Dorn (Presenter)¹, Terje Falck-Ytter², Élodie Cauvet³, Sabine Weinert¹

¹Otto Friedrich University of Bamberg, ²Uppsala University, ³Karolinska Institute

P3-C-44 Development of category formation of face gender of other-race faces in 3-and 9-month-old infants

Fabrice Damon (Presenter)¹, Paul Quinn², Kang Lee³, Olivier Pascalis⁴

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P3-C-45 The development of infants' expectations for event timing

Kyle Comishen¹, Scott Adler¹

¹York University

P3-C-46 Discrimination of novel objects in infants and adults

Laura Colosimo (Presenter)¹, John Spencer¹, Larissa Samuelson¹

¹University of East Anglia

P3-C-47 Infant characteristics predict data usability

Shelby Prows (Presenter)¹, Kirsty Kulhanek (Presenter)¹, Jennifer Rennels (Presenter)¹

¹University of Nevada, Las Vegas

P3-C-48 Development of Korean infants' fricative perception: Comparison across different vowel contexts

Minha Shin (Presenter)¹, Reiko Mazuka², Youngon Choi (Presenter)¹

¹Chung-Ang University, ²RIKEN Brain Science Institute

P3-C-49 Two-year-olds' expressive vocabulary and their mouth preference at 6 months of age: Effects of modality and familiarity

Kate Shepard (Presenter)¹, Melanie Spence¹

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P3-C-50 Using multiple cues in phoneme learning

Mihye Choi (Presenter)¹, Mohinish Shukla²

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P3-C-51 Top-down information boosts infants' face perception

Hila Ghersin (Presenter)¹, Naiqi Xiao (Presenter)¹, Natasha Dombrowski¹, Alexandra Boldin¹, Lauren Emberson¹

¹Princeton University

P3-C-52 Exploring the development of race categorization in preschoolers and adults with a morphing face card sorting task

Sarina Hui-Lin Chien (Presenter)¹, Shu-Fei Yang¹, En-Yun Shiung (Presenter)¹

¹China Medical University, Taiwan

P3-C-53 Phonetic discrimination in noise: Infants' use of temporal acoustic information

Laurianne Cabrera (Presenter)¹, Lynne Werner²

¹Université Paris Descartes, ²University of Washington

P3-C-55 "Greater" makes order visible. Representation of increasing and decreasing magnitude at birth

Viola Macchi Cassia (Presenter)¹, Joana Marchis¹, Hermann Bulf¹, Paolo Tagliabue (Presenter)²

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P3-C-56 Neural sensitivity to natural texture statistics in infancy

Alyso Saville (Presenter)¹, Jamie Schmidt (Presenter)¹

¹North Dakota State University

P3-C-57 Medial axis structure supports object recognition in infancy

Vladislav Ayzenberg (Presenter)¹, Stella Lourenco¹

¹Emory University

P3-C-58 What is the role of mothers' infants' and toddlers' smart devices consumption: Maternal factors as moderators

Yea-Ji Hong (Presenter)¹, Kangyi Lee¹

¹Seoul National University

D: Communication and Language

P3-D-59 Comparing bilingual and monolingual toddlers' sensitivity to coarticulation during spoken word recognition

Félix Desmeules-Trudel¹, Tania Zamuner (Presenter)¹

¹University of Ottawa

P3-D-60 A pediatrician based intervention to promote language development

Rory DePaolis (Presenter)¹, Charlette McQuilkin (Presenter)², Brenda Seal (Presenter)³, Susan Ingram (Presenter)¹

¹James Madison University, ²Rockingham County Virginia School Board, ³Gallaudet University

P3-D-61 Assessment of individual phoneme discrimination performance in dutch infants using the hybrid visual fixation paradigm

Maartje de Klerk (Presenter)¹, Duco Veen¹, Elise de Bree², Frank Wijnen¹

¹Utrecht University, ²University of Amsterdam

P3-D-62 A comparison of lexical-semantic processing in monolingual and bilingual toddlers

Stephanie De Anda (Presenter)¹, Margaret Friend²

¹University of Oregon, ²San Diego State University

P3-D-63 Predicting communication risk before 12 months with ISCBS: Outcomes for autism, language, physical/sensory disabilities

Cynthia Cress (Presenter)¹, Janice Swanson¹, Teresa Parrill¹, Amy Olson²

¹University of Nebraska-Lincoln, ²Duquesne University

P3-D-64 How infants perceive human movement

Haerin Chung (Presenter)¹, Miriam Novack², Elizabeth Wakefield³, Susan Goldin-Meadow¹, Amanda Woodward¹

¹University of Chicago, ²Northwestern University, ³Loyola University Chicago

P3-D-65 Early gesture development and its correlation with language comprehension and production in Mandarin-speaking infants

I-Ting Chiu (Presenter)¹, Huei-Mei Liu¹

¹National Taiwan Normal University

P3-D-66 Exploring statistical learning in an iambic language

Sara Parvanezadeh Esfahani (Presenter)¹, Jessica Hay¹

¹University of Tennessee

P3-D-67 French-learning 20-month-olds learn Cantonese (pseudo) words in an object manipulation task

Hui Chen (Presenter)¹, Dahliane Labertonière¹, Thierry Nazzi¹
¹CNRS - Université Paris Descartes

P3-D-68 Let me tell you a story: The effect of accent pre-exposure on 13- to 15-month-olds' word recognition

Victoria Chappel (Presenter)¹, Catherine Best², Karen Mulak (Presenter)²
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P3-D-69 Discourse structure and multimodal grounding of speech acts in maternal speech to 12-month-old infants

Lucas Chang (Presenter)¹, Gedeon Deák (Presenter)¹
¹University of California, San Diego

P3-D-70 A longitudinal study of early vocabulary development in children with Williams Syndrome

Cláudia Cardoso-Martins (Presenter)¹, Angela Becerra², Carolyn Mervis²
¹Universidade Federal de Minas Gerais, ²University of Louisville

P3-D-71 Audiovisual speech influences lexical retrieval for correctly pronounced and mispronounced words

Ryan Cannistraci (Presenter)¹, Jessica Hay (Presenter)²
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P3-D-72 Thirteen-month-olds' comprehension of multiple labels for the same object

Jennifer Campbell (Presenter)¹, D. Geoffrey Hall¹
¹University of British Columbia

P3-D-73 Learning the little things: How referential salience impacts 2.5-year-olds' cross-situational verb-learning

John Bunce (Presenter)¹, Rose Scott²
¹University of Manitoba, ²University of California, Merced

P3-D-74 The influences of infant-directed reading and singing on word learning

Reena Jasani (Presenter)¹, Charlotte Moore (Presenter)¹, Erika Bergelson¹
¹Duke University

P3-D-75 Does multi-accent exposure in infancy slow vocabulary growth?

Mauricia Silva (Presenter)¹, Helen Buckler², Elizabeth Johnson¹
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P3-D-76 The origins of the consonant bias in word recognition: The case of Spanish-learning infants

Camillia Bouchon (Presenter)¹, Juan Manuel Toro²
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P3-D-77 Word-form familiarity aids infants' word segmentation

Melanie Schreiner (Presenter)¹, Nicole Altvater-Mackensen², Nivedita Mani¹
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P3-D-78 Can visual cues facilitate word segmentation in young infants below 6 months of age?

Maria Teixido¹, Laura Bosch (Presenter)¹
¹University of Barcelona

P3-D-79 Segmentation of vowel-initial words from continuous speech in infancy

Natalie Boll-Avetisyan (Presenter)¹, Tom Fritzsche (Presenter)¹
¹University of Potsdam

P3-D-80 Detection of a language switch from a talking face: Evidence from monolingual and bilingual infants.

Joan Birules (Presenter)¹, Ferran Pons¹, Laura Bosch¹
¹University of Barcelona

P3-D-81 Recognising familiar words in two accents at 14 months enhances recognition of different words by the same talkers at 19 months

Christine Kitamura¹, Gerry Docherty², Bronwen Evans³
¹Western Sydney University, ²Griffith University, ³University College London

P3-D-82 Language processing efficiency at 2 years links to executive function and language skills at 4 years in Spanish-speaking children

Vanessa Bermudez (Presenter)¹, Virginia Marchman¹, Anne Fernald¹
¹Stanford University

P3-D-83 Word learning in the wild and the impact of talker variability in daily life

Christina Bergmann (Presenter)¹, Sho Tsuji (Presenter)²
¹Max Planck Institute for Psycholinguistics, ²Ecole Normale Supérieure

P3-D-84 Does prematurity differently affect early lexical perception and production abilities?

Elena Berdasco-Muñoz (Presenter)¹, Thierry Nazzi (Presenter)²
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P3-D-86 Using infant-directed speech to convey meaning: Prosodic correlates to visual properties of objects

Anna Barnett¹, Gavin Bremner¹, Peter Walker¹
¹Lancaster University

P3-D-87 Early social preferences for native-language speakers: Influence of unfamiliar foreign and regional accents in 6-month-old infants

Stéphanie Barbu (Presenter)¹, Amandine Beylard¹, Nicolas Doillon¹, Bahia Guellai², Philippe Boula de Mareüil³, Alban Lemasson¹, Virginie Durier¹
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P3-D-88 The 'landscape of talk' in home language environments of Spanish-speaking families with young children

Janet Bang (Presenter)¹, Monica Munevar¹, J. Douglas Mastin¹, Virginia Marchman¹, Anne Fernald¹
¹Stanford University

P3-D-89 First impressions matter: Infants' visual attention to bilingual speakers depends on the language they hear first

Natsuki Atagi (Presenter)¹, Tawny Tsang², Scott Johnson²
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P3-D-90 Phonological features in the developing mental lexicon: Eye-tracking evidence from 18-month-olds

Nadja Althaus (Presenter)¹, Aditi Lahiri², Kim Plunkett²
¹University of East Anglia, ²University of Oxford

P3-D-91 On the way to talk about motion events: A longitudinal study

Asli Aktan-Erciyes (Presenter)¹, Berna Uzundag¹, Tilbe Gökşun¹
¹Koç University

P3-D-92 The development of response to social directives in infants later diagnosed with ASD

Christina Toval (Presenter)¹, Kelsey West¹, Jessie Northup¹, Emily Roemer¹, Jana Iverson (Presenter)¹
¹University of Pittsburgh

P3-D-93 Naming enhances subsequent learning: Semi-supervised learning in infancy

Sandy LaTourrette (Presenter)¹, Sandra Waxman¹

¹Northwestern University

P3-D-94 Language, personal pronouns, and social understanding from two to three: A longitudinal study in children acquiring Czech

Anna Chromá (Presenter)¹, Filip Smolík (Presenter)²

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P3-D-95 Variation in home language input is linked to predictive language processing

Tracy Reuter (Presenter)¹, Casey Lew-Williams (Presenter)¹

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P3-D-96 Setting boundaries: Prepositions but not verbs heighten infants' perception of ground-path distinctions in dynamic events

Hannah Puttre (Presenter)¹, Haruka Konishi², Natalie Brezack³, Sam Katz¹, Kathy Hirsh-Pasek⁴, Roberta Michnick Golinkoff¹

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P3-D-97 Multi-modal coordination of vocal and gaze behavior in mother-infant dyads across the first year of life

Jessie Northrup (Presenter)¹, Jana Iverson¹

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P3-D-99 Mother's with postnatal depression are less affective and talk less to pre-linguistic infants

Christa Lam-Cassettari¹, Jane Kohlhoff²

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P3-D-100 Hearing parents adjust auditory, visual and tactile cues as a function of child hearing status

Allison Gabouer (Presenter)¹, John Oghalai², Heather Bortfeld¹

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P3-D-101 Maternal touch and speech during face-to-face interactions with 3-month-old infants

Callin Annabel¹, Devouche Emmanuel², Guellai Bahia¹, Gratier Maya¹

¹University of Paris-Nanterre, ²University of Paris-Descartes

P3-D-102 Parenting styles and language: An exploration of goodness of fit for risky temperament profiles

Lauren Driggers-Jones (Presenter)¹, Chelsea Robertson (Presenter)¹, Wallace Dixon, Jr.¹

¹East Tennessee State University

P3-D-103 A cross-linguistic comparison of word teaching strategies between Korean- and English-speaking mothers

Eonsuk Ko¹, Jihyo Kim¹

¹Chosun University

P3-D-104 Sixteen-month-olds understand the link between words and mental representations of their referents without contextual support

Elena Luchkina (Presenter)¹, David Sobel¹, James Morgan¹

¹Brown University

P3-D-105 From notes to words: Information transfer between music and speech in infant learning

Allison Hare (Presenter)¹, Jenny Saffran¹

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P3-D-106 Building more than communication: Longitudinal relations between reciprocal interactions, language and executive function

Staci Weiss (Presenter)¹, Lillian Masek (Presenter)¹, Kathy Hirsh-Pasek¹, Roberta Golinkoff²

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P3-D-107 Selective attention to the mouth of a talking face in Japanese-learning infants and toddlers

Satoko Hisanaga¹, Ryoko Mugitani (Presenter)², Kaoru Sekiyama³

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P3-D-108 Distractibility during play predicts 17-month-olds' familiar word recognition in noise

Karen Mulak (Presenter)¹, Lucy Erickson², Emily Shroads³, Monita Chatterjee⁴, Janet Frick⁵, Rochelle Newman³

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P3-D-109 Distributional phonetic learning alters neural responses in 5 month olds

Rebecca Reh (Presenter)¹, Maegan Mitchell¹, Takao Hensch², Janet Werker¹

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P3-D-110 Introducing BITTSy: Behavioral Infant & Toddler Testing System

Emily Shroads (Presenter)¹, Kristine Onishi², Elizabeth Johnson³, Ruth Tincoff⁴, Rochelle Newman¹

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P3-D-111 Syntactic development delay in Mandarin-speaking late talkers

Chun-Yi Lin (Presenter)¹, Huei-Mei Liu¹

¹National Taiwan Normal University

P3-D-112 Inclusion for preschoolers with autism: New insights using LENA in urban classrooms

Emily Ferguson (Presenter)¹, Allison Nahmias², Samantha Crabbe³, Robert Schultz³, David Mandell³, Julia Parish-Morris (Presenter)¹

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P3-D-113 Early walker or early talker? The effects of infant locomotor status on infant language acquisition

Hope Hodgson-King¹, Katrina Martindale¹, Nayeli Gonzalez-Gomez (Presenter)¹

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P3-D-114 Infants' expectations about infant-directed and adult-directed communications

Gaye Soley (Presenter)¹, Nuria Sebastian Galles²

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P3-D-115 A meta-analysis of mispronunciation sensitivity in infancy

Katie Von Holzen¹, Christina Bergmann²

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P3-D-117 Touch facilitates object categorization

Girija Kadlaskar (Presenter)¹, Amanda Seidl¹, Sandra Waxman²

¹Purdue University, ²Northwestern University

E: Attention, Memory, and Learning

P3-E-116 Behavior problems of toddlers born preterm differentiated by bronchopulmonary dysplasia

Cláudia Gaspardo (Presenter)¹, Marília Branco¹, Ana Claudia Castro¹, Maria Beatriz Linhares (Presenter)¹

¹University of São Paulo

P3-E-118 Differences in mothers' and fathers' attention-recruiting strategies during shared book-reading

Jill Gandhi (Presenter)¹, Clancy Blair¹

¹New York University

P3-E-119 Individual differences in the quality of night sleep influence infants' preparedness for learning the following day

Melissa Horger (Presenter)¹, Dana Friedman (Presenter)², Anat Scher (Presenter)³, Sarah Berger (Presenter)²

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P3-E-120 Contributions of look duration to novelty preferences throughout the first year

Donna Fisher-Thompson (Presenter)¹

¹Niagara University

P3-E-121 A new approach for assessing infant visual short-term memory

Bret Eschman (Presenter)¹, Shannon Ross-Sheehy (Presenter)¹

¹University of Tennessee

P3-E-122 Early neurodevelopment of infant attention

Kristin Dowe (Presenter)¹, Elizabeth Planalp¹, Douglas Dean¹, Richard Davidson¹, Andrew Alexander¹, H. Hill Goldsmith¹

¹University of Wisconsin-Madison

P3-E-123 The relationship between feature and spatial visual attention tasks

Michaela DeBolt (Presenter)¹, George Myring¹, Shannon Ross-Sheehy², Lisa Oakes³

¹University of California, ²University of Tennessee, ³University of California, Davis

P3-E-124 Effect of multimodal attention-getter pace on infant attention and heart rate

Lori Curtindale (Presenter)¹, Brittany Goss¹, Hannah Wilson¹, Caroline Mulhare¹, Jared Nicholson¹, Demi Robinson¹, Kelli Long¹

¹East Carolina University

P3-E-125 Pupillometry uncovers the role of focused attention in visual working memory

Chen Cheng (Presenter)¹, Zsuzsa Kaldy¹, Erik Blaser¹

¹University of Massachusetts Boston

P3-E-126 The effect of parental linguistic input on toddlers' visual attention: A comparison between toddlers with and without hearing loss

Chi-hsin Chen (Presenter)¹, Irina Castellanos¹, Chen Yu², Derek Houston³

¹The Ohio State University, ²Indiana University, ³Ohio State University

P3-E-127 Infants' learning of non-adjacent regularities from visual sequences

Roberta Bettoni¹, Hermann Bulf (Presenter)¹, Shannon Brady², Scott Johnson²

¹University of Milano-Bicocca, ²University of California, Los Angeles

P3-E-128 Fast mapping in 16-month-old infants: Now you see it, now you don't

Viridiana Benitez (Presenter)¹, Linda Smith¹

¹Indiana University

P3-E-129 Infant and mother's attention during joint exploration of a puzzle

Katherine Pomaranski (Presenter)¹, Anna Herbolzheimer (Presenter)¹, Nicole Carver², Ann Ellis², Lisa Oakes¹

¹University of California, Davis, ²Grinnell College

P3-E-130 The effect of attend-to me signals on young infants' visual short-term memory for object identity

Aaron Beckner (Presenter)¹, Lisa Cantrell², Marisa Martinez¹, Lisa Oakes¹

¹University of California, Davis, ²California State University, Sacramento

P3-E-131 When one exemplar behaves like many

Erin Anderson (Presenter)¹, Susan Hespos¹, Dedre Gentner¹

¹Northwestern University

P3-E-132 Joint attention between infants and parents predicts executive functioning and academic readiness in low-income communities

Annie Aitken (Presenter)¹, Stephen Braren¹, Clancy Blair¹

¹New York University

P3-E-240 Television program comprehensibility and distractibility in 24-month children

John Richards (Presenter)¹, Michael Stevens¹

¹University of South Carolina

F: Cognitive Development

P3-F-133 Surprise induces persistent multi-object hypothesis testing in infants

Jasmin Perez¹, Lisa Feigenson¹

¹Johns Hopkins University

P3-F-134 Twelve-month-olds individuate agents on the basis of their social relations

Barbara Pomiechowska (Presenter)¹, Denis Tatone (Presenter)¹, Gergely Csibra¹

¹Central European University, Közép-európai Egyetem

P3-F-135 Method of hiding affects search errors in 20- to 22-month-olds

William Fabricius (Presenter)¹, Rachel Keen (Presenter)²

¹Arizona State University, ²University of Virginia

P3-F-136 Investigating the symmetry in an acquired association in pre-verbal infants

Milad Ekramnia (Presenter)¹, Ghislaine Dehaene¹

¹NeuroSpin

P3-F-137 How do infants identify novel moral individuals? Self-propulsion or agency alone is not a sufficient cue

Francisca Ting (Presenter)¹, Renée Baillargeon (Presenter)²

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

P3-F-138 Causal perception of michottian launching events by toddlers with Williams Syndrome?

Kate Dixon (Presenter)¹, Nicholas Holt², Nonah Olesen¹, Carolyn Mervis¹, Cara Cashon¹

¹University of Louisville, ²Bellarmine University

P3-F-139 A new measure of causal inference in young infants using the blinket detector task

Phuong (Phoebe) Dinh¹, David Rakison¹

¹Carnegie Mellon University

P3-F-140 Cognitive and social-emotional development in early childhood: A comparison of center-based care versus home-visiting

Aphrodite Dikeakos (Presenter)¹, Karen McFadden (Presenter)¹, Carmen Ayala²
¹Brooklyn College, City University of New York, ²CDI Head Start

P3-F-141 Prediction in infants and adults: A pupillometry study

Felicia Zhang (Presenter)¹, Sagi Jaffe-Dax¹, Robert Wilson², Lauren Emberson¹
¹Princeton University, ²University of Arizona

P3-F-142 Labels in infants' object categorization: Facilitative, or merely non-disruptive?

Kin Chung Jacky Chan (Presenter)¹, Gert Westermann¹
¹Lancaster University

P3-F-143 Facilitative language techniques and neurocognitive development in preschool children with and without prelingual hearing loss

Irina Castellanos (Presenter)¹, William Kronenberger², Doroteja Rubez¹, Maria Zulliger¹
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P3-F-144 Young infants detect qualitative, but not quantitative, fairness violations

Melody Buyukozor Dawkins¹, Renée Baillargeon²
¹University of Illinois at Urbana-Champaign, ²University of Illinois

P3-F-145 Is there developmental continuity in false belief understanding? a longitudinal study

Kimberly Burnside (Presenter)¹, Naomi Azar¹, Diane Poulin-Dubois¹
¹Concordia University

P3-F-146 Spatiotemporal and conceptual object individuation are not integrated in 10-month-old infants

Gabor Brody (Presenter)¹, Gergely Csibra¹
¹Central European University, Közép-európai Egyetem

P3-F-147 What's play got to do with it?: Associations between early play experiences and STEM achievement

Corinne Bower (Presenter)¹, Laura Zimmermann², Brian Verdine², Nicole Fletcher³, Tamara Spiewak Toub¹, Lindsey Foster², Siffat Islam¹, Maya Marzouk⁴, Jelani Medford¹, Roberta Michnick Golinkoff², Kathy Hirsh-Pasek¹
¹Temple University, ²University of Delaware, ³University of Pennsylvania, ⁴Yeshiva University

P3-F-148 Developmental origins of future thought: Episodic future thinking in two-year-olds

Tashauna Blankenship (Presenter)¹, Melissa Kibbe¹
¹Boston University

P3-F-149 Learning about the motion properties of animates and inanimates

David Rakison¹
¹Carnegie Mellon University

P3-F-150 Six-month-olds' working memory for the objects of agent's goals

Jessica Beal (Presenter)¹, Melissa Kibbe¹
¹Boston University

P3-F-151 How do infants encode unexpected events? Steady state evoked potentials in 9-month-olds may tell.

Moritz Köster¹, Miriam Langeloh (Presenter)², Stefanie Hoeh³
¹Freie Universität Berlin & Max Planck Institute for Human Cognitive and Brain Sciences, ²Max Planck Institute for Human Cognitive and Brain Sciences & Heidelberg University, ³Max Planck Institute for Human Cognitive and Brain Sciences & University of Vienna

P3-F-152 Pedagogical cues and action complexity affect transmission of information in two-year-old children

Marina Bazhydai (Presenter)¹, Priya Silverstein (Presenter)¹, Gert Westermann¹, Eugenio Parise¹
¹Lancaster University

P3-F-153 Maternal depression and mother-infant interactions in Mexican origin families

Cynthia Alvarado-Martinez (Presenter)¹, Charlotte Ellberg¹, Andrea Buhler¹, Leah Hibel¹
¹University of California, Davis

P3-F-154 The postpartum insertion effect of the etonogestrel-releasing contraceptive implant on development of infants at age 12-15 months

Juliana Rodrigues (Presenter)¹
¹University of São Paulo

P3-F-155 Shared language cue in modulating imitative behaviors of young children

Nazli Altinok (Presenter)¹, Mikolaj Hernik¹, Ildiko Kiraly², Gyorgy Gergely¹
¹Cognitive Development Center, Central European University, ²Central European University, Közép-európai Egyetem

P3-F-156 Poor early childhood development associated with poor sleep habits in a sample of Mexican children 24-36 months of age

R. Argelia Vázquez-Salas (Presenter)¹, Betania Allen-Leigh¹, Filipa De Castro¹
¹National Institute of Public Health of Mexico

P3-F-157 Tactile social cognition: 9-month-olds' cardiac response to touch depends on their relationship with the person touching them

Marie Aguirre (Presenter)¹, Auriane Couderc¹, Justine Epinat-Duclos¹, Olivier Mascaro¹
¹CNRS - Université Paris Descartes

P3-F-158 Action effects and their influence on 7.5- and 11.5-month-olds' goal anticipations while observing manual grasping actions

Maurits Adam (Presenter)¹, Birgit Elsner¹
¹University of Potsdam

P3-F-159 Elimination of alternatives in 12-month-olds

Erno Téglás (Presenter)¹
¹Central European University, Közép-európai Egyetem

P3-F-160 Non-nutritive sucking response to temporal stimuli and its relationship with temperament

Ana Ornelas¹, Valeria Miramontes¹, Rosa Rubí (Presenter)¹, Alberto Falcón (Presenter)¹
¹Universidad Autonoma del Estado De Morelos

P3-F-161 Infants can use several types of categorical information to bind objects to their locations

Yi Lin (Presenter)¹, Maayan Stavans², Renée Baillargeon³
¹University of Illinois at Urbana-Champaign, ²Bar-Ilan University, ³University of Illinois

P3-F-162 Phonological and semantic narrowing: Analogies or more in language acquisition?

Natalie Brezack¹, Roberta Golinkoff², Jinwoo Jo², Sam Katz², Haruka Konishi (Presenter)³
¹University of Chicago, ²University of Delaware, ³Michigan State University

P3-F-163 Individual features facilitate stimulus processing in a proto-arithmetic task in newborn domestic chicks

Lucia Regolin (Presenter)¹, Maria Loconsole¹, Rosa Rugani¹
¹University of Padova

P3-F-164 Relations between parents' expressed emotions and child's executive functions gathered from five-minute speech samples

Marina Blum (Presenter)¹, Andrew Ribner¹, Lara Kyriakou¹, Clancy Blair¹
¹New York University

P3-F-165 Cognitive flexibility differences between monolingual and bilingual children

Joscelin Rocha-Hidalgo (Presenter)¹, Sylvia Rusnak¹, Olivia Blanchfield¹, Mackenzie Odier¹, Rachel Barr¹
¹Georgetown University

G: Social Development

P3-G-166 17-Month-olds do not revoke trust from unreliable informants providing verbal testimony

Allison Fitch (Presenter)¹, Patricia Ganea², Paul Harris³, Zsuzsa Kaldy⁴
¹Boston University, ²University of Toronto, ³Harvard University, ⁴University of Massachusetts Boston

P3-G-167 Proactive and reactive cosleeping arrangements in early infancy and maternal well-being

Heidi Fanton (Presenter)¹, Brian Crosby¹, Douglas Teti¹
¹Pennsylvania State University

P3-G-168 Investigating the stability of infancy measures: Early sharing behavior uniquely predicts later preferences for fair individuals

Elizabeth Enright (Presenter)¹, Jessica Sommerville (Presenter)¹
¹University of Washington

P3-G-169 Infants' preference for similar other's group

Roni Davidai (Presenter)¹, Adi Fogiel¹, Kiley Hamlin², Gil Diesendruck (Presenter)¹
¹Bar-Ilan University, ²University of British Columbia

P3-G-170 Discrimination of facial expressions in 5-month-old infants: An fNIRS study

Renata Di Lorenzo (Presenter)¹, Anna Blasi², Caroline Junge¹, Carlijn van den Boomen¹, Rianne van Rooijen¹, Chantal Kemner¹
¹Utrecht University, ²Birkbeck, University of London

P3-G-171 Parenting stress moderates the impact of treatment on maternal behavior: A report on a randomized control study

Jessica DeNero (Presenter)¹, Howard Steele¹, Miriam Steele¹, Anne Murphy², Karen Bonuck², Paul Meissner²
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P3-G-172 Infants' empathic behavior & attachment predicts prosocial outcomes at 5 years

Courtney Daum¹, Tonya Hansberry¹, Jeffrey Measelle¹, Jennifer Ablow¹
¹University of Oregon

P3-G-173 Maternal perceived control, maternal RSA suppression and sensitive parenting

Chenchen Dai (Presenter)¹, Susan Woodhouse (Presenter)¹
¹Lehigh University

P3-G-174 How do infants begin to help others in everyday life?

Audun Dahl (Presenter)¹, Gabriella Freda (Presenter)¹, Caitlyn Grubb (Presenter)¹
¹University of California, Santa Cruz

P3-G-175 Reenactment revisited: Time series analysis of eye movements

Pieter de Bordes¹, Fred Hasselman², Ralf Cox (Presenter)¹
¹University of Groningen, ²Radboud University

P3-G-176 Prosocial behaviors of 10-month-old infants with social evaluations as predictors

Janna Colaizzi (Presenter)¹, David Thomas¹
¹Oklahoma State University

P3-G-177 Smiling in newborns: A longitudinal study from birth to 4 months

Torrey Cohenour¹, Scott Gillespie¹, Warren Jones¹, Sarah Shultz¹
¹Emory University

P3-G-178 Understanding of various similarity cues which lead to social preference

You-jung Choi (Presenter)¹, Karen Wynn²
¹Harvard University, ²Yale University

P3-G-179 Kids and conflict: A transactional model of children's behavior problems, family conflict, and parenting stress over three years

Kathryn Cherry (Presenter)¹, Emily Gerstein¹
¹University of Missouri, St. Louis

P3-G-180 Chinese mothers' sibling status and their children's sibling relationships: The moderating role of supportive coparenting

Bin-Bin Chen (Presenter)¹
¹Fudan University

P3-G-181 Associations between maternal attachment representations, emotional regulation and responses to toddlers' expression of emotion

Casey Campbell¹, Holly Brophy-Herb¹, Danielle Merckling¹, Neda Senehi¹, Hailey Choi¹, Jessica Williams¹
¹Michigan State University

P3-G-182 Relations between community stress and emotional processing in infants

Jessica Burris (Presenter)¹, Denise Oleas¹, Zachary Walden¹, Emily Kim¹, Kristin Buss², Koraly Pérez-Edgar², Vanessa LoBue¹
¹Rutgers University, ²Pennsylvania State University

P3-G-183 Don't hurt the bunny: Toddlers' selective harm avoidance

Aleksandra Petkova (Presenter)¹, Nicole Aguilar¹, Claire Le Gall¹, Lauren Dundore¹, Ellie Ruhl¹, Alicia Dawdani¹, Celia Brownell¹
¹University of Pittsburgh

P3-G-184 Structure of natural parent teaching related to toddlers' learning

Natalie Brezack (Presenter)¹, Mia Radovanovic¹, Tegan Keigher¹, Abha Basargekar¹, Amanda Woodward¹
¹University of Chicago

P3-G-185 Transitioning premature infants to direct exclusive breastfeeding

Maryann Bozzette (Presenter)¹
¹University of Missouri-St. Louis

P3-G-186 Young infants use physical size over numerical alliances to infer social dominance

Sara Botto (Presenter)¹, Philippe Rochat¹, Stella Lourenco¹
¹Emory University

P3-G-187 Infants' judgments about dominance based on vocal pitch

Seyyed Borgheai (Presenter)¹, Abigail Aveni², Erik Cheries²
¹Infant Cognition Lab/UMass Amherst, ²University of Massachusetts, Amherst

P3-G-188 What is maternal responsiveness? The difference between maternal contingent responsiveness and maternal mirroring

Ann Bigelow¹, Beatrice Beebe (Presenter)², Michelle Power¹, Maria Bulmer¹, Katlyn Gerrior¹

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P3-G-189 The emergence of infant helping in the first year of life

Sarah Bethune (Presenter)¹, Victoria Edwards¹, Melina Longo¹, Stuart Hammond¹

¹University of Ottawa

P3-G-190 Young children pay forward others' kindness: Upstream reciprocity across task domains

Stefen Beeler (Presenter)¹, Amrisha Vaish¹

¹University of Virginia

P3-G-191 Individual differences in oxytocin's influence on infant macaques' attention to threatening facial expressions

Yejin Ahn (Presenter)¹, Annika Paukner², Stefano Kaburu², Pier Ferrari³, Elizabeth Simpson¹

¹University of Miami, ²University of California, Davis, ³Université Claude Bernard

P3-G-192 The patterns of adaptive behaviors in children with high-functioning and low-functioning autism spectrum disorder

Ching-Lin Chu (Presenter)¹, I-Zhen Chen², Chin-Chin Wu²

¹National Pingtung University, ²Kaohsiung Medical University

P3-G-193 Maternal reflective functions, maternal behavior and toddlers' screen time

Avigail Gordon Hacker (Presenter)¹, Noa Gueron-Sela¹

¹Ben-Gurion University

P3-G-194 Parental warmth helps shy toddlers to be bold

Jessica Grady (Presenter)¹

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P3-G-195 Family routine consistency, maternal parenting style, and children's positive responsiveness to maternal autonomy support

Catherine Hamby (Presenter)¹, Frances Lobo¹, Erika Lunkenheimer¹

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P3-G-196 Does maternal autonomy support in infancy matter for child sleep in the preschool years?

Catherine Cimon-Paquet (Presenter)¹, Émilie Tétreault¹, Annie Bernier¹

¹Université de Montréal

P3-G-197 Beyond prosocial: The development of distinct forms of prosocial behavior

Roisin Shannon (Presenter)¹, Peter Reschke¹, Eric Walle¹

¹University of California, Merced

H: Emotional Development

P3-H-198 Perinatal loss as a risk factor for paternal involvement with subsequent infants

Sabrina Faleschini (Presenter)¹, Andréanne Beaupré¹, Laurence Champeau¹, Célia Matte-Gagné¹

¹Université Laval

P3-H-199 Evaluating interrelationships between pregnancy anxiety, maternal prenatal attachment and infant negative emotionality

Nora Erickson (Presenter)¹, Maria Gartstein¹, Eric Desmarais¹, Sydney Iverson²

¹Washington State University, ²University of Arizona

P3-H-200 Infant effects on experimenter behavior

Wallace Dixon, Jr. (Presenter)¹, Lauren Driggers-Jones (Presenter)¹, Chelsea Robertson (Presenter)¹

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P3-H-201 Temperament and the "developmental niche": Contributions of bedtime routine across 14 cultures

Eric Desmarais (Presenter)¹, Elizabeth Youatt¹, Tamara Allard¹, Isabella Rosen¹, Ibrahim Acar², Emine Ahmetoglu³, Sara Casaline⁴, Beatriz Linhares⁵, Felipe Lecannelier⁶, Zhengyan Wang (Presenter)⁷, Soile Tuovinen⁸, Kati Heinonen⁸, Rosario Montiroso⁹, Sae

¹Washington State University, ²University of Nebraska, ³Trakya University in Edirne, ⁴University of Leuven, ⁵University of São Paulo, ⁶Fundación Chilena de Apego, ⁷Capital Normal University, ⁸University of Helsinki, ⁹Scientific Institute IRCCS Eugenio Med

P3-H-202 ABC intervention for high-risk infants: Examining effects on maternal depression in the context of community-based implementation

Allison Dash¹, Melanie Rodriguez¹, Steven Imrisek¹, Kristin Bernard¹

¹Stony Brook University

P3-H-203 Parent emotion regulation difficulty, unsupportive responses, temperament, and attachment behaviors: A moderated mediation model

Danielle Dalimonte-Merckling (Presenter)¹, Holly Brophy-Herb¹, Neda Senehi¹

¹Michigan State University

P3-H-204 The unique and interactive effects of prenatal exposure to maternal emotion dysregulation and acute stress on infant reactivity

Mindy Brown (Presenter)¹, Brendan Ostlund¹, Sarah Terrell¹, Sheila Crowell¹, Elisabeth Conradt¹

¹University of Utah

P3-H-205 Maternal Singing: Arousal consequences for mother and infant

Laura Cirelli (Presenter)¹, Zuzanna Jurewicz¹, Sandra Trehub¹

¹University of Toronto Mississauga

P3-H-207 Sociability moderates associations between shyness and toddlers' inhibitory control

Hailey Hyunjin Choi¹, Alicia Yun Kwon¹, Holly Brophy-Herb¹

¹Michigan State University

P3-H-208 Moderators influencing the association between maternal depression and preschool social inhibition

Anna Zhou (Presenter)¹, Frances Lobo¹, Kristin Buss¹

¹Pennsylvania State University

P3-H-209 Early withdrawn behaviors in toddlers predicts later depressive mood in pre-adolescents

Shou-En Chen¹, Meghan McDoniel (Presenter)¹, Kristin Buss¹

¹Pennsylvania State University

P3-H-210 Early predictors of callousness and unemotional traits: The role of child and parent temperament

Allegra Campagna (Presenter)¹, Eric Desmarais¹, Joshua Underwood¹, Maria Gartstein¹

¹Washington State University

P3-H-211 Infant anxiety and depression at 24- and 36-months: Infant and maternal characteristics and social support

Yvonne Caldera (Presenter)¹, Yang Liu (Presenter)¹, Wonjung Oh (Presenter)¹
¹Texas Tech University

P3-H-212 Unpredictability in parent-child interactions and children's externalizing problems

Kayla Brown (Presenter)¹, Erika Lunkenheimer¹
¹Pennsylvania State University

P3-H-213 Affect presentation and parenting experiences in infancy predict later internalizing behaviors

Marta Benito-Gomez¹, Anne Fletcher¹, Amy McCurdy¹, Roger Mills-Koonce¹
¹University of North Carolina at Greensboro

P3-H-214 Parenting prevention intervention in mothers of pre-term infants

Francine Belotti (Presenter)¹, Marília Souza Branco¹, Camila Regina Lotto¹, Maria Beatriz Linhares¹
¹University of São Paulo

P3-H-215 Longitudinal predictors of parental involvement in early infancy: The role of parent personality and infant anger and fear

Lauren Bailes (Presenter)¹, Diane Lickenbrock (Presenter)²
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P3-H-216 Intra-infant variability in negativity and toddler effortful control

Penina Backer (Presenter)¹, Cynthia Stifter¹
¹Pennsylvania State University

P3-H-217 Associations between maternal physiology and maternal sensitivity vary with infant reactivity across fear and anger contexts

Mairin Augustine (Presenter)¹, Esther Leerkes²
¹University of North Carolina at Chapel Hill, ²The University of North Carolina at Greensboro

P3-H-218 Emotion regulation behaviors in 6- and 12-month-old full-term and VLBW preterm infants: Implications for adaptive self-regulation

Nicole Atkinson (Presenter)¹, Amelie Jean¹, Dale Stack¹
¹Concordia University

P3-H-219 Caregiver interference in relation to infants' vocal expressions: Context and maternal perceptions of infant's temperament matter

Berenice Anaya (Presenter)¹, Kristin Buss¹, Koralý Pérez-Edgar¹
¹Pennsylvania State University

P3-H-220 Maternal sensitivity towards maltreated infants: A look at maternal unresolved attachment state of mind and childhood trauma

Marie-Eve Allaire¹, Aliya Mubarak¹, Valerie Langlois¹, Myriam Gaudreau¹, Chantal Cyr¹
¹Université du Québec à Montréal

P3-H-221 Attachment in infants with Visual Impairment: Applicability and findings of the Strange Situation Paradigm

Andrea Urqueta Alfaro (Presenter)¹, Paul Meinz², Valerie Morash³, Daisy Lei³, Jill Kronberg⁴, Summer Lara⁵, Stephanie Jian⁶, Melissa Moore⁷
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P3-H-222 Infant temperament, and parents' anxiety are related to infant processing of emotional faces

Evin Aktar (Presenter)¹, Mariska Kret², Koralý Pérez-Edgar³
¹University of Leiden, ²Leiden University, ³Pennsylvania State University

P3-H-223 Maternal depressive symptoms and infant sleep: The role of maternal physiological response to infant distress

Noa Gueron-Sela (Presenter)¹, Marie Camerota², Cathi Propper²
¹Ben-Gurion University, ²University of North Carolina at Chapel Hill

P3-H-224 Touching base: Maternal touch during the reunion phase of the still-face paradigm and relationship to concurrent trauma symptoms

Katherine Hagan (Presenter)¹, Jeffrey Measelle¹, Jennifer Ablow¹
¹University of Oregon

P3-H-225 Infants' attentional and emotional reactions to others' emotional faces: The role of parental empathy

Eliana Alice Salvadori (Presenter)¹, Evin Aktar², Heleen Vonk¹, Frans Oort¹, Cristina Colonna¹
¹University of Amsterdam, ²University of Leiden

P3-H-226 Salivary alpha-amylase response to high and low levels of infant crying

Rachel Level¹, Sophie Arnold², Hayley Beach², Ana Isabel Torruella Suárez², Debra Zeifman (Presenter)²
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P3-H-227 Patterns of maternal threat bias moderate the association between household chaos and infant regulation

Kelley Gunther (Presenter)¹, Leigha MacNeill¹, Jessica Burris², Vanessa LoBue², Kristin Buss¹, Koralý Pérez-Edgar (Presenter)¹
¹Pennsylvania State University, ²Rutgers University

P3-H-228 Early signs of maternal and paternal role-reversed caregiving: Relations with toddler emotional regulation

Ashleigh Aviles (Presenter)¹, Nancy Hazen (Presenter)¹
¹The University of Texas at Austin

P3-H-229 Infants' discrimination of bimodal emotion depends on valence

Lawrence Kim (Presenter)¹
¹Virginia Tech

I: Translational Science

P3-I-231 Maternal irregular sleep patterns and parenting quality during infants' first six months

Liu Bai (Presenter)¹, Corey Whitesell², Douglas Teti¹
¹Pennsylvania State University, ²University of Rochester

P3-I-232 Mothers of overweight infants: What, me worry?

John Worobey (Presenter)¹
¹Rutgers University

P3-I-233 Trajectory of fidelity after introducing a new model of intervention

Amanda Flagg¹, Jessica Brennan¹, Caroline Roben¹, Mary Dozier¹
¹Infant Caregiver Project

P3-I-234 Dyadic interactions in children exhibiting the broader autism phenotype: Is BAP distinguishable from typical development?

Ashleigh Kellerman (Presenter)¹, A.J. Schwichtenberg¹, German Posada¹
¹Purdue University

P3-I-235 Single time-point neonatal cytokines fail to predict neurodevelopmental outcomes in preterm infants

Marliese Nist (Presenter)¹, Rita Pickler¹
¹The Ohio State University

P3-I-236 Restricted and repetitive behaviors in infants and toddlers with autism spectrum disorder: Piloting a new instrument

Patricia Towle (Presenter)¹, Jennifer Cross², Kerry Watson³

¹Westchester Institute for Human Development, ²Weill Cornell Medical Center, ³New York Medical College School of Health Science and Practice

P3-I-237 REARING Coding System (RCS): Validation of a competence coding system for Group Attachment Based Intervention (GABI©) Clinicians

Kelsey Armusewicz (Presenter)¹, Jordan Bate², Lorena Lopez¹, Miriam Steele¹, Howard Steele¹, Brooke Allman³, Anne Murphy³

¹The New School for Social Research, ²Lenox Hill Hospital, ³Montefiore Medical Center

P3-I-238 Do interventions at birth interfere with intended breastfeeding duration?

Kristin Tessier (Presenter)¹, Nancy Jones¹

¹Florida Atlantic University

P3-I-239 Early nighttime parental interventions and infant sleep regulation across the first year

Sabrina Voltaire (Presenter)¹, Douglas Teti¹

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Website: www.sr-research.com

Email: greg.perryman@sr-research.com

Tobii Pro

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Tobii Pro provides world-leading eye tracking solutions to academic institutions and commercial companies that want to better understand human behavior. Our solutions consist of hardware, software, training, and support. We also offer eye-tracking-based consumer research studies to customers that do not have the expertise or time to conduct the research themselves.

Website: www.tobii.com

Email: nicole.gilmore@tobii.com

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Programs of the Bezos Family Foundation

The Bezos Family Foundation supports rigorous, inspired learning environments for young people, from birth through high school, to put their education into action. Through investments in research, public awareness and programs, the foundation works to elevate the field of education and improve life outcomes for all children. Our focus includes early learning, strengthening the K-12 public education system and supporting young leaders.

Website: www.bezosfamilyfoundation.org

Facebook: www.facebook.com/BezosFamilyFoundation

Twitter: www.twitter.com/BezosFoundation

Brain Products



Brain Products has dedicated itself to the research and understanding of the human brain and nervous system since 1997. Our focus on positively impacting neuroscience made Brain Products the worldwide leading manufacturer of hard and software solutions for neurophysiological research. Our solutions cover a wide range of fields, including infant and paediatric research among others such as ERP, BCI, EEG/fMRI, EEG/TMS, MoBI (Mobile Brain/Body Imaging), as well as sports, sleep, behavioural sciences and similar disciplines. Infant and child EEG research presents its own unique challenges, which Brain Products addresses with habituation caps, caps designed for increased comfort and usability with sensitive populations, as well as our active electrode technology to significantly reduce preparation time. Since, for us at Brain Products, a solution is only a solution if it covers all the researcher's needs, we also offer a variety of psychophysiological sensors, easily integrated stimulation and analysis software, and much more.

Website: www.brainproducts.com

Twitter: www.twitter.com/Brain_Products

Brain Vision



Brain Vision, LLC offers tailored solutions for noninvasive neurophysiological research in infants to adults. Specializing in EEG/ERP/BCI applications, our equipment can be joined with eye tracking, fMRI, and stimulation devices among other things.

Website: www.brainvision.com

Email: sales@brainvision.com

Jacobs Foundation



The Jacobs Foundation is one of the world's leading charitable foundations dedicated to facilitating innovations for children and youth.

Website: www.jacobsfoundation.org

Facebook: www.facebook.com/JacobsFoundation

Twitter: www.twitter.com/Foundation_JF

LEGO Foundation

The LEGO Foundation

The LEGO Foundation aims to inspire and develop the builders of tomorrow; a mission that it shares with the LEGO Group. The LEGO Foundation is dedicated to building a future where learning through play empowers children to become creative, engaged, lifelong learners. Its work is about re-defining play and re-imagining learning. In collaboration with thought leaders, influencers, educators and parents the LEGO Foundation aims to equip, inspire and activate champions for play.

Website: www.LEGOFoundation.com

Twitter: www.twitter.com/LEGOFoundation

National Institute of Child Health and Human Development (NICHD)



NICHD conducts and supports cutting-edge research to help improve the health of children, adults, families and communities.

Website: www.nichd.nih.gov

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National Science Foundation (NSF)



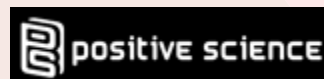
The National Science Foundation (NSF) is an independent US federal agency created by the US Congress in 1950 "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense..." With an annual budget of \$7.5 billion (FY 2017), NSF is the funding source for approximately 24 percent of all federally supported basic research conducted by America's colleges and universities.

Website: www.nsf.gov

Facebook: www.facebook.com/US.NSF

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Positive Science



Positive Science is a research and development company specializing in the design and construction of head mounted eye-tracking systems for mobile and wearable applications. For the last 11 years, PS has sold eye-tracking systems to universities and research labs in the USA and worldwide. The products currently provided by PS include eye-tracking headgear for adult, child, and infant head sizes. In addition, we offer custom eye-tracking headgear development and the development of imaging software around eye-tracking needs. We have supported infant researchers for over a decade!

Website: positivescience.com

Email: positivescience@gmail.com

Twitter: www.twitter.com/positivescience

Wiley

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Publisher of the Infancy Journal and partner with ICIS. Wiley is a global publishing company that specializes in academic publishing. Wiley also produces books, journals, and encyclopedias in print and electronically, as as online products and services, training materials, and educational materials for undergraduate, graduate and continuing education students.

Website: www.wiley.com

William Penn Foundation



The William Penn Foundation, founded in 1945 by Otto and Phoebe Haas, is dedicated to improving the quality of life in the Greater Philadelphia region through efforts that increase educational opportunities for children from low-income families, ensure a sustainable environment, foster creativity that enhances civic life, and advance philanthropy in the Philadelphia region. In partnership with others, the Foundation works to advance opportunity, ensure sustainability, and enable effective solutions. Since inception, the Foundation has made nearly 10,000 grants totaling over \$1.6 billion.

Website: www.williampennfoundation.org/

Email: grants@williampennfoundation.org

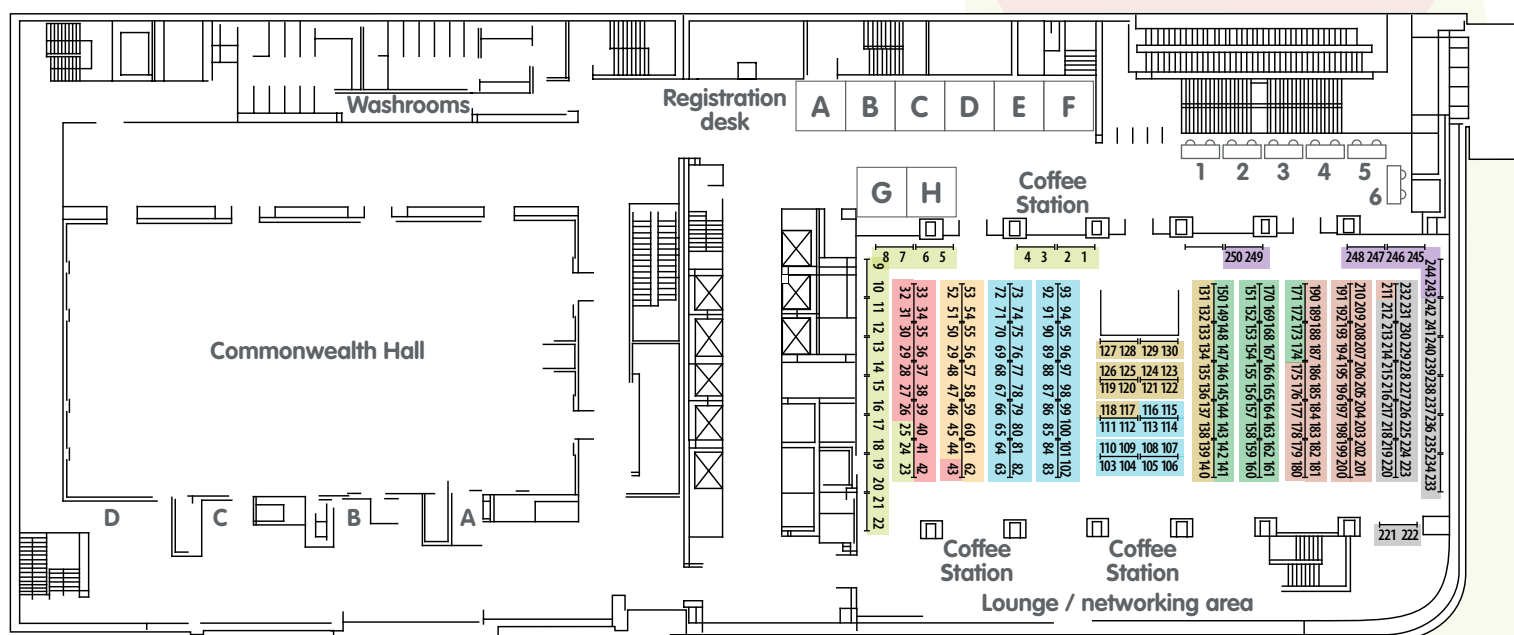
Twitter: www.twitter.com/WilliamPennFdn

Poster room floor plans

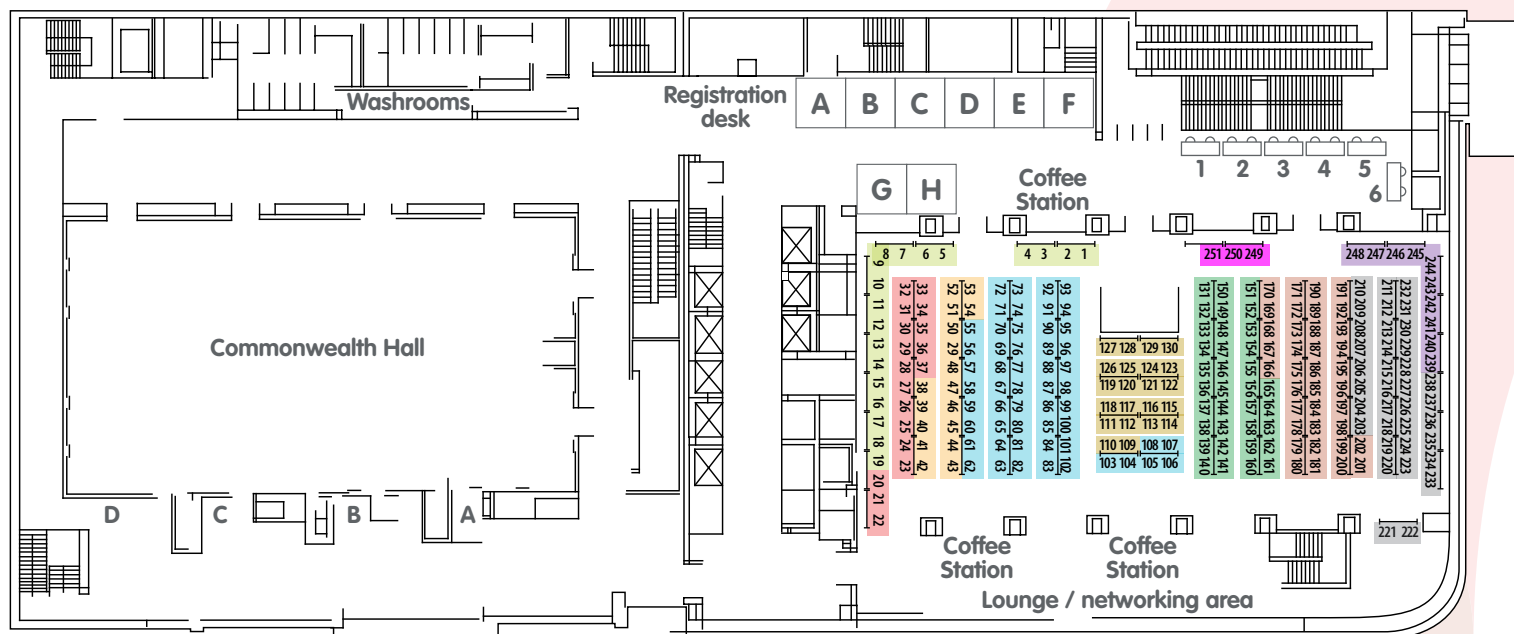
Poster Themes

- A** Motor and Sensorimotor Processes
- B** Developmental Neuroscience
- C** Perception
- D** Communication and Language
- E** Attention, Memory, and Learning
- F** Cognitive Development
- G** Social Development
- H** Emotional Development
- I** Translational Science
- J** 40th Anniversary

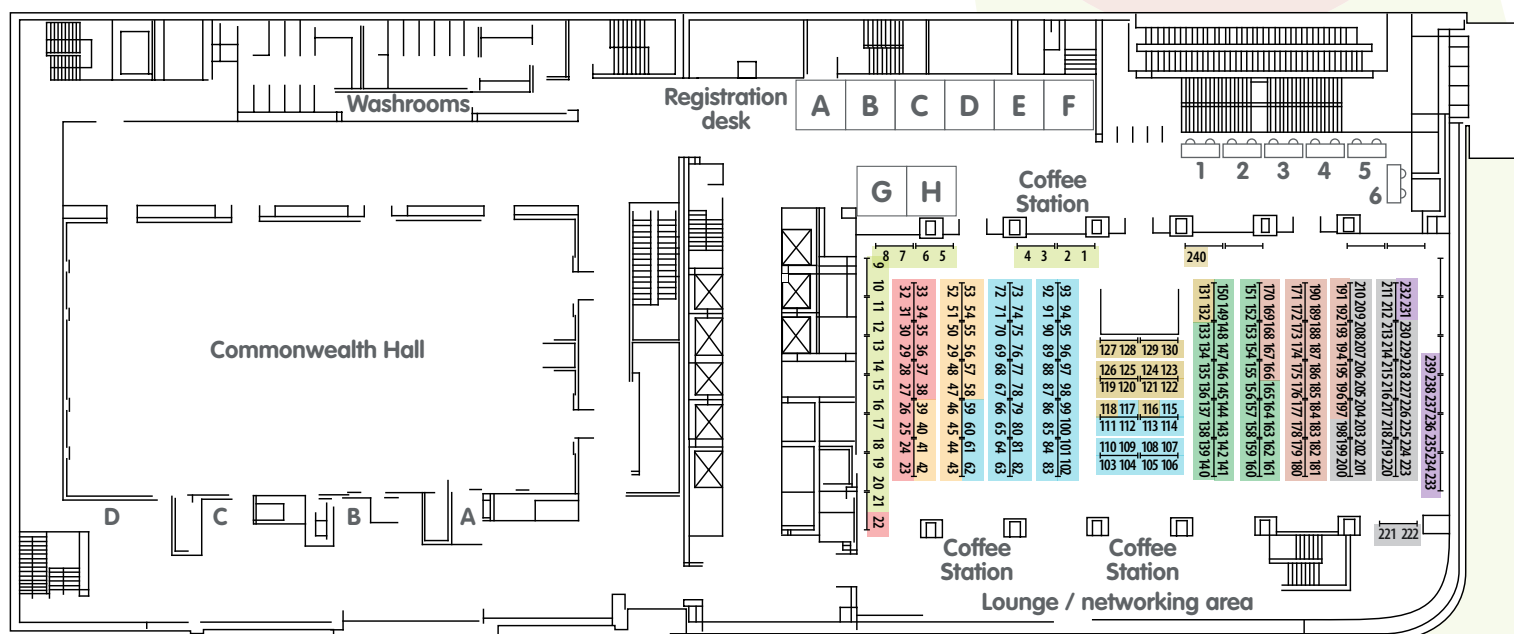
Poster Session 1



Poster Session 2



Poster Session 3



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