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Student Breakfast (07:00 - 08:00)

Keynote Speaker: Haskins (08:15 - 09:15)

Keynote Speaker: DeHaene (08:30 - 09:30)

30 minute comfort break (09:15 - 09:45)

Award Ceremony/Business Meeting (09:30 - 10:15)

Coffee break (10:15 - 10:45)

Posters and Exhibitors (10:15 - 11:30)

15 minute comfort break (11:15 - 11:30)

15 minute comfort break (11:45 - 12:00)

Lunch on Own (13:00 - 14:00)

Lunch on Own (13:00 - 14:00)

Keynote Speaker: Kuhl (14:00 - 15:00)

Coffee break (15:00 - 15:30)

Posters and Exhibitors (15:00 - 16:15)

15 minute comfort break (15:30 - 15:45)

40th Anniversary Symposium

Presidential Address (17:15 - 18:15)

40th Anniversary Reception

Presidential Reception (18:30 - 19:30)

End of Conference
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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
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 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!

Program chair
Dr. Jenny Saffran

Committee member
Laura Lakusta

Committee member
Roberta Golinkoff

Committee member
Margaret Tresch Owen
ICIS leadership

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

Members-at-Large

John Richards (2012 – 2018)       University of South Carolina
Scott Johnson (2014 – 2020)       University of California Los Angeles
Reiko Mazuka (2016 – 2020)        Riken Brain Institute
Thierry Nazzi (2016 – 2020)       Paris Descartes University
Jane Herbert (2016 – 2022)        University of Wollongong
Denis Mareschal (2016 – 2022)     Birkbeck University of London

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 Infancy, 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

<table>
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<tr>
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<td>Conference Manager</td>
<td>Jude Ross &amp; Michelle Smith</td>
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<td>David Lewkowicz</td>
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2018 Scientific Program Committee

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<tr>
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<td>Jenny Saffran</td>
<td>University of Wisconsin-Madison</td>
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<td>Laura Lakusta</td>
<td>Montclair State University</td>
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<td>Margaret Tresch Owen</td>
<td>University of Texas, Dallas</td>
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<td>Roberta Golinkoff</td>
<td>University of Delaware</td>
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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 Bahrick (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 Straus
  - 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 Nazi
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
Idiko 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
Renée 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

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

Elizabeth Kiel
Esther Keerkes
Nicole Letourneau
Nancy McElwain
Margaret Moulson
Colleen O’Neal
Koraly Perez-Edgar
Cathi Propper
Dale Stack
Amanda Tarullo
Mele Tauruoepeau
Ross Vanderwert
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 biennial congress
- Opportunity to register for biennial 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 biennial 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](http://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:

<table>
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<th>Category</th>
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<tr>
<td>Regular Member</td>
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<td>Developing Nations</td>
<td>$45 / $60</td>
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<tr>
<td>Emeritus Member</td>
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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.
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**

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### General conference information

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**Download XXI ICIS Biennial Congress Mobile App**
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/NICHD 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
- Kaityn 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
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Datavyu is a free, open source video coding system for scoring videos. Designed by and for behavioral scientists, Datavyu empowers researchers to capture the richness and complexity of behavior.

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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
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

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.
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 Playbraries—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.
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.

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.

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.
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.

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
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
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
Regency A

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
Program schedule

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.
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.

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
**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

**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*

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*
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
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?

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
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

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

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

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:**
**Many Babies 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](http://www.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, tells jokes, and shares 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
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 Vernetti, Yale University School of Medicine
- **S8.7iii Atypical approach-avoidance response to threat in toddlers with ASD**
  - Angelina Vernetti, 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.
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.

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
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
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

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
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

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
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 Shalowitz², Sharon Ramey³, Christine Dunkel Schetter⁴
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 Ossmy³, Danyang Han¹, Carli Heiman¹, Whitney Cole², Do Kyeong Lee³, 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, ²University of New 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 Lindberg³, Rory Devine³, Rosanneke Emmen⁴, Mi-Jan Woudstra⁵, Judi Mesman⁶
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 Buss³
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 Ossmy³, Justine Hoch¹, Whitney Cole²
¹New York University, ²Max Planck Institute for Human Development

S1.4iv Using multiple converging measures in infant research: Lessons from the development of infants’ responses to threat
Vanessa LoBue¹, Jessica Burns¹, Kristin Buss³, 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 Matthews², 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
Judith 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 Mueller³, Barbara Höhle³, Isabell Wartenburger², Angela Friederici³
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 Mueller³, Claudia Männel³
³University 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 Birch¹, 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 Hesketh², 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 Shore³, 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 Bonuck², Jessica DeNero³, Anne Murphy³
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 Sundquist¹, 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 Choi¹, 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 Schuwerk, 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-Edgar³
¹Rutgers University, ²Pennsylvania State University, ³University of Virginia

**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 Tuncgenc²
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 Kozbek³, 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 Saby¹, Eric Larson¹, Samu Taulu¹, Peter Marshall²
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 Marshall³
¹Temple University, ²University of Washington

S3.6iii Neural body maps for lips, hands, and feet in 60-day-old infants
Ashley Drew¹, Joni Saby¹, Peter Marshall³, Andrew Meltzoff²
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 Conradt¹, 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-Chalfant¹, Keith Cnbc³, Nancy Gonzales¹, Linda Lueckcn³
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 Prokassey², Martha Ann Bell³, Susan Calkins¹, David Bridgett¹, Julia Braungart-Rieker⁴, Estor Leekes³, Carol Cheatham⁴, Rina Eiden⁵, Krystal Mize⁶, Nancy Jones⁷, Gina Mireault⁸, Erich Seamon⁹
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 Hepach¹, Christine Michel¹, 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 Eльsher³
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 Borovosky², April Bottoms¹, Zoe Fieldsteel¹
¹Boston University, ²Purdue University

S4.3ii Touch and speech input to hearing-impaired children
Rana Abu-Zhaya¹, Maria Kondarova², Derek Houston¹, 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 Meltzoff², Betty Repacholi³
¹University of Washington

S4.4ii  Epigenetic modification of the oxytocin receptor gene impacts infants' brain responses to emotional facial expressions
Kathleen Kro¹, Meghan Puglia¹, James Morris¹, Jessica Connelly¹, Tobias Grossman¹
¹University of Virginia

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 Lobo³
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 Yu³
¹Indiana University

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

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 Elsner³, Nivedita Mani³
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 Wade¹, Celeste Kidd¹
¹MIT, ²University of Rochester

S4.6iv  How do infants sample novel object-label associations?
Martin Zettersten¹, Jenny Saffran¹
¹University of Wisconsin–Madison

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 Meltzoff², Betty Repacholi³
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  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

S4.4iv  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 Lobo³
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 Yu³
¹Indiana University

S4.5iii  Duration of object visual encoding on precision reaching in 9-month-old infants
Daniela Corbetta¹, Rebecca Wiener¹, Emilie 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

S4.7 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 Augustine¹, Alexandra Golden¹, Evan Suzman¹, Neill Broderick¹, Bahar Keceli-Kaysili¹, Carissa Cascio¹, Mark Wallace³, David Lewkowicz²
¹Vanderbilt University Medical Center, ²Vanderbilt University, ³Northeastern 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 Olds³
¹University of Colorado Denver, ³Purdue University

S5.3iii Attachment and biobehavioral catch-up
Caroline Roben¹, Stevie Schein¹, Amanda Costello¹, Fabianne Blake³, Mary Dozier¹
¹University of Delaware, ³University 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 Ruvalo¹, Javier Movellan³
¹University of Miami, ²Olin College Of Engineering, ³UCSD/Emotient

S5.4iii Memory models of statistical learning
Erik Thiessen⁴
⁴Carnegie Mellon University

S5.4iv Beyond Bayes: The need for mechanisms in understanding infant category learning
Denis Mareschal¹
¹KU Leuven, University of Ghent

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 Weisleder¹, Anne Seery¹, Caitlin Canfield², Angelica Alonso¹, Maya Matafon¹, 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 Mendelsohn¹, Anele Villanueva¹, Anne Seery¹, Carolyn Cates¹, Caitlin Canfield², Jennifer Ledesma¹, Tina Robertson¹, Sabrina Vasques²
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 Jacquy³, Tobias Heed³, Matej Hoffmann⁴, Francesco Mannella⁵, Vieri Giuliano Santucci⁶, Gianluca Baldassarre⁷, Jeffrey Lockman⁸, Jacqueline Fagard⁹, J. Kevin O’Regan¹₀
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 Gal³, Thomas Carlson³, Sofie Gelskov¹
¹École 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 Balas¹, Charles Nelson¹, Richard Aslin¹
¹Harvard Medical School and Boston Children’s Hospital, ²UT Austin, ³Free University Berlin, North-Dakota State University, ⁴Haskins 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 Seery³, 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 Mahoney¹, Arianne Weldon¹, 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 Meltzoff², Betty Repacholi¹
¹University of Washington

S6.5ii  Infants’ ability to detect emotional incongruency: 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 Leopag

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 Superieure
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 Cocré¹, 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 Schreiner², Marlene Meyer², Johanna van Schaik², Jelena Sušević², Sabine Hunnius²
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 Young², Tim Donovan³, 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 Lator⁴, Denis Burnham⁵
¹Western Sydney University, ²Masaruni 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-Yan⁵, Alejandrina Cristia⁶
¹LSCP, Département d’études cognitives, ENS, EHESP, CNRS, PSL Research University, ²Laboratoire 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’Audiology & d’Explorations Otoneurologiques, Hospices Civils de Lyon & Centre de Recherche, ⁶ENS, EHESP, 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 Cherrie¹, Hernandez 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 Wynn³
¹Yale University

S8.5iv 2-year-old toddlers make broad inferences about moral characters
Fransisca 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
Florida International University

S8.6ii  Dyadic Interaction predicts vocabulary at 12 & 18 months: Roles of child vocalizations and conversational turns across infancy
Myriah McNew², Lorraine Bahrick³, James Todd¹
Florida 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 Rousseau²
Interdisciplinary Center (IDC), Herzliya, Israel, University 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 DiNicola³, Deanna Macris¹, Kelly Powell¹, Scuddy Fontenelle¹, Megan Lyons¹, Frederick Shic³, Katarzyna Chawarska³
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 Shic³, Suzanne Macari¹, Lauren DiNicola³, Anna Milgramm¹, Emily Hilton², Finola Kane-Grade¹, Perrine Heymann¹, Matthew S. Goodwin³, Angelina Vernetti¹, Katarzyna Chawarska³
¹Vän Robotics, ²University of Washington, ³Yale School of Medicine

S8.7iii  Atypical approach-avoidance response to threat in toddlers with ASD is associated with ASD
Angelina Vernetti¹, Casey Ramsey², Emily Hilton², Deanna Macris¹, Kelly Powell¹, Scuddy Fontenelle¹, Megan Lyons¹, Katarzyna Chawarska³, Suzanne Macari¹
¹Yale School of Medicine, ²University 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 Chawarska³, Frederick Shic³, Quan Wang¹, Angelina Vernetti¹, Deanna Macris¹, Suzanne Macari¹
¹Yale University School of Medicine, ²University of Wisconsin-Madison

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 Corbetta³
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 proactive gaze in the study of infant social cognition
Sylvain Siros², Julie Brisson³, Erik Gustafsson²
²Université du Québec à Trois-Rivières, ³Université Rouen Normandie, Centre de recherche sur les fonctions et dysfonctions psycho, University 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 Lei¹, Samuel Cooper¹, 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 Hernandez², 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 Hendel¹, 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
Yedidyah Hendel¹, Iris Morag¹, Ronny Geva²
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 Zivan², Iris Morag¹, Ronny Geva²
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 Schulz²
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 Renswoude², Maartje Rajmakers¹, Ingmar Visser¹
¹University of Amsterdam

S10.4iii Age-dependent saccadic models
Andrea Helo¹, Olivier Le meur², Antoine Coutrot², Zhi Liu³, Pia Rämä³, 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 Onsuwan³, Denis Burnham¹
²Western Sydney University, ³Thammasat 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
Jessús 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, Közép-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, Jessús 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
<table>
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<th>Session</th>
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<tr>
<td>S1.8</td>
<td>Sunday, July 1: 08:30 – 10:00</td>
<td>Commonwealth AB</td>
<td>Gedeon Deák, University of California, San Diego</td>
<td>Flash talk session 1: The interrelation of motor, cognitive, and social development</td>
<td>Virginia Salo (Presenter), Ranjan Debnath, Erin Cannon, Nathan Fox (University of Maryland, College Park), Administration for Children and Families, U.S. Department of Health and Human Services, University of Maryland</td>
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<tr>
<td>S1.8i</td>
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<td>Infants’ use of pointing gestures is related to their perception of others’ points</td>
<td>Virginia Salo, Ranjan Debnath, Erin Cannon, Nathan Fox (University of Maryland, College Park), Administration for Children and Families, U.S. Department of Health and Human Services, University of Maryland</td>
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<tr>
<td>S1.8ii</td>
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<td>The role of motor experience on social learning in infants and young children</td>
<td>Lauren Howard, Amanda Woodward (Franklin &amp; Marshall College, University of Chicago)</td>
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<td>S1.8iii</td>
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<td>Sensory processing in 10-month-olds has predicted their visual attention engagement during parent-infant interactions at 14 months</td>
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University of East Anglia
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Christine Potter (Presenter), Casey Lew-Williams
Princeton University
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S4.8v Statistical word segmentation across languages: The role of experience
Dylan Antovich (Presenter), Katharine Graf Estes
University of California, Davis
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Giovanna Morini (Presenter), Rochelle Newman
University of Delaware, University of Maryland
S4.8vii Relations between maternal dual language proficiency, child bilingualism, and attentional control in Mexican-American families
Laura Winstone (Presenter), Emily Ross, Keith Cnric (Presenter)
Arizona State University

Monday, July 2: 09:45 – 11:15 | Commonwealth AB
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Chair: Elizabeth Johnson, University of Toronto
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Yoko Hakuno (Presenter), Masahiro Hata, Taku Hachisu, Kenji Suzuki, Yasuyu Minagawa
Keio University, University of Tsukuba
S5.8ii Symbolic Play and Language Acquisition: New Insights from a Naturalistic Longitudinal Study
Noelie Creagh, Daniel Angus, Evan Kidd
The ANU, University of Queensland, Max Plank Institute for Psycholinguistics
S5.8iii Infant race preferences within a social interaction
Jonathan Prunty (Presenter), Jolie Keemink, David Kelly (Presenter)
University of Kent
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Steven Elminger (Presenter), Jennifer Schwade, Michael Goldstein
Cornell University
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Frans Adriaans (Presenter)
Utrecht University
S5.8vi Using a home-video method to assess infant gross motor development: A feasibility study
Marike Boonzaaijer, Florryt van Wesel, Jacqueline Nuysink, Chiel Volman, Marian Jongmans
HU University of Applied Sciences Utrecht, Utrecht University
S6.8vii Accent adaptation in the real world: Infants learn from live exposure
Melissa Paquette-Smith (Presenter), Angela Cooper, Chen Peng, Keren Smith, Elizabeth Johnson
University of Toronto

Monday, July 2: 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
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), Perijne Vellekoop, Helen Maris, Saikou Dramneh, Lamin Sanyang, Momodou Darboe, Sophie Moore, Clare Elwell, Sarah Lloyd-Fox
Birkbeck, University of London, Netherlands Society for Tropical Medicine and International Health, Medical Research Council Unit Gambia, King’s College London, University College London

S6.8ii Parenting in chaotic environments: Differing effects on behavior problems by child race/ethnicity during toddlerhood
Kathryn Cherry (Presenter), Emily Gerstein
University of Missouri, St. Louis

S6.8iii A non-WEIRD cross-linguistic approach to computational models of infant word segmentation
Georgia Rengina Loukatou (Presenter), Sabine Stoll, Damian Blasi, Alejandrina Crista
University of Missouri, St. Louis

S6.8iv Not so WEIRD object play in Tajikistan
Lana Kasarik (Presenter), Joshua Schneider, Yana Kuchirko, Catherine Tamis-LeMonda
College of Staten Island, City University of New York, University of Pittsburgh, New York University

S6.8v Hyperarticulation and infant-directed speech in a small-scale society
Elise McClay (Presenter), Senay Cebioglu, Tanya Broesch, Henny Yeung
Simon Fraser University

S6.8vi The global temperament project: Infant surgency, negative affectivity, and regulatory capacity in 31 countries
Bowdoin College, Curtin University, Université catholique de Louvain, Nyerson University, Université Laval, Pontificia Universidad Catolica de Chile, Zhejiang University, Xiamen Campus, Palacky University Olomouc, University of South Bohemia, University of Turku, Saarland University, Otto Friedrich University of Bamberg, University Medical Center Hamburg-Eppendorf, Institute of Cognitive Neuroscience and Psychology, CNRS – Université Paris Descartes, The Hebrew University of Jerusalem, The Academic College Tel Aviv Yadya, ARCES Eugenia Medea, Università degli Studi di Padova, University of Milano-Bicocca, University of Padova, Nagoya City University, Yokohamakan University, Junior College of Sapporo, Kyungpook National University, Seoul National University, Emiice Kennedy Shriver National Institute of Child Health and Human Development, University of Latvia, Università di Milano-Bicocca, University of Padova, University of California, National Autonomous University of Mexico, Logos State University, University of Amsterdam, Utrecht University, University Medical Center Groningen, The University of Auckland, University of Warsaw, Warsaw School of Social Psychology, Catholic University of Portugal, Universidade de Minho, Institute of Child Development, University of Toronto, Birkbeck, University of London, FESI Scientific Research Institute of Physiology and Basic Medicine, Universitat Pompeu Fabra, Pompeu Fabra University, UNESCO, Universidad Nacional de Educación a Distancia, Universitat de València, Service de Psychiatrie de l’enfant et de l’Adolescent, National Chung-Cheng University, Bilkerk University, University of South Florida, Ankara Yildirim Beyazit Universities, Hacettepe University Faculty of Medicine, Training Hospital, University of Reading, University of Cambridge, Universidad de la República Uruguay, Washington State University, The University of North Carolina at Greensboro

S6.8vii Associations between early child development and maternal depression in a representative sample from Mexico City
Betania Allen-Leigh (Presenter), R. Argelia Vázquez-Salas, Jean Marie Place, Aremis Villalobos, Filipa De Castro
National Institute of Public Health of Mexico, Ball State University

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S7.7 Flash talk session 7: Modeling and interpreting individual differences
Chair: Koraly Perez-Edgar, Pennsylvania State University

S7.7i Epigenetic modification of the oxytocin receptor gene impacts infant brain response to emotional facial expressions
Kathleen Krol (Presenter), Meghan Puglia, James Morris, Jessica Connelly, Tobias Grossmann
University of Virginia

S7.7ii Person-centered profiles of infant affect-biased attention are associated with maternal anxiety and infant negative affect
Alicia Vallorani (Presenter), Xiaoxue Fu, Santiago Morales, Vanessa LoBue, Kristin Buss, Koraly Perez-Edgar
Pennsylvania State University, University of Maryland, Rutgers University

S7.7iii Deciphering the mechanisms of audiovisual speech processing in infancy: Insights from studying brain and behaviour
Nicole Altavatore-Mackensen (Presenter), Tobias Grossmann
University of Mann, University of Virginia
S7.7v A person-centered approach to understanding maternal emotion talk trajectories in early childhood
Laura Marie Armstrong (Presenter), Pamela Cole, Kayla McCreddie
University of North Carolina, Charlotte, Pennsylvania State University

S7.7v Analyzing complex datasets using mixed-models: Individual differences perspectives on conformity, personality, and parental style
Kahl Hellmer (Presenter), Gunilla Stenberg, Christine Fawcett
Uppsala University

S7.7vi Infant empathy predicts aggression in infancy and toddlerhood: The moderating role of sex
Malou Noten (Presenter), Kristiaan van der Heijden, Stephan Huijbregts, Nienke Bouw, Stephanie van Goozen, Hanna Swaab
Leiden University

S7.7vii Infant language development and home environment in northeast China
Ruoyu Duan, Siman Liu, Ming Li (Presenter), Qian Zhang, Shan Lu, Zhengyan Wang, Betty Lozoff, Twila Tardif
Peking University First Hospital, School of Psychology, Capital Normal University, Capital Normal University, University 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), Brea Chouinard
Trinity 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), Anamiguel Pomales-Ramos, Mark Strauss
University 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), Emma Finkel, Liza Tomczuk, Darren Hedley, Valentina Parma, Melanie Pellecchia, Cheryl Dissanayake, David Mandell, John Herrington
University of Pennsylvania, La Trobe University, SISSA

S7.8iv Variety wins: Soccer-playing robots and infant walking
Ori Ossmy (Presenter), Justine Hoch, Patrick MacAlpine, Shohan Hasan, Peter Stone, Karen Adolph
New York University, University 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), Emily Prince, Adriana Valtierra, Camila Rivero-Fernandez, Mary Anne Ullery, Lynne Katz, Brett Laursen, Daniel Messinger
University of Miami, Florida Atlantic University

S7.8vi Baby QUILS: Examining two-year olds language knowledge
Lauren Stites (Presenter), Hannah Puttre (Presenter), Kathy Hirsh-Pasek, Roberta Golinkoff, Aquiles Iglesias, Jill De Villiers
Temple University, University of Delaware, Smith College

S7.8vii New technology leads to new discoveries: A case study of using computational algorithms to understand parent-infant interaction
Tian Ling Xu, Drew Abney, Linda Smith, Chen Yu
Indiana University

Tuesday, July 3: 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
Chair: Caitlin Fausey, University of Oregon

S8.8i Building bridges across agencies to identify communication needs of infants born in poverty
Brenda Seal (Presenter), Rory DePaolis, Charlette McQuilkin, Susan Ingram
Gallaudet University, James Madison University, Rockingham County Virginia School Board

S8.8ii Solving referential ambiguity is easy
Hadar Karmayn Raz (Presenter), Daniel Yurovsky, Chen Yu, Linda Smith
Indiana University, University of Chicago

S8.8iii Infants do not re-live the same hour all day long
Caitlin Fausey (Presenter), Jennifer Mendoza, Heather Anderson, Christine White
University of Oregon

S8.8iv Gaze-following in the laboratory does not generalize to naturalistic settings
Priya Shimpi, Nichole Baumgart (Presenter)
Wills College

S8.8v Using dual head-mounted eye tracking to index social responsiveness in naturalistic parent-child interaction
Christina DeSerio (Presenter), Jason Gold, Swapnna Jayaraman, Rowan Candy, Linda Smith
Indiana University

S8.8vi A person-centered approach to understanding maternal emotional talk trajectories in early childhood
Laura Marie Armstrong (Presenter), Pamela Cole, Kayla McCreddie
University of North Carolina, Charlotte, Pennsylvania State University

S8.8vii Infant empathy predicts aggression in infancy and toddlerhood: The moderating role of sex
Malou Noten (Presenter), Kristiaan van der Heijden, Stephan Huijbregts, Nienke Bouw, Stephanie van Goozen, Hanna Swaab
Leiden University

S8.8viii Infant language development and home environment in northeast China
Ruoyu Duan, Siman Liu, Ming Li (Presenter), Qian Zhang, Shan Lu, Zhengyan Wang, Betty Lozoff, Twila Tardif
Peking University First Hospital, School of Psychology, Capital Normal University, Capital Normal University, University of Michigan

Tuesday, July 3: 14:00 – 15:30 | Commonwealth AB

S9.8 Flash talk session 10: Babies and screens
Chair: Sarah Kucker, University of Wisconsin Oshkosh

S9.8i Does maternal technological distraction during infant feeding lower the quality of mother-infant interaction?
Alison Ventura (Presenter), Alexandra Hernandez, Jordyn Levy, Sierra Sheepe
California Polytechnic State University, San Luis Obispo

S9.8ii Toddlers’ difficult temperament and its relation to overindulgence in smart devices: Social-emotional development as moderator
Yoa-Ji Hong, Kangyi Lee
Seoul 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 Cheung³, 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

S10.8vii Neural coupling between infants and adults underlies naturalistic communication
Elise Piazza (Presenter)¹, Liat Hasenfratz¹, Uri Hasson¹, Casey Lew-Williams¹
¹Princeton University

Tuesday, July 3: 15:45 – 17:15 | Commonwealth AB
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 Kuchikro (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 Macdonald¹, Jeffrey Elbott¹, 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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All abstracts are available to view online at www.infantstudies.org/program, or on the ICIS App – scan the QR code to download the app or search for ‘ICIS Biennial Congress’

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E: Attention, Memory, and Learning
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H: Emotional Development
I: Translational Science
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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
Creighton University

P1-A-2 Motor development in Taiwanese toddlers with autism spectrum disorder
Shih-Ya Wang (Presenter)¹, Yu-Ching Yang¹, Yen-Tzu Wu¹
National Taiwan University

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 Karaski¹, Tirza Lehrfield¹, Kirsten Dalrymple², Robin Sifre³, Jed Elison³, Angelina Paolozza (Presenter)⁴
¹University of Minnesota Twin Cities, ²University of Minnesota Twin Cities, ³University of Minnesota, ⁴University of Toronto Scarborough

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, Marike Boonzaaijer¹, Marian Jongmans², Jacqueline Nuyssink (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)⁴
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 Fettes¹
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 Martel¹, Francois Jouen¹, 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 Southgate¹, 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 Karaski³, Jeffrey Lockman¹, Karen Adolph³
¹New York University, ²College of Staten Island, City University of New York, ³Tulane University
**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 Vogeli³, Joshua Fowler¹, Christopher Phiel³, Sunny Pence³, Peter Kaplan (Presenter)²  
¹Children’s Hospital of Denver, ²University of Colorado Denver

**P1-B-27** On rhythms and social learning: Neonatal medullary activity and motherese predict Mu rhythms at 8 years  
Jessica Yarmolovsky¹, Lea Kurtzman¹, Ayelet Dital¹, Ronny Geva (Presenter)¹  
¹Bar-Ilan University

**P1-B-28** The development of cortical source responses to emotional expressions in the first year of life  
Wanze Xie (Presenter)¹, Sarah McCormick¹, Alissa Westerlund¹, Lindsay Bowman¹, Julia Cataldo¹, Anna Zhou¹, Charles Nelson¹  
¹Harvard Medical School – Boston Children’s Hospital, ²University of Massachusetts Amherst, ³University of California, Davis, ⁴Pennsylvania State University

**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  
¹The University of North Carolina at Greensboro, ²University of North Carolina at Chapel Hill, ³Virginia Tech

**P1-B-30** Emotional dummy? Implications of pacifier use for emotion face processing  
Ross Vanderwert¹, Kelsey Frewin¹, Magdalena Rychlowska²  
¹Cardiff University, ²University of Virginia

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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 Westas³  
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 Haligan (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 Clifford³, Bethany Reeb-Sutherland², Eliza Nelson¹  
²Florida 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

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Ross Vanderwert¹, Kelsey Frewin¹, Magdalena Rychlowska²  
¹Cardiff University, ²University of Virginia
P1-B-42  Prolonged auditory brainstem response in newborns with autism spectrum disorder  
Oren Miron (Presenter), Elizabeth Simpson, Christine Delgado, Anibal Gutierrez, Jillian Gerstenberger, Rafael Delgado, Isaac Kohane  
Harvard Medical School, University of Miami, MENDAX, Inc, Pediatric Medical Group

P1-B-43  Hyperscanning of mother-infant brains: Synchronized cerebral activities during interaction  
Yasuyo Minagawa (Presenter), Satoshi Morimoto, Ei-Ichi Hoshino, Michiko Asano, Masahiro Hata  
Keio University

P1-C-44  An own-race specific relation between category formation and scanning of face race at 6 and 9 months of age  
Shaoying Liu, Naiqi Xiao (Presenter), Paul Quinn, Kang Lee  
Zhejiang Sci-Tech University, Princeton University, University of Delaware, University of Toronto

P1-C-45  iTemplate: A template-based eye movement data analysis approach  
Naiqi Xiao (Presenter), Kang Lee  
Princeton University, University of Toronto

P1-C-46  Individual differences in statistical event segmentation relate to vocabulary knowledge  
Dani Levine (Presenter), Kathy Hirsh-Pasek, Roberta Golinkoff  
Temple University, University of Delaware

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), Ricarda Braukmann, Jan Buitelaar, Sabine Hunnius  
Radboud University

P1-C-48  Real-world scene perception in infants: What factors guide attention allocation?  
Daan van Renswoude (Presenter), Ingmar Visser, Maartje Raijmakers, Tawny Tsang, Scott Johnson  
University of Amsterdam, University 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), Shu-Fei Yang, En-Yun Shiung, Chun-Man Chen  
China Medical University, Taiwan

P1-C-50  The center bias in infant scene perception  
Daan van Renswoude (Presenter), Maartje Raijmakers, Ingmar Visser (Presenter)  
University of Amsterdam

P1-C-51  Eye tracking 10-month-old infants viewing static and dynamic facial expressions  
Mariah Fowler (Presenter), Emily Touchstone (Presenter), Priscilla Jacob (Presenter), Melanie Spence (Presenter)  
The University of Texas at Dallas

P1-C-52  Bimodal distribution of performance in discriminating major/minor modes in 6-month-old infants  
Kyle Comishen, Audrey Wong-Kee-You, Charles Chubb, Scott Adler  
York University, University of California, Irvine

P1-C-53  Intersensory matching to social events at 1 year and its developmental growth predict receptive vocabulary at 18 months  
Kasey Soska (Presenter), James Torrence Todd, Myriah McNew, Lorraine Bahrick  
New York University, Florida International University

P1-C-54  Perceptual and affective responses to possible and impossible figures in early infancy  
Christina Krause (Presenter), Danielle Longo (Presenter), Sarah Shuwairi (Presenter)  
SUNY New Paltz

P1-C-55  Visual fixation patterns to multimodal infant- versus adult-directed speech by three clusters of 6-month-olds  
Kate Shepard (Presenter), Melanie Spence (Presenter)  
The University of Texas at Dallas

P1-C-56  Estimating variability and accuracy in remote mode infant eye tracking  
Karola Schlegelmilch (Presenter), Annie Wertz  
Max Planck Institute for Human Development

P1-C-57  Direct eye gaze elicits face processing  
Fatma Zohra Sai (Presenter)  
Iwu

P1-C-58  How travel changes infants' visual preferences  
Kirsty Kuhlman (Presenter), Andrea Kayl (Presenter)  
University of Nevada, Las Vegas

P1-C-59  Visual attention and brain response to a difference in hue saturation  
Marc Bornstein, Joy Cui (Presenter), Clay Mash (Presenter), Martha Arterberry (Presenter)  
NICHD/NIH, Colby College

P1-C-60  Seeing morphing faces of own and other race: Comparing the development of face discrimination in infants, preschoolers, and adults  
Sarina Hui-Lin Chien (Presenter), Shu-Fei Yang, En-Yun Shiung, Chun-Man Chen  
China Medical University, Taiwan

P1-C-61  Large-scale evaluation of infants' scanning dynamic face+voice displays  
Madeleine Bruce (Presenter), Tyler McFayden  
Virginia Tech

P1-D-63  The production effect across early development  
Keara Boyce, Leah Gosselin (Presenter)  
University of Ottawa

P1-D-64  Phonological development in preterm babies and babies from lower SES families  
Nayeli Gonzalez-Gomez (Presenter), Sheula Barlow, Sharon Baugh, Frances O'Brien, Margaret Harris  
Oxford Brookes University, John Radcliffe Hospital, Oxford

P1-D-65  Language Discrimination abilities of 4.5 mo monolingual and bilingual infants  
Konstantina Zacharakis (Presenter), Nuria Sebastian Galles  
Universitat Pompeu Fabra
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)³, Ching-Wan Shen³
³Kaohsiung 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)⁴, Catherine Best⁴, Karen Mulak⁴, Marina Kalashnikova⁴
⁴Western 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 Ledesma¹, Anne Seery⁵, Caitlin Canfield⁵, Carolyn Brockmeyer Cates⁵, Alan Mendelsohn⁵, Adriana Weissleder⁵
⁵San Diego State University, ⁶New York University School of Medicine

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
¹University of California, Davis

P1-D-74  Stress processing in the first year of life in preterm vs. full-term infants: A maturation study
Zsusanna Varga¹, Linda Garami (Presenter)¹, Anett Ragó¹, Valéria Csépe⁶
¹BME FNS, ²University of Pennsylvania, ³ELTE FEP, Institute of Psychology, ⁴Institute of Hungarian Linguistics, ⁵University of Southampton

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
¹University at Buffalo, State University of New York

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

P1-D-78  Infants require sufficient time to use novel verbal information when reasoning about others’ actions
Hyuna Lee (Presenter)², Kyong-sun Jin (Presenter)², Hyun-joo Song (Presenter)²
²Yonsei University

P1-D-79  Effects of speaking style and context on online word recognition in young children
Suzanne van der Feest (Presenter)³, Cynthia Blanco³, Rajka Smiljanic³
³The University of Texas at Austin, ²Northwestern University

P1-D-80  Some complex concepts require language: An eye-tracking study with 12- to 24-mo-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 Tao (Presenter)¹, Yu-Hsin Hu¹, Huei-Mei Liu¹
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 DeAnda¹, 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 Müller¹, 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
¹UNAM

P1-D-87  Parents learning to ask questions from an interactive, dialogic storybook
Zachary Stuckelman (Presenter)¹, Gabrielle Strouse², Georgene Trosseth¹, Israel Flores³, Colleen Russo Johnson³
¹Vanderbilt University, ²University of South Dakota, ³Ryerson University

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 White¹, Thierry Nazzi²
¹University of Maryland, ²Université Paris Descartes, ³University of Waterloo, ⁴LNRs - Université Paris Descartes

P1-D-89  Phonological competition during spoken-word recognition - Comparing real words and pseudowords
Marlene Spangenberg (Presenter)¹, Kim Plunkett¹, Aditi Lahiri¹
¹University of Oxford
**Poster sessions**

P1-D-90  Heritage language development in Spanish-speaking toddlers: Identifying early predictors  
Cristy Sotomayor (Presenter), Diane Poulin-Dubois, Margaret Friend  
*San Diego State University, Concordia University*

P1-D-91  Infant-directed-speech enhances neural activity during face perception  
Louah Sirri (Presenter), Eugenio Parise, Vincent Reid  
*Lancaster University*

P1-D-92  What did you say, Mommy? The impact of electronic noise on understanding speech  
Emily Shroads (Presenter), Giovanna Morini (Presenter), Rochelle Newman  
*University of Maryland, University of Delaware*

P1-D-93  Baby talk: Sex-related differences in infants' word recognition skills and vocabulary development in IDS  
Amber Shoaib (Presenter), Tianlin Wang, Jill Lany  
*University of Notre Dame*

P1-D-94  Cultural change and language input in Yucatec Mayan homes  
Laura Sho boundaryman (Presenter), Amanda Woodward  
*Universidad Nacional Autónoma de México, University of Chicago*

P1-D-95  Screening for communication risk before 12 months with CISS and CSBS at pediatrician well-baby visits  
Cynthia Cress (Presenter), Teresa Parrill, Janice Swanson, Alicia Thayer, Nicole Forbes, Amy Olson  
*University of Nebraska–Lincoln, Duquesne University*

P1-D-96  Toddlers' third-party word learning: Relations to speech and object type  
Priya Shimp (Presenter), Nina Adelson (Presenter)  
*Mills College*

P1-D-97  Deaf parents use of touch with their deaf and hearing infants  
Marlene Medina, Brenda Seal (Presenter)  
*Gallaudet University*

P1-D-98  Phonetic correlates of perceived affect in mothers' and fathers' speech to Swedish 12-month-olds  
Iris-Gorinna Schwar (Presenter), Ann-Christin Clausnitzer, Ulrika Marklund, Ellen Marklund  
*Stockholm University, Albert-Ludwigs-University Freiburg*

P1-D-99  Individual differences in 7.5-month-olds' word segmentation from maternal and unfamiliar voices  
Melanie Schreiner (Presenter), Nivedita Mani  
*University of Göttingen*

P1-D-100  Fine-tuning language discrimination: Monolingual and bilingual infants' ability to detect single-word language switches  
Esther Schott (Presenter), Eva Fourakis, Casey Lew-Williams, Krista Byers-Heinlein  
*Concordia University, Princeton University*

P1-D-101  Examining the role of the mirroring system in early communicative development  
Virginia Salo (Presenter), Ranjan Debnath, Meredith Rowe, Nathan Fox  
*University of Maryland, College Park, Harvard University, University of Maryland*

P1-D-102  Prediction and learning: A chicken-or-egg problem in language development  
Tracy Reuter (Presenter), Carolyn Mazzei, Casey Lew-Williams, Lauren Emberson  
*Princeton University*

P1-D-103  The impact of phonetic and intensity changes on word recognition in British English learning 5-month-olds  
Paul Ratnage (Presenter), Thierry Nazzi, Lionel Granjon, Caroline Floccia  
*University of Plymouth, CNRS - Université ParisDescartes, Université ParisDescartes*

P1-D-104  Pathways of social contingency for navigating developmental landscapes of risk: Mapping out intervention strategies in ASD  
Gordon Ramsay (Presenter)  
*Emory University*

P1-D-105  Bilingual infants process mixed sentences differently in their two languages  
Christine Potter (Presenter), Eva Fourakis, Elizabeth Morin-Lessard, Krista Byers-Heinlein, Casey Lew-Williams (Presenter)  
*Princeton University, Concordia University*

P1-D-106  More than distractors: Familiar objects influence toddlers' semantic representations in novel word learning  
Ron Pomper (Presenter), Jenny Saffran  
*University of Wisconsin-Madison*

P1-D-107  A universal bias in the perception of vowels by young infants  
Linda Polka (Presenter), Matthew Masapollo, Paloma Noriega (Presenter), Ying Ying Liu (Presenter)  
*McGill University, Boston University*

P1-D-108  Modeling early lexico-semantic network development: Perceptual features matter most  
Ryan Peters (Presenter), Arielle Borovsky  
*Purdue University*

P1-D-109  Do non-native languages support infant cognition?  
Danielle Perszyk (Presenter), Sandra Waxman  
*Northwestern University*

P1-D-110  How accurately do infants represent lexical stress information in recently segmented words?  
Sara Parvanzadeh Esfahani (Presenter), Jessica Hay  
*University of Tennessee*

P1-D-111  How well do parent reports reflect their bilingual children’s language environment?  
Adriel John Orena (Presenter), Krista Byers-Heinlein, Linda Polka  
*McGill University, Concordia University*

P1-D-112  Toddlers' listening in noise: The role of attention  
Rochelle Newman (Presenter), Lucy Erickson, Emily Shroads, Monita Chatterjee, Janet Frick  
*University of Maryland, Carnegie Mellon University, Boys Town National Research Hospital, University of Georgia*

P1-D-113  Infants use speech rhythm to classify wordless children's melodies from different languages of origin  
Karli Nave (Presenter), Erin Hannan (Presenter)  
*University of Nevada Las Vegas*

P1-D-114  Utterance-final tactile cues enhance verb learning in Korean  
Eon-Suk Ko (Presenter), Jinyoung Jo, Rana Abu-Zhaya, Kyungwoon On, Amanda Seidl  
*Chosun University, Seoul National University, Purdue University*
P1-D-115  Feeling speech sounds: Aerotactile influences in infant speech perception
Megan Keough (Presenter)¹, Padmapriya Kandhada², Henny Yeung¹, Janet Werker¹, Bryan Gick¹
¹University of British Columbia, ²Douglas College

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 Kalashnikova³
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
¹University Autónoma del Estado de Morelos, ²East Tennessee State University

P1-E-119  Visual short term memory for faces and shapes in 5- and 8-month olds
Quinn Tracy (Presenter)¹, Janet Frick¹, Sarah Saint³
¹University of Georgia

P1-E-123  Rule learning transfer across linguistic and visual domains in 7-month-old infants
Claire Noonan (Presenter)¹, Julie Markant¹
¹The Graduate Center, City University of New York

P1-E-124  Speed, accuracy, and duration of multisensory attention to social events at 6 months predicts social competence at 18 months
Quinn Tracy (Presenter)¹, Janet Frick¹, Sarah Saint³
¹University of Georgia

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 Humniius², Jill O’Reilly³, Harold Bekkering³
¹Max Planck Institute for Human Cognitive and Brain Sciences, ²Heidelberg University, ³University of Amsterdam

P1-E-127  Indexing visual working memory capacity in infancy
Andrew Sanders (Presenter)¹, Scott Johnson¹
¹University of California, Los Angeles

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)³
¹The Graduate Center, City University of New York, ²College of Staten Island, City University of New York, ³University of Haifa

P1-E-129  The dynamics of spontaneous covert attention predicts the direction of impending gaze shifts at 3 months
Steven Robertson (Presenter)³
³Cornell 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 Kobayashi², Hermann Bull³, Masami Yamaguchi¹
¹University of Milano-Bicocca, ²Niigata University, ³Aichi Human Service Center, ⁴Chuo University

P1-E-133  Intentional blindness for letters and words in cognitive development
Maria Quiróz-Godoy¹, Elena Pérez-Hernández¹, Chiara Castelletti¹, Beatriz Gil-Gómez de Liaño¹
¹Universidad Autónoma de Madrid, ²Université degli Studi di Pavia

P1-E-134  Attention in pre-crawling infants using a robotic assisted device for in young children
Danae Remon (Presenter)¹, Olivier Pascalis², Helene Loevenbruck², Martin Deudon³, Karine Bouyer¹, Marion Dohen¹, Simon Thorpe⁴
¹CNRS UMR5549, ²University Grenoble-Alpes CNRS, ³CNRS UMR105, ⁴CNRS UMR5216

P1-E-135  The effects of parental interaction on infant learning: When less is more
Nonah Olesen (Presenter)¹, Kate Dixon¹, Rachaël 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 Bull³
¹University of California, Los Angeles, ²University of Milano-Bicocca
F: Cognitive Development

P1-F-141  Toddlers’ false-belief understanding is consistent across non-elicted-response paradigms with similar task demands
Megan Smith (Presenter)¹, Erin Roby¹, 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
¹East Tennessee State University; ²University of Kentucky

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 Zaharieva³, Falma Kemaalasari¹, Stan van Pel¹, 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 Hoehl³
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 Larkin¹, Henrik Dvergsdal (Presenter)², Andrew Simpson², Charis Christodoulou³, Carina de Klerk³, 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 Gooszen¹, Hanna Swaab¹
¹Leiden University; ²Cardiff University

P1-F-157  Abstract representations in the infant brain
Claire Kabdelen (Presenter)¹, Ghislaine Dehaene-Lambertz²
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)¹
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 Dequiere¹, Sonia Lupien¹, Sarah Lippe¹
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 Röbner¹, Lynn Liben², Catherine Tamis-Lemonda¹
¹New York University; ²Pennsylvania State University
**Poster sessions**

**Poster sessions**

**P1-F-163** Acquiring a proper name via the speaker's false belief
Gala Stojnic (Presenter), Alan Leslie
Rutgers University

**P1-F-164** Developments in object individuation during the second year of life: Evidence from novel preferential-reaching tasks
Maayan Stavans (Presenter), Renée Baillargeon
Bar-Ilan University, University of Illinois

**P1-F-165** Do infants selectively imitate surprising individuals?
Aimee Stahl, Larissa Woods, Emma Pranschke
The College of New Jersey

**P1-F-166** Perceptual narrowing in face and speech processing
Anna Krasotkina (Presenter), Antonia Götz, Barbara Höhle, Gudrun Schwarzer
Justus-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), Gert Westermann, Teodora Gliga, Eugenio Parise (Presenter)
Lancaster University, Birkbeck, University of London

**P1-F-168** Flaps in ‘first words’ picture books hinder toddlers from learning new words
Jeanne Shinskey (Presenter)
Royal Holloway, University of London

**P1-F-169** Do infants understand the true size of familiar objects?
Özlem Sensoy (Presenter), Jody Culham, Gudrun Schwarzer
Justus-Liebig-Universität Gießen, Western University

**P1-F-170** Infants understand helping as reducing a helpee’s action costs
Laura Schlingloff (Presenter), Denis Tatone, Barbara Pomiechowska, Gergely Csibra
Central European University, Károly Károly Épitézet

**P1-F-171** Beginnings of grammar: Domain-generality of phrase structure learning in infancy
Chiara Santolin (Presenter), Jenny Saffran
Universitat Pompeu Fabra, University of Wisconsin-Madison

**P1-F-172** Pupillary response in an auditory oddball task varies with temperamental style
Amanda Rosales (Presenter), Esther Reynolds, Bret Schuman, Shannon Ross-Sheehy
University of Tennessee

**P1-F-173** Development of high-risk preterm and full-term infants: A prospective longitudinal study
Juliana Rodrigues (Presenter)
University of São Paulo

**P1-F-174** Do social factors predict performance on spontaneous-response false-belief tasks? Evidence from toddlers
Erin Roby, Rose Scott
New York University, University 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), Michael Tomasello
Duke University

**P1-G-176** Parenting behavior and regulatory skills in toddlerhood predict childhood weight outcomes
Kameron Moding (Presenter), Mairin Augustine, Cynthia Stifter
University of Colorado Denver, University of North Carolina at Chapel Hill, Pennsylvania State University

**P1-G-177** Implicit construction of gender in parental descriptions of their infant children
Avery Bonner (Presenter), Andrew Ribner, Joseph Maalouf (Presenter)
New York University

**P1-G-178** Norms with affect: Children and adults show greater physiological arousal to moral than conventional transgressions
N. Meltem Yucel (Presenter), Robert Hepach, Amrisha Vaish
University of Virginia, Leipzig University

**P1-G-180** Biological stress and socioeconomic status correlate with school readiness in preschool children
Young Ha Yoo (Presenter), Katie Kao, Charu Tuladhar, Amanda Tarullo
Boston University

**P1-G-181** Communicative function of singing to infant
Keiyo Yamane (Presenter), Akiko Otomo, Reiko Mazuka
RIKEN Brain Science Institute

**P1-G-182** Prenatal exposure to maternal stress and household chaos as interacting predictors of toddlers’ behavior problems
Sarah Wilhoit (Presenter), Christopher Trentacosta, Marion van den Heuvel, Janessa Manning, Jamie Piercy, Moriah Thomason
Wayne State University

**P1-G-183** Shuar infants’ behavior towards plants and other objects
Annie Wertz (Presenter), Claudia Elsner, Alejandro Erut, Andrew Smith, H. Clark Barrett
Max Planck Institute for Human Development, University of California, Los Angeles
Poster sessions

P1-G-186  Examining infants’ expectations surrounding cooperation between a human and a robot
Ying Wang (Presenter)¹, Shoji Itakura ( Presenter)³
¹Kyoto University

P1-G-187  Infants' understanding of multiple agents' goal-pursuit in cooperative vs competitive context
Liza Vorobyova (Presenter)¹, Ernő Téglás¹, György Gergely³
¹Central European University, ³Közép-európai Egyetem

P1-G-188  Should we consider infant clarity of cues when promoting responsive feeding?
Sierra Sheeper (Presenter)¹, Jordyn Levy (Presenter)², Alexandra Hernandez², 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 Stefania 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 Holub²
¹University of Texas at Dallas, ²University of Manitoba

P1-G-193  Young children negatively evaluate people who do not help, even when helping is challenging
Brandon Terrizzi (Presenter)³, 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 Ehrlich¹, 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 Pruett¹, Jason Wolff², Kelly Botteron², Stephen Dager³, Annette Estes¹, Hazel Hazlett¹, Robert Schultz¹, Joseph Piven¹, Jed Elison²
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

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)³, 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-Emilie Savage (Presenter)¹, Jessica Pearson², Claire Baudry³, Lisa-Marie Gagne¹, Delphine Collin-Vézina³, 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)³, Cathi Propper², Alison Steube¹, W. Roger Mills-Koone²
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 Trois-Rivières

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 Stoezel², Samantha Mitsven³, Neil Johnson¹, Udo Rudolph¹, Chao Ming 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 Giga¹
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 Huppe²
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 Southgate²
¹Birkbeck, University of London, ²University College London

P1-G-211  Selective facial mimicry of minimal in-group members in toddlerhood
Carina de Klerk (Presenter)¹, Chiara Bulgarelli¹, Antonia Hamilton², Victoria Southgate²
¹Birkbeck, University of London, ²University College London

H: Emotional Development

P1-H-212  Clustering infant communication: Carving nature at its joints
Beatrice Beebe¹, Amy Margolis², Sang Han Lee², Bradley Peterson², 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, ³University of North Carolina at Chapel Hill

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, ⁴New York State Psychiatric Institute, Columbia University Medical Center, ⁵Nathan Kline Institute

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 Stacks³, 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 Cnic¹, 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 Conradt¹, 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 Kirchoff²
¹Washington State University

P1-H-222  Maternal history of early adversity affects sensitivity to traumatic stress during parenting
Irene Tung (Presenter)¹, Kate Keenan², Stephanie Stepp¹, 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 Tilely (Presenter)¹, Pamela Norcross (Presenter)¹, Margaret Swingler², 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 and child inhibitory control
Lindsay Taraban (Presenter)¹, Daniel Shaw¹, Thomas Dishion³, Melvin Wilson¹
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 Marquis², Keisha Gobin¹, Alysha Bernstein¹, Shruti Vyas¹, Margaret Moulson¹
¹University of California, ²Nimes University

P1-H-228  Parental burn-out: Influence of demographic factors and infant temperament
Serafim 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 Scarlet (Presenter)², Makeba Wilbourn³
²Duke University
Poster sessions

P1-H-230  Cortisol concentrations in human breast milk: Associations with infant crying
Christine Hechler¹, Roseriet Beijers (Presenter)¹, Marianne Riksen-Walraven, 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 Moulsön²
¹Hospital for Sick Children, ² Ryerson 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. Gabis³, Tal Orlitisky², Carolyn Zahn-Waxler⁴, Maayan Davidov⁵
³Edmond and Lily Safra Children's Hospital, ⁴The Hebrew University of Jerusalem, ⁵University 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, Sara Pierce¹, Jukka Leppanen¹, Alma Gharib², Barbara Thompson³, Lisa Schlueter¹, Pat Levitt¹, Charles Nelson¹
¹Boston Children's Hospital, Harvard Medical School, ²University of Southern California, ³University of Southern California, Children's Hospital Los Angeles

P1-H-235  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-236  Neurodevelopmental origins of infant regulation during a mother-infant face-to-face paradigm
Elizabeth Planalp (Presenter)¹, Douglas Dean (Presenter)², Kristin Dowe (Presenter)¹, Richard Davidson (Presenter)¹, Andrew Alexander (Presenter)¹, H. Hill Goldsmith (Presenter)¹
¹University of Wisconsin-Madison

P1-H-237  Environmental and temperamental predictors of infant adjustment at 12 months
Ulziima Chimed-Ochir (Presenter)¹, Douglas Tett¹
¹Pennsylvania State University

P1-H-238  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-239  The relation between maternal emotion regulation and maternal protective parenting behaviors is moderated by toddler temperament
Lauren Jones (Presenter)¹, Randi Phelps², Elizabeth Kiel¹
¹Miami University, ²Miami University

P1-H-240  Child maltreatment and cortisol secretion: A meta-analysis
Jessica Pearson (Presenter)¹, Delphine Collin-Vezina¹, Laura-Emilie Savage¹, Eve-Line Bussières², George Tarabulsy³
¹McGill University, ²Université Laval, ³University of Québec at Trois-Rivières

P1-H-241  Maternal anxiety is associated with decreased attention to emotional stimuli in infants
Denise Oleas (Presenter)¹, Jessica Burris¹, Zachary Walden, Emily Kim¹, Kristin Buss², Koraly Pérez-Edgar³, 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 Pfeffer³, Elisabeth Powell⁴
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 Fernandez², 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, Onprason Inthachith¹, Chan Lattanavong¹, 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 Vernetti², Emily Hilton², Gabriella Greco³, Suzanne Macari¹, Kelly Powell¹, Scuddy Fontenelle², Katarzyna Chawarska²
¹Yale University, ²Yale School of Medicine, ³University of Wisconsin-Madison, ⁴University of Washington
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 Reynolds³, 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-4  Female voice influences the early manual abilities of preterm infants
Fleur Lejeune (Presenter)¹, Laure-Anne Brand², Amaya Palama¹, Johanna Parra¹, Leila Marcus², Kovička Barisnikov², Thierry Debillon², Frédérique Berne-Audéoud³, Edouard Gentaz¹
¹University of Geneva, ²Grenoble University Hospital, ³Métropole Savoie Hospital

P2-A-5  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-6  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-7  Infants learn and change movement!
Jeongah Kim (Presenter)¹, Anvitha Shivakumar¹, Barbara Sargent¹, Linda Fettters¹
¹University of Southern California

P2-A-8  Sitting and searching: Reliability and validity of an object permanence scale in relation to sitting development
Danyang Han (Presenter)¹, Hannah Borenstein¹, Shohan Hasan¹, Stephen Robinovitch¹, Karen Adolph¹
¹University of Toronto, ²University of California, ³University of Washington

P2-A-9  Infant self-feeding: Stabilizing mouth position during bottle transport
Wendy Jung (Presenter)¹, Bjoern Kahrs¹, Elizabeth Steen¹, Jeffrey Lockman¹
¹Tulane University

P2-A-10  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-11  Frequent falls do not deter infants from walking
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-12  Testing validity and reliability of a smart garment for tracking infants’ body position
Andrea Baraldi Cunha (Presenter)¹, Ben Greenspan¹, Iryna Babik², Martha Hall², Kelayton Galante Sousa¹, Michele Lobo²
¹Federal University of Rio Grande do Norte, ²University of Delaware

P2-A-13  Discovery in the ordinary: Mothers teaching designed actions of Duplo bricks
Maria Arredondo (Presenter)¹, Lillian May¹, Judit Gervain¹, Manuel Carreiras¹, Janet Werker¹
¹University of British Columbia, ²CNRS – Université Paris Descartes, ³Basque Centre for Cognition, Brain, & Language
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
¹Chung-Ang University, ²RIKEN Brain Science Institute

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
¹Ryerson University

P2-C-40 Vestibular-visual integration in 3-month-old infants born preterm: A comparison with term infants
Michele Molina¹, Morgane David (Presenter)¹, Johnny Leveneur (Presenter)¹, Coralie Sann (Presenter)¹, Bernard Guillot (Presenter)¹, François Jouen (Presenter)¹
¹Université Caen Normandie, ²Centre hospitalo-Universitaire, ³Ecole Pratique des Hautes Etudes

P2-C-41 Cued emotion: Top-down influence of facial expression perception in infancy
Naqi Xia (Presenter)¹, Lauren Emberson¹
¹Princeton University

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
¹University of Miami

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
¹University of Milano-Bicocca, ²University of York
P2-C-44  Prosody outweighs statistics: Evidence from German
Mireia Marimon (Presenter), Barbara Höhle
University of Potsdam, Justus-Liebig-Universität Gießen

P2-C-45  Visual exploration strategies in 10-month-old infants’ processing of adult and child faces
Stefania Conte¹, Valentina Proietti², Hermann Buhl³, Viola Macchi Cassia (Presenter)¹
University of Milano-Bicocca, NoPassing University

P2-C-46  Visual analysis of form and contour in infants and adults
Clay Mash (Presenter), Christine Wei¹, Marc Bornstein¹
NichHD/NIMH

P2-C-47  Infants showing the other-race effect use different gaze patterns for same-race and other-race faces
Anna Krasotkina (Presenter), Antonia Götz², Barbara Hoehle³, Gudrun Schwarzer³
Justus-Liebig-Universität Gießen, University of Potsdam

P2-C-48  Infants rapidly detect human faces in complex visual scenes
David Kelly (Presenter), David Meary³, Olivier Pascalis³
University of Kent, University Grenoble-Alpes CNRS

P2-C-49  Variation in the influence of bottom-up and top-down features on adult-like gaze
Kellan Kadooka (Presenter), John Franchak¹
University of California, Riverside

P2-C-50  Behavioral reaction of 10-month-old infants to dynamic facial expressions
Alexandra Neenan (Presenter), Emily Touchstone (Presenter), Mariah Fowler (Presenter), Melanie Spence (Presenter)
The University of Texas at Dallas

P2-C-51  Body processing and attentional patterns in infancy
Rachel Jubran (Presenter), Hannah White¹, Ramesh Bhatt¹
University of Kentucky

P2-C-52  Testing the developmental foundations of cinematic continuity
Sermin Ildirar (Presenter), Tim Smith¹
Birkbeck, University of London

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
Justus-Liebig-Universität Gießen, Western University

P2-C-54  The role of multisensory cues in training infants to attend to object features
Natasa Ganea¹, Jiale Yang¹, Andrew Bremner¹
Goldsmiths, University of London

D: Communication and Language

P2-D-55  Fifteen-month-olds’ identification of words containing cross-accent consonant versus vowel differences
Karen Mulak (Presenter)
Western Sydney University

P2-D-56  Word learning following speech disfluencies in monolingual and bilingual 32-month-olds
Elizabeth Morin-Lessard (Presenter), Krista Byers-Heinlein¹
Concordia University

P2-D-57  Cross-modal integration of meaning in 9-month-olds: An EEG study
Elena Morgan (Presenter), Audrey van der Meer¹, Mila Vulchanova, Giosue Baggio⁷
Norwegian University of Science and Technology

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 Cuda³
University of Verona, Guglielmo da Saliceto Hospital

P2-D-59  Dog, doggy, dogs: Characterizing wordplay variability within and across families during infancy
Charlotte Moore (Presenter), Erika Bergelson¹
Duke University

P2-D-60  Adaptation of the Communicative Development Inventory (CDI) into Mandinka, a spoken language of West Africa
Bosiljka Milosavljivic (Presenter), June Pastor Larrieta², Samantha McCann¹, Ousman Kambil³, Clare Elwell⁴, Sarah Lloyd-FOX⁴
Birkbeck, University of London, University of Bath, Medical Research Council Unit Gambia, University College London

P2-D-61  Does early attention affect the fluency of parent-child interactions?
Brianna McMillan (Presenter), Lillian Masek, Sarah Paterson, Andrew Ribner², Kathy Hirsh-Pasek¹, Clancy Blair²
Temple University, New York University

P2-D-62  Song acquisition predicts accelerated speech acquisition & accelerated speech clarity
Gwendolyn McGraw (Presenter)
Retired Dept. Chair, University of Southern California

P2-D-63  Modeling developmental changes in infants’ discrimination of English vowels
Megha Sundara (Presenter), Connor Mayer (Presenter)³
University of California, Los Angeles

P2-D-64  Developmental changes in infants’ and mothers' pathways to successful joint attention episodes
Margaret Loy (Presenter), Elise Masur (Presenter), Janet Olson (Presenter)²
Harlem Community School District 122, Northern Illinois University

P2-D-65  Characteristics of English- and Spanish-speaking mother-child engagement during free play
Allyson Masters (Presenter), Anele Villanueva¹, Diane Poulin-Dubois², Pascal Zeisger³, Margaret Friend¹
San Diego State University, Concordia University, University of Geneva

P2-D-66  Not all about income: Similarities and differences in children’s early language environments predict vocabulary development
Lillian Masek (Presenter), Kathy Hirsh-Pasek¹, Roberta Golinkoff²
Temple University, University of Delaware

P2-D-67  The role of pragmatics vs. novelty in a label assignment task
Hanna Mamo (Presenter), Dan Sperber¹
Central European University, Kazép–eúropa Egyetem

P2-D-68  Amount of speech exposure early in infancy is related to receptive vocabulary size at twelve months
Ellen Marklund (Presenter), Iris-Corinna Schwarz¹, Ulrika Marklund, Christa Lam-Cassettari³
Stockholm University

P2-D-69  Characterizing vocalizations and reactivity to adult voice modulations in toddlers
Allyson Masters (Presenter), Anele Villanueva¹, Diane Poulin-Dubois², Jillian Kronenberger²
Temple University, University of Delaware
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
¹Université Paris Descartes, ²CNRS - Université Paris Descartes

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
¹Stanford University

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 Chen³, Amy Pace⁴, Kathy Hirsh-Pasek⁵, Lauren Adamsom⁶, Roberta Golinkoff⁷, Margaret Owen⁷, Roger Bakeman⁸, Lillian Masek⁹, Sarah Paterson²
¹Rutgers University, ²University of Oregon, ³University of Washington, ⁴Georgia State University, ⁵University of California, Davis, ⁶University of Miami, ⁷University of Minnesota, ⁸University of Texas at Dallas

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
¹Western Sydney University

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
¹University of York

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 Iverson³
¹University of Pittsburgh, ²University of Bologna

P2-D-76  Naming changes infants’ memory for individual objects
Sandy LaTourrette (Presenter)¹, Sandra Waxman³
¹Northwestern University

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
¹Stockholm University

P2-D-78  The acquisition of agglutinating morphology in French and Hungarian infants
Eniko Ladanly (Presenter)¹, Judit Gervain²
¹Université Paris Descartes, ²CNRS - Université Paris Descartes

P2-D-79  What makes a cup a cup? Infant generalization abilities to basic and word referents
Blair Braun (Presenter)¹, Jessica Anderson (Presenter)¹, Morgan Szarfinski Clark (Presenter)¹, Sarah Kucker (Presenter)¹
¹The University of Wisconsin Oshkosh

P2-D-80  Do children with hearing loss use infant-directed speech? A case study
Maria Kondaurova (Presenter)¹, Kaelin Kinney¹
¹University of Louisville

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
¹Seoul National University, ²Chosun University

P2-D-82  General and specific predictors of mental state language at 27 months
Irina Jarvers (Presenter)¹, Beate Sodian¹, Susanne Kristen-Antonov¹, Stella Grosso¹, Tobias Schuwerk¹
¹Ludwig-Maximilians University Munich (LMU)

P2-D-83  Developing grammatical categories from audio-visual cues during early language acquisition
Cristina Jara (Presenter)¹, Marcela Peña¹
¹Pontificia Universidad Católica de Chile

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
¹Boston University

P2-D-85  Exploring the link between the acquisition of words for objects and for numbers at 30 months
Peter Horn (Presenter)¹, Tom Fritzschke (Presenter)¹, Antje Ehler1, Flavia Adami¹
¹University of Potsdam

P2-D-86  Statistical learning, linguistic experience and language outcomes in infancy.
Mélanie Hoareau (Presenter)¹, Henny Yeung², Thierry Nazzi³
¹Université Paris Descartes, ²Simon Fraser University, ³CNRS - Université Paris Descartes

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
¹Universidad de Chile, ²Riken Brain Science Institute, ³Université Paris & Vincennes-Saint-Denis, ⁴CNRS - Université Paris Descartes, ⁵Université Sorbonne Nouvelle

P2-D-88  Exploring the conceptual origin of a linguistic behavior: Event endstate representation in infancy
Angela Xiaoxue He¹, Sudha Arunachalam (Presenter)¹
¹Boston University

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 Bednarczyk², Gordon Ramsay¹
¹Emory University

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
¹New York University, ²Steinhardt School of Culture, Education and Human Development, ³New York University

P2-D-91  Selectivity in bilingual infants’ label learning
Katharine Graf Estes (Presenter)¹, Dylan Antovitch¹, Jessica Hay³
¹University of California, Davis, ²University of Tennessee

P2-D-92  Asymmetrical vowel discrimination is affected by native language experience: Crosslinguistic boundaries in vowel perception
Antonia Götz (Presenter)¹, Anna Krasotkina¹, Gudrun Schwarzer¹, Barbara Höhle¹
¹Justus-Liebig-Universität Gießen
P2-D-93  Exploring infants' ability to understand abstract words
Katrina Martindale¹, Hope Hodgson-King¹, Nayeli Gonzalez-Gomez (Presenter)¹
¹Oxford Brookes University

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
¹Concordia University

P2-D-95  Predicting language development from speech perception in early childhood.
Jolanta Golan (Presenter)¹, Katie Daubney², Haiko Ballieux³, Przemyslaw Tomalski³, Rachel George¹, Melanie Vitkovich¹, Derek Moore⁴, Elena Kushnerenko¹
¹University of East London, ²University of Westminster, ³University of Warsaw, ⁴University of Surrey

P2-D-96  Physiological measurements of prosodic topographies in children with ASD related to vocalization type using electroglottography
Shweta Ghai (Presenter)¹
¹Emory University

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
¹National University of Singapore, ²Western Sydney University

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
¹Justus-Liebig-Universität Gießen, ²University of Potsdam

P2-D-99  Top-down influences on phoneme acquisition: Data from Spanish-Catalan bilinguals
Camille Frey (Presenter)¹, Nuria Sebastian-Galles¹
¹Universitat Pompeu Fabra

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-Galles¹
¹Université Grenoble Alpes, Gipsa-lab, ²Universitat Pompeu Fabra

P2-D-101  Learning in social contexts: The role of temporal structure in infant communicative development
Melissa Elston (Presenter)¹, Jennifer Schwade¹, Michael Goldstein¹
¹Cornell University

P2-D-102  Maternal input and vocabulary learning in Brazil and the United States
Chantal Ramirez (Presenter)¹, Catharine Echols (Presenter)¹, Poliana Goncalves Barbosa¹, Cláudia Cardoso-Martins¹
¹University of Texas, ²University of Alberta, ³Universidade Federal de Minas Gerais

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 Rabiller¹, Nicolas Dollion (Presenter)², Alban Lemasson (Presenter)¹, Stéphanie Barbu (Presenter)²
¹CNRS - Université Paris Descartes, ²Université de Rennes 1, ³Université de Rennes – CNRS

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
¹East Tennessee State University

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
¹University of Denver, ²University of Maryland Baltimore County (UMBC)

P2-D-106  Stress exposure impacts child vocalizations and parent-child interactions in the first year of life
Lara Pierce (Presenter)¹, Emily Reilly⁴, Charles Nelson¹
¹Boston Children's Hospital, Harvard Medical School

P2-D-107  Associative word learning in infancy: A meta-analysis of the Switch task
Angeline Sin Mei Tsui (Presenter)¹, Krista Byers-Heinlein¹, Christopher Fennell¹
¹University of Ottawa, ²Concordia University

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 Snidman², Jennifer DiCorcia³, Akhila S ravish⁴, Erin Duffy⁵, Ed Tronick¹
¹University of Massachusetts Boston

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
¹University of Oregon

P2-E-112  The small set of repeating voices and tunes in infants' daily music
Jennifer Mendoza (Presenter)¹, Caitlin Faussey (Presenter)¹
¹University of Oregon

P2-E-113  Exploring whether attention getters influence infants' information processing
Tyler McFadjen (Presenter)¹, Robin Panneton¹
¹Virginia Tech

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
¹Cornell University, ²Birkbeck, University of London, ³www.basisnetwork.org; Centre for Brain and Cognitive Development, Birkbeck, University of London

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 Gasparo¹, Maria Beatriz Linhares¹
¹University of São Paulo
P2-E-118 Infant memory may relate to stressful life events
Gabrielle Lipson (Presenter), Natalie Brito, Ana Leon-Santos, Kimberly Noble
Columbia University, New York University, Teachers College Columbia University

P2-E-119 Behavior problems in children born preterm from toddlerhood to preschool age
Maria Beatriz Linhares (Presenter), Cláudia Gaspardo, Marilia Branco, Ana Claudia Castro
University of São Paulo

P2-E-120 Developmental pattern of toddlers born preterm differentiated by risk for cerebral palsy
Maria Beatriz Linhares (Presenter), Renata Zorzenon, Cláudia Gaspardo, Juliana Rodrigues
University of São Paulo

P2-E-121 Does the storyline matter? Eighteen-month-olds’ memory for movies
Trine Sonne (Presenter), Osman Kingo (Presenter), Peter Krogaard (Presenter)
Aarhus University

P2-E-122 Neural markers of predictive models in 9-month-old infants
Ezgi Kayhan (Presenter), Marlene Meyer, Jill O’Reilly, Sabine Hunnius, Harold Bekkering
Max Planck Institute for Human Cognitive and Brain Sciences, University of Chicago, Radboud University

P2-E-123 Is transitional probability more resilient to decay in memory than syllable frequency?
Ferhat Karaman (Presenter), Jessica Hay
University of Tennessee

P2-E-124 Application of pivotal response training in a home service program for Taiwanese children with autism spectrum disorder
Tian-Ai Yang, Yen-Hsun Huang, Jui-Yun Tsai, Sarah Rieth, Yen-Tzu Wu
National Taiwan University, Taipei City Psychiatric Center, Taipei City Hospital, San Diego State University

P2-E-125 The role of action effects in rational imitation: Action-effect binding or frequency learning?
Chi-Tai Huang (Presenter), Yue-Ju Yang (Presenter)
Chengchi University

P2-E-126 I’ll have what she’s having: Infants’ preferences for female faces extends to female-referenced objects
Alison Heck (Presenter), Rachel Jubran, Ramesh Bhatt
University of Kentucky

P2-E-127 The natural statistics of naps and language in everyday infancy
Sabrina Haskinson (Presenter), Jennifer Mendoza, Christine White, Heather Anderson, Caitlin Fausey (Presenter)
University of Oregon

P2-E-128 Generalization and abstract representations of non-adjacent dependencies in infants
Ileana Grama (Presenter), Frank Wijnen
Utrecht University

P2-E-129 Infant’s attention at play: Maturation and maternal engagement effects
Shir Komforti (Presenter), Alin Peri, Maor Gidron, Ronny Geva
Bar-Ilan University

P2-E-130 Neonatal characteristics, clinical health status, and development in toddlers born preterm
Cláudia Gaspardo (Presenter), Juliana Rodrigues, Ricardo Facirolí, Guilherme Furini, Maria Beatriz Linhares
University of São Paulo

P2-F-131 Looking patterns differ as a function of temperament
Esther Reynolds (Presenter), Amanda Rosales, Bret Eschman, Shannon Ross-Sheehy (Presenter)
University of Tennessee

P2-F-132 Executive functioning in 7-month-old non-crawling infants enhanced by robotically-assisted locomotion
Nancy Rader (Presenter), Sharon Stansfield, Judith Pena-Shaff, Carole Dennis, Helene Linar (Presenter)
Ithaca College

P2-F-133 Cognitive capacity in infancy: How is it linked to bilingualism?
Sadaf Pour Iliaei (Presenter), Krista Byers-Heinlein
Concordia University

P2-F-134 Towards compositionality of meaning and thought. Twelve-month-olds’ understanding of complex noun phrases
Barbara Pomiechowska (Presenter), Erno Tégás, Agnes Melinda Kovacs
Central European University, Kőzép-európai Egyetem

P2-F-135 Do infants represent faces of different genders as distinct ‘kinds’?
Charisse Pickron (Presenter), Erik Cheries
University of Massachusetts, Amherst

P2-F-136 Slithering vs. Walking: Do infants look longer at threat-relevant biological motion?
Helene Mottier (Presenter), David Meary, Olivier Pascalis (Presenter)
University Grenoble-Alpes CNRS

P2-F-137 Discrimination between morphed face and novel face in infancy
Hiroshi Nitta (Presenter), Kazuhide Hashiya
Kyushu University, Keio University

P2-F-138 Maternal scaffolding during play with 12 to 24-month-olds: Stability over time and relations with emerging effortful control
Dave Neale (Presenter), David Whitebread
University of Delaware, University of Cambridge

P2-F-139 Using goal-directed action to guide causal exploration across development: Evidence from 1- to 3-year-old children
Esther Reynolds (Presenter), Amanda Rosales, Bret Eschman, Shannon Ross-Sheehy
University of Tennessee

P2-F-140 “Touching!!”: An AR system for unveiling face topography in very young children
Michiko Miyazaki (Presenter), Ryoko Mugitani, Tomohisa Asai (Presenter)
Otsuma Women’s University, NTT Communication Science Laboratories, Advanced Telecommunications Research Institute International

P2-F-141 Differential forms of biological susceptibility to family income during infancy: Predictions to executive functioning at 5 years
Henry Lininger (Presenter), Jeffrey Measelle, Elizabeth Loi, Jennifer Ablow
University of Oregon
Poster sessions

P2-F-143  Eye tracking lateraled spatial processing in infants and toddlers
Eloise West (Presenter), Sara Hameed (Presenter), Zofia Trujillo (Presenter), Ekaterina Sufyarova (Presenter), Koleen McCrink (Presenter)
1Barnard College, Columbia University

P2-F-144  Investigating temporal priority understanding in toddlers
Pingki Mazumder, Emma Tecwyn, Daphna Buchsbaum
1University of Toronto, 2Cardiff University

P2-F-145  The effect of labeling on infants novel object exploration.
Marina Loucaides (Presenter), Gert Westermann, Katherine Twomey
1Lancaster University, 2Manchester University

P2-F-146  How absolute distance from a landmark impacts young children's understanding of relative proximity
Megan Lorenz (Presenter), Ashley Buksa, Jodie Plumert
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), Joanna Raczaszek-Leonardi, Przemyslaw Tomalski
1University of Warsaw

P2-F-148  Cognitive dissonance in one-year-olds
Rita Loiotile (Presenter), Aimee Stahl, Alex Silver, Lisa Feigenson
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), Renee Baillargeon, Daniel Hyde
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), Isu Cho (Presenter), Hyun-jooy Song
1Yonsei University, 2Western University

P2-F-151  Every rose has its thorn: Infants' behavioral responses to visible plant threats
Aleksandra Włodarczyk, Claudia Esner, Alexandra Schmitter, Annie Wertz (Presenter)
1Max Planck Institute for Human Development, 2German Institute for International Educational Research

P2-F-152  Knowing who knows: Infants' selective social learning is linked to metacognitive skills
Olivia Kuzyk (Presenter), Shawna Grossman, Lauranne Gendron-Cloutier, Diane Poulin-Dubois
1Concordia University

P2-F-153  The effect of words and sounds on conceptual representations for preverbal infants
Louah Sirri (Presenter), Vincent Reid, Eugenio Parise
1Lancaster University

P2-F-154  Getting a grip on infants' event representations: Participant number in TAKE and PICK-UP
Tyler Knowlton (Presenter), Laurel Perkins, Alexander Williams, Jeffrey Lidz
1University of Maryland

P2-F-144  Towards an early marker of atypical neurocognitive development in resource poor settings: An ERP study in the rural Gambia
Laura Kischkel (Presenter), Maria Rozhko, Sam McCann, Saikou Drammeh, Ebrima M’Bye (Presenter), Luke Mason, Clare Elwell, Sarah Lloyd-Fox, Michelle de Haan
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), Ildiko Kiraly, Josep Call, György Gergely
1Central European University, 2Közép-európai Egyetem, 3University 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 Ohba, Chizuko Murai, Michiko Miyazaki, Hiroyuki Okada, Kazuhide Hashiya
1Keio University, 2Seika Women's Junior College, 3Otsuma Women's University, 4Tanagawa University

P2-F-158  Longitudinal development of attention and inhibitory control during the first year of life
Karla Holmboe (Presenter), Arielle Bonneville-Roussy, Gergely Cseibar, Mark H Johnson
1University of Oxford, 2University of Roehampton, 3Central European University, 4Közép-európai Egyetem, 5Birkbeck, University of London

P2-F-159  Young children's perception of ingroup and outgroup members - individuation and categorization
Jonas Hermes (Presenter), Marie Lammel, Laura Böttcher, Tanya Behne, Gil Diesendruck, Hannes Rakocy
1University of Göttingen, 2Bar-Ilan University

P2-F-160  Implicit understanding of epistemic language and uncertainty monitoring in 27-month-old children
Stella Serena Grosso, Beate Sodian, Irina Jarvers, Tobias Schuwerk, Susanne Kristen-Antonow, Nivedita Mani
1Ludwig-Maximilians University Munich (LMU), 2University of Göttingen

P2-F-161  Descending into chaos: Numerical cognition in Infants vs. Pirahá
Peter Gordon, Erin Kirby, Jean Tang, Lauren Schiller, Eli Zaleznik, Roseanne Milman
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 Findlay, Sarah Gerson (Presenter)
1Cardiff University

P2-F-163  Infant surgery, preschool noncompliance, and middle childhood executive function
Tatiana Garcia-Meza, Lan Liu, Martha Ann Bell
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), Ágnes Kovács, Emo Teglás
1Central European University, 2Közép-európai Egyetem
G: Social Development

P2-G-165 Dysfunction in infants' statistical learning are related to subthreshold autistic social impairments in their parents
Robertta Bettini¹, Valentina Riva², Chiara Cantiani³, Elena Riboldi², Massimo Molteni², Viola Macchi Cassia¹, Hermann Bulf (Presenter)¹
¹University of Milano-Bicocca, ²IRCCS Eugenio Medea

P2-G-166 The nature of infant-mother locomotor synchrony
On 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, Kristiiaan van der Heijden¹, Stephan Huijbregts¹, Stephanie van Goorzen¹, Hanna Swaab³
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 Gartstein³
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 Perrier²
¹Université de Montréal, ²Université de Montréal

P2-G-171 Division of parental labor is associated with maternal relationship satisfaction
Melanie Miranda (Presenter)¹, Andrew Ribner¹, Clancy Blair¹, NewFAMS Investigators¹
¹University of Pittsburgh

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 Soska³, Elizabeth Edgar², 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, Célia Matte-Gagne¹
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
¹École Normale Superieure, 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 Brotherston¹, Ashley Cox¹, Makayla Johnson¹, Anna Lyybinina¹, 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 Sodian¹, Irima 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
Alessandra Petkova (Presenter)¹, Nicole Aguilar¹, Claire Le Gall¹, Lauren Dunmore¹, Ellie Ruhl¹, Alicia Davdani¹, 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, Jeevan Park¹, Hyun-joo Song¹, Renée Baillargeon²
¹Yonsei University, ²University of Illinois

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)³, Ismahah 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 Measelle², 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 Mangelsdorf²
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 Pearson¹, George Tarabulsy¹
¹Université Laval, ²Université de Sherbrooke, ³McGill University

P2-G-201  Toddlers’ preferential bias toward the resource-rich and an intervention to reduce it
Melody Buyukozler 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
¹University of California, Los Angeles, ²New York University

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 Mclnnis (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 McDiogen (Presenter)¹, Kristin Buss¹, Dawn Witherspoon¹, Ginger Moore¹, Cathi Propper¹
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 Dishion¹, 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 recognition of adult- but not infant- facial expressions
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, Apongnyu Fopenawoh¹, Leslie Schneider², Ellen Leibenuft², Daniel Pine³, Nathan Fox⁴, Courtney Filippì³
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 Gunther³, Koraly Pérez-Edgar³, Kristin Buss³, 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 Desmarais³
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)¹
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
¹Rutgers University, ²Pennsylvania State University

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
¹University of North Carolina at Greensboro, ²University of North Carolina at Chapel Hill

P2-H-222  Father's mental health predicts rating of child's externalizing behavior, internalizing behavior and dysregulation in toddlers
Lara Kyriakou¹, Andrew Ribner³, Cynsay Blair¹
¹New York University

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, Jaceleen Charbonneau¹, Maria Kalpidou¹
¹Assumption College

P2-H-224  Mother-toddler cortisol synchrony longitudinally moderates risk for child internalizing symptoms
Anne Kalomiris (Presenter)¹, Elizabeth Kiel¹
¹Miami University of Ohio, ²Miami University

P2-H-225  Maternal childhood trauma and stress during pregnancy
Parisa Kaliush (Presenter)¹, Sarah Terrell (Presenter)¹, Brendan Ostlund¹, Mindy Brown¹, Elisabeth Conradt¹, Sheila Crowell¹
¹University of North Carolina Wilmington

P2-H-226  Young children's regulatory strategies: Associations with maternal strategies and children's temperament
Caroline Mueller (Presenter)¹, Kelsey van Boeij¹, Melinda Nguyen¹, Hailey Grant¹, Linsay 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, Edoor Saccettii, Marianne Riksen-Walraven¹, Hauke Smitd, Carolina de Weerth¹
¹Radboud University, ²Laboratory of Microbiology, Wageningen University & Research, ³Laboratory of Systems and Synthetic Biology, Wageningen University & Research

P2-H-230  Maternal responsivity to 3-month old infant affect transitions predicts later infant negative affect
Meeka Halperin (Presenter)¹, Kaya de Barbado¹, Sherry Goodman¹
¹Emory University, ²The University of Texas at Austin

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), Jakob Kaiser, Maria Magdalena Crespo-Llado, Chiara Turati

*University of York, Ludwig-Maximilians University Munich (LMU), Lancaster University, University of Milano-Bicocca*

**P2-H-234** Mother-infant physiological synchrony during strange situation: Pronounced differences between disorganized and secure dyads

Pooyesh Ganji (Presenter), Jeffrey Measelle, Jennifer Ablow

*University of Oregon*

**P2-H-235** Understanding emotional connection in infant-mother dyads

Cynthia Frosch (Presenter), Marcus Fagan (Presenter), Mark Lopez (Presenter), Wendy Middelmiss (Presenter), Mei Chang, Amie Hane, Martha Welch

*University of North Texas, Williams College, Columbia University*

**P2-H-236** Maternal anxiety and depression prospectively predict physiological regulation of social fear in infants

Anna Zhou (Presenter), Alicia Vallorani, Jennifer Phillips, Koraly Pérez-Edgar, Vanessa LoBue, Kristin Buss

*Pennsylvania State University, Rutgers University*

**P2-H-237** Measuring early childhood development in Brazil: Evidence from the caregiver-reported early development index

Elisa Rachel Pisani Altafim (Presenter), Dana McCoy, Alexandra Brentani, Günther Fink

*University of São Paulo, Harvard University, University of Basel*

**P2-H-238** Mother and infant negative affect predict infant physiological regulation during a frustrating task

Jennifer Phillips (Presenter), Alicia Vallorani, Anna Zhou, Koraly Pérez-Edgar, Vanessa LoBue, Kristin Buss

*Pennsylvania State University, Rutgers University*

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**I: Translational Science**

**P2-I-239** An examination of classic infant speech perception tasks and their practical applications beyond the lab

Giovanna Morini (Presenter), Hannah Puttre (Presenter), Emily Fritzson (Presenter), Roberta Golinolfi, Thierry Morlet, Derek Houston

*University of Delaware, Renars Alfred L. duPont Hospital for Children, Ohio State University*

**P2-I-240** The effect of fetal cocaine exposure on adolescent risky sexual behavior

Inna Miroshnichenko, Nicholas Minar, Michael Lewis

*Rutgers University, Institute 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), Ai-Wen Hwang (Presenter)

*Chang 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), Angela Becerra, Carolyn Mervis

*University 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), Sooyeon Sung, Jason Wolff, Kelly Botteron, Stephen Dager, Annette Estes, Heather Hazlett, Sarah Paterson, Robert Schultz, Lonnie Zweiggenbaum, Joseph Piven, Jed Elson

*University of Minnesota, University of Minnesota Twin Cities, Washington University in St. Louis, University of Washington, University of North Carolina, Temple University, University of North Carolina, University of Alberta, University of North Carolina*

**P2-I-244** Maternal postnatal psychosocial distress and its association with cortisol levels and immunological composition in breast milk

Marina Aparicio, Christine Hechler, Roseriet Beijers, Juan Miguel Rodriguez, Leonides Fernandez, Carolina de Weerth (Presenter)

*Complutense University of Madrid, Radboud University*

**P2-I-245** Paid maternal leave is associated with better language outcomes during toddlerhood

Karina Kozak (Presenter), Cynthia Rodriguez, William Fifer, Amy Elliott, Natalie Brito

*New York University, Columbia University Medical Center, Sanford Health*

**P2-I-246** Early developmental pathways to childhood symptoms of ADHD, anxiety, and autism spectrum disorder (ASD)

Rachael Bedford (Presenter), Elizabeth Shephard, Bosiljka Milosavljevic, Teodora Gliga, Emily J. H. Jones, Andrew Pickles, Mark H Johnson, Tony Charman (Presenter)

*King’s College London, Institute of Psychology, Psychiatry and Neuroscience, Birkbeck, University of London*

**P2-I-248** Is there empirical evidence that earlier is better for intervention with children with autism spectrum disorders?

Tamique Ridgard, Sofia Pham (Presenter), Patricia Towle, Patricia Patrick

*Westchester Institute for Human Development*

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**J: 40th Anniversary**

**P2-J-249** Nutrition and anemia in Lao children: Determining contextual influences

Nathaniel Sichter (Presenter), Dorianne Wright, Jeffrey Measelle

*University of Oregon*

**P2-J-250** Trends across 40 years in the ICIS flagship journal(s): A computational analysis

Gwen Gustafson (Presenter), James Green, Anna Green

*University of Connecticut, Harvard Medical School*

**P2-J-251** In Fantz’ research: The pioneering work of Dr. Robert L. Fantz in developing the study of infancy

Nicole Sugden, Becky Choma

*University of British Columbia, Ryerson University*
**P3-A-1**  Reaching skills of infants born very preterm predict neurodevelopment at 2½ years
Ylva Fredriksson Kaul (Presenter), Kerstin Rosander, Helena Grönqvist, Katarina Strand Brodd, Lena Hellström-Westas, Claes von Hofsten (Presenter)
Uppsala University

**P3-A-2**  Secondary object clearance in reaching at 9 months
Clay Mash (Presenter), Elisabeth Mistur, Marc Bornstein
NICHD/NIH

**P3-A-3**  The development of joint visual attention skills in typically developing infants and infants with locomotor delay
Julia Dillmann, Gloria Gebh, Christian-Dominik Peterlein, Gudrun Schwarzer (Presenter)
Justus-Liebig-Universität Giessen, University Hospital Giessen and Marburg

**P3-A-4**  Observing third-party ostracism enhances facial mimicry in 30-month-olds
Carina de Klerk (Presenter), Hannah Albiston, Chiara Bulgarelli, Antonia Hamilton, Victoria Southgate
Birkbeck, University of London, University College London, University of Copenhagen

**P3-A-5**  Joint attention decreases over the first year as infants incorporate objects into play: A recurrence-based analysis
Kaya de Barbaro (Presenter), Ralf Cox, Christine Johnson, Deborah Forster, Gideon Deák
The University of Texas at Austin, University of Groningen, University of California, San Diego

**P3-A-6**  Newborn neurobehavior and motor development for infants diagnosed with neonatal abstinence syndrome
Kara Boynewicz, Alyson Chroust (Presenter), Diana Morelen, Beth Bailey, Jesi Hall, David Wood (Presenter)
East Tennessee State University

**P3-A-7**  Tactile reaching: Linking action and multisensory information
Lisa Chinn, Matej Hoffmann, Lauren deBlanc, Keaton Ott, Jackleen Leed, Jeffrey Lockman (Presenter)
Tulane University, Czech Technical University in Prague

**P3-A-8**  The progression of hand preference from unimanual to RDBM skills across infancy
Duangporn Pattanakul (Presenter), Julie Campbell (Presenter), Leanne Mordan (Presenter), George Michel
Illinois State University, University of North Carolina at Greensboro

**P3-A-9**  Flexibility in action: How infants and adults navigate under a barrier
Ort Herzberg (Presenter), Jennifer Rachwani (Presenter), Brianna Kaplan (Presenter), Sinclaire O’Grady (Presenter), David Comalli (Presenter), Karen Adolph (Presenter)
New York University

**P3-A-10**  Infants explore different movement parameters to learn a new bimanual coordination pattern
Karen Brakke (Presenter), Matheus Pacheco
Spelman College, University of Georgia

**P3-A-11**  The sensorimotor development of naturalistic looking behavior in infants
Jeremy Borjor (Presenter), Drew Abney, Chen Yu, Linda Smith
Indiana University

**P3-A-12**  The changing sequential organization of object exploration in the second year
Adam Sheya (Presenter)
University of Connecticut

**P3-A-13**  A toys story: Exploration, discovery, implementation, and construction
Hannah Borenstein (Presenter), Antony Chen, Melody Xu, Brianna Kaplan, Jennifer Rachwani, Catherine Tamis-Lemonda, Karen Adolph
New York University

**P3-A-14**  Reaching performance while sitting with and without support in infants with different levels of mobility
Andrea Baraldi Cunha (Presenter), Iryna Babik, Natalie Kozioł, Lin-Ya Hsu, James Bovaird, Stacey Dusing, Regina Harbourne, Sally Westcott-McCoy, Michele Lobo
Federal University of Rio Grande do Norte, University of Delaware, University of Nebraska-Lincoln, University of Washington, Virginia Commonwealth University, Duquesne University

**P3-A-15**  Impact of infants’ amount and variability of exploration on means-end problem solving
Iryna Babik (Presenter), Andrea B. Cunha, Michele A. Lobo
University of Delaware

**P3-A-16**  Mr. Potato Head: An unlikely friend for studying the effect of weighted arms on scale errors
Cole Walsh (Presenter), Martha Arterberry (Presenter)
Colby 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), Kaitlyn Rance, Laura Claxton
Purdue University

**P3-A-18**  Sharing others’ tactile experiences at 8 months of life: An EEG study
Margaret Addabbo (Presenter), Ermanno Quadrelli, Nadia Bolognini, Elena Nava, Chiara Turati
University of Milano-Bicocca

**P3-A-19**  A longitudinal assessment of infants’ motor and language development using an automatic quantification method of motor skills
Kazuhiro Abe, Kohei Ostuka, Yu Inoue, Yoshimitsu Aoki, Yasuyo Minagawa (Presenter)
Keio University
Poster sessions

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), Lauren Bryant (Presenter)
University of Connecticut

P3-B-23 Development of face, place, and object recognition systems in infants: Local selectivity and distributed networks emerge together
Laura Cabral (Presenter), Leire Zubiaurre, Conor Wild, Annika Linke, Rhodri Cusack
Western University, University of Deusta, Donostia, San Diego State University, Trinity College Dublin

P3-B-24 Early development of adaptive functioning in high-risk siblings and low-risk controls: A latent class growth curve analysis
Goswami (Presenter), Samuel Gibbon (Presenter), Panagiotis Boutris (Presenter), Usha Perrine Brusini (Presenter), Adam Attaheri, Sheila Flanagan, Natasha Mead
University of Cambridge

P3-B-25 Neuronal correlates of self-recognition in 18-month-olds
Chiara Bulgarelli (Presenter), Carina de Klerk, Antonia Hamilton, Victoria Southgate (Presenter)
Birkbeck, University of London, University of Copenhagen

P3-B-26 Investigation of the peak frequency and topographic specificity of the EEG Mu rhythm at 6 and 12 months
Lauren Bryant (Presenter), Sadie Moncayo, Sonia Limaye, Kimberly Cuevas (Presenter)
University of Connecticut

P3-B-27 BabyRhythm an early neural window into infant’s language skills
Perrine Brusini (Presenter), Adam Attaheri, Sheila Flanagan, Natasha Mead (Presenter), Samuel Gibbon (Presenter), Panagiotis Boutris (Presenter), Usha Goswami (Presenter)
University of Cambridge

P3-B-28 Infant fronto-parietal EEG coherence predicts preschool executive function
Alleyne Broomell (Presenter), Martha Ann Bell
Virginia Tech

P3-B-29 Mother-child cortisol attunement: Moderation by income, parenting, anxiety, and education
Stephen Braren (Presenter), Annie Brandes-Aitken (Presenter), Clancy Blair (Presenter)
New York University

P3-B-30 Negative affect is related to differential neural responses to social stimuli in infants
Anne van der Kant (Presenter), Szilvia Biro, Claartje Levelt, Stephan Huijbregts
University of Potsdam, Leiden University

P3-B-31 Comparing functional activation and connectivity between infants with and without risk for autism
Anjana Bhat (Presenter), Nicole Macdonald, Jeffrey Elbott, Kevin Pelphrey
University of Delaware, University of California, Los Angeles, George Washington University

P3-B-32 Frontoparietal connectivity at 5 and 10 months
Martha Ann Bell (Presenter), Martha Ann Bell, Leslie Patton (Presenter)
Virginia Tech

P3-B-33 What is the most important predictor of infant self-regulation in high-risk dyads? a dominance analysis
Randi Bates (Presenter), Pamela Salsberry, Jaclyn Dynia, Kelly Purcell, Laura Justice (Presenter)
The Ohio State University

P3-B-34 Longitudinal examination of infant cortisol reactivity and attachment security at three, seven, and fourteen months postpartum
Lauren Bader (Presenter), Paige Safyer, Maha Elhassan, Niko Kaciroti, Delia Vazquez, Brenda Velling
University of Michigan, Wayne State University

P3-B-35 Is left inferior frontal cortex recruitment during infants’ audiovisual processing language-specific?
Nicole Altvater-Mackensen (Presenter), Manuela Missana, Tobias Grossmann
University of Mainz, Leipzig University, University of Virginia

P3-B-36 Early life stress, maternal depression, and neonatal neural connectivity
Cassandra Hendrix (Presenter), Frederik Kamps, Katrina Johnson, Erica Smearman, Patricia Brennan
Emory University, KCI Consulting

P3-B-37 Affective responsivity to tactile stimuli impacts brain response to affective touch during infancy
Helga Miguel (Presenter), Oscar Goncalves, Adriana Sampaio (Presenter)
University of Minho, School of Psychology, Neuropsychophysiology Lab

P3-B-38 Maternal pre-pregnancy body mass index is associated with fetal and toddler neurobehavior and neonatal brain connectivity
Catherine Monk, Dustin Scheinost, Bradley Peterson
Columbia University Medical Center, Yale School of Medicine, Children’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), David Melcher, Alice Carter, Zsuzsa Kaldy, Erik Blaser (Presenter)
University of Massachusetts Boston, University of Trento

P3-C-40 Spatially and height-pitch congruent sounds support young infants’ perception of object persistence across occlusion
Diana Tham (Presenter), Alison Rees (Presenter), J. Gavin Bremner (Presenter), Alan Slater, Scott Johnson
Lancaster University, University of Exeter, University 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), Ghislaine Dehaene-Lambertz
NeuroSpin
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)², Terje Falck-Ytter³, Élodie Cauvet³, Sabine Weinert³
²Otto Friedrich University of Bamberg, ³Uppsala 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 Quinn⁴, Kang Lee⁵, Olivier Pascalis⁵
¹CSGA, Université Bourgogne Franche-Comté, CNRS, INRA, ²University of Delaware, ³University of Toronto, ⁴University Grenoble-Alpes CNRS

P3-C-45 The development of infants’ expectations for event timing
Kyle Comishen¹, Scott Adler⁵
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)³
¹Chung-Ang University, ²RIKEN Brain Science Institute, ³University of International Business

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)², Melanie Spence¹
²University of Texas at Dallas

P3-C-50 Using multiple cues in phoneme learning
Mihye Choi (Presenter)¹, Mohinish Shukla²
¹University of Massachusetts, Boston, ²University of Massachusetts Boston

P3-C-51 Top-down information boosts infants’ face perception
Hila Gershin (Presenter)², Naqi Xia (Presenter)², Natasha Dombrowski², Alexandra Boldin¹, Lauren Emberson¹
¹Princeton University, ²University of Oxford

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)², Shu-Fei Yang¹, En-Yun Shiung (Presenter)¹
¹China Medical University, Taiwan

P3-C-53 Phonic discrimination in noise: Infants’ use of temporal acoustic information
Laurianne Cabrera (Presenter)¹, Lynne Werner²
¹Université Paris Descartes, ²University of Washington

P3-C-54 “Greater” makes order visible. Representation of increasing and decreasing magnitude at birth
Viola Macchi Cassia (Presenter)¹, Joana Marchis², Hermann Bult³, Paolo Tagliabue (Presenter)²
¹University of Milano-Bicocca, ²Ospedale San Gerardo

P3-C-55 Medial axis structure supports object recognition in infancy
Vladislav Ayzenberg (Presenter)¹, Stella Lourenco¹
¹Emory University

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 “Greater” makes order visible. Representation of increasing and decreasing magnitude at birth
Viola Macchi Cassia (Presenter)¹, Joana Marchis², Hermann Bult³, Paolo Tagliabue (Presenter)²
¹University of Milano-Bicocca, ²Ospedale San Gerardo

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)²
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 Bree¹, Frank Wijnen¹
¹University of Utrecht, 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 Wakefield², Susan Goldin-Meadow³, 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 Parvanazadeh Esfahani (Presenter)¹, Jessica Hay¹
¹University of Tennessee
Poster sessions

P3-D-67  French-learning 20-month-olds learn Cantonese (pseudo) words in an object manipulation task
Hui Chen (Presenter), Dahliane Labertonière, Thierry Nazzi
CNRS - 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 Chapelle (Presenter), Catherine Best, Karen Mulak (Presenter)
The MARCS Institute Western Sydney University, Western Sydney University

P3-D-69  Discourse structure and multimodal grounding of speech acts in maternal speech to 12-month-old infants
Lucas Chang (Presenter), Gedeon Deák (Presenter)
University of California, San Diego

P3-D-70  A longitudinal study of early vocabulary development in children with Williams Syndrome
Claudia Cardoso-Martins (Presenter), Angela Becerra, Carolyn Mervis
Universidad Federal de Minas Gerais, University of Louisville

P3-D-71  Audiovisual speech influences lexical retrieval for correctly pronounced and mispronounced words
Ryan Cannistraci (Presenter), Jessica Hay (Presenter)
University of Tennessee, Knoxville, University of Tennessee

P3-D-72  Thirteen-month-olds’ comprehension of multiple labels for the same object
Jennifer Campbell (Presenter), D. Geoffrey Hall
University 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), Rose Scott
University of Manitoba, University of California, Merced

P3-D-74  The influences of infant-directed reading and singing on word learning
Reena Jasani (Presenter), Charlotte Moore (Presenter), Eika Bergelson
Duke University

P3-D-75  Does multi-accent exposure in infancy slow vocabulary growth?
Mauricia Silva (Presenter), Helen Buckler, Elizabeth Johnson
University of Toronto Mississauga, University of Nottingham

P3-D-76  The origins of the consonant bias in word recognition: The case of Spanish-learning infants
Camillia Bouchon (Presenter), Juan Manuel Toro
University Pompeu Fabra, camillia bouhon

P3-D-77  Word-form familiarity aids infants’ word segmentation
Melanie Schreiner (Presenter), Nicole Alvatre-Mackensen, Nivedita Mani
University of Göttingen, University of Mainz

P3-D-78  Can visual cues facilitate word segmentation in young infants below 6 months of age?
Maria Teixido, Laura Bosch (Presenter)
University of Barcelona

P3-D-79  Segmentation of vowel-initial words from continuous speech in infancy
Natalie Boll-Avetisyan (Presenter), Tom Fritzsche (Presenter)
University of Potsdam

P3-D-80  Detection of a language switch from a talking face: Evidence from monolingual and bilingual infants.
Joan Birules (Presenter), Ferran Pons, Laura Bosch
University 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 Kitamura, Gerry Docherty, Bronwen Evans
Western Sydney University, Griffith University, University 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), Virginia Marchman, Anne Fernald
Stanford University

P3-D-83  Word learning in the wild and the impact of talker variability in daily life
Christina Bergmann (Presenter), Sho Tsuji (Presenter)
Max Planck Institute for Psycholinguistics, École Normale Superieure

P3-D-84  Does prematurity differently affect early lexical perception and production abilities?
Elena Berdasco-Muñoz (Presenter), Thierry Nazzi (Presenter)
Université Paris Descartes, CNRS - Université Paris Descartes

P3-D-85  Using infant-directed speech to convey meaning: Prosodic correlates to visual properties of objects
Anna Barnett, Gavin Bremer, Peter Walker
Lancaster University

P3-D-86  Early social preferences for native-language speakers: Influence of unfamiliar foreign and regional accents in 6-month-old infants
Stéphanie Barbé (Presenter), Amandine Beylard, Nicolas Doillon, Bahia Guellai, Philippe Boula de Mareüil, Alban Lemasson, Virginie Durier
Université de Rennes - CNRS, Université Paris Ouest Nanterre La Défense, Université Paris-Saclay - CNRS

P3-D-87  The ‘landscape of talk’ in home language environments of Spanish-speaking families with young children
Janet Bang (Presenter), Monica Munevar, J. Douglas Mastin, Virginia Marchman, Anne Fernald
Stanford University

P3-D-88  The development of response to social directives in infants later diagnosed with ASD
Asli Aktan-Erciyes (Presenter), Berna Uzundag, Tilbe Göksun
Koç University

P3-D-89  First impressions matter: Infants’ visual attention to bilingual speakers depends on the language they hear first
Natsuki Atagi (Presenter), Tawny Tsang, Scott Johnson
University of California, Riverside, University of California, Los Angeles

P3-D-90  Phonological features in the developing mental lexicon: Eye-tracking evidence from 18-month-olds
Nadja Althaus (Presenter), Aditi Lahiri, Kim Plunkett
University of East Anglia, University of Oxford

P3-D-91  On the way to talk about motion events: A longitudinal study
Asli Aktan-Erciyes (Presenter), Berna Uzundag, Tilbe Göksun
Koç University

P3-D-92  The development of response to social directives in infants later diagnosed with ASD
Christina Toval (Presenter), Kelsey West, Jessie Northup, Emily Roemer, Jana Iverson (Presenter)
University of Pittsburgh
P3-D-93 Naming enhances subsequent learning: Semi-supervised learning in infancy
Sandy LaTourrette (Presenter), Sandra Waxman
Northwestern University

P3-D-94 Language, personal pronouns, and social understanding from two to three: A longitudinal study in children acquiring Czech
Anna Chromá (Presenter), Filip Smolik (Presenter)
Charles University, Faculty of Arts, Czech Academy of Sciences

P3-D-95 Variation in home language input is linked to predictive language processing
Tracy Reuter (Presenter), Casey Lew-Williams (Presenter)
Princeton University

P3-D-96 Setting boundaries: Prepositions but not verbs heighten infants’ perception of ground-path distinctions in dynamic events
Hannah Puttre (Presenter), Haruka Konishi, Natalie Brezack, Sam Katz, Kathy Hirsh-Pasek, Roberta Michnick Golinkoff
University of Delaware, Michigan State University, University of Chicago, Temple University

P3-D-97 Multi-modal coordination of vocal and gaze behavior in mother-infant dyads across the first year of life
Jessie Northrup (Presenter), Jana Iverson
University of Pittsburgh

P3-D-99 Mother’s with postnatal depression are less affective and talk less to pre-linguistic infants
Christa Lam-Cassettari, Jane Kohlhoff
Stockholm University, Western Sydney University

P3-D-100 Hearing parents adjust auditory, visual and tactile cues as a function of child hearing status
Allison Gabour (Presenter), John Oghalai, Heather Bortfeld
University of California, Merced, University of Southern California

P3-D-101 Maternal touch and speech during face-to-face interactions with 3-month-old infants
Callin Annabel, Devouche Emmanuel, Guellai Bahia, Gratier Maya
University of Paris-Nanterne, University of Paris-Descartes

P3-D-102 Parenting styles and language: An exploration of goodness of fit for risky temperament profiles
Lauren Driggers-Jones (Presenter), Chelsea Robertson (Presenter), Wallace Dixon, Jr.
East Tennessee State University

P3-D-103 A cross-linguistic comparison of word teaching strategies between Korean- and English-speaking mothers
Eonsuk Ko, Jihyo Kim
Chosun University

P3-D-104 Sixteen-month-olds understand the link between words and mental representations of their referents without contextual support
Elena Luchkina (Presenter), David Sobel, James Morgan
Brown University

P3-D-105 From notes to words: Information transfer between music and speech in infant learning
Allison Hare (Presenter), Jenny Saffran
University of Wisconsin-Madison

P3-D-106 Building more than communication: Longitudinal relations between reciprocal interactions, language and executive function
Staci Weiss (Presenter), Lillian Masek (Presenter), Kathy Hirsh-Pasek, Roberta Golinkoff
Temple University, University of Delaware

P3-D-107 Selective attention to the mouth of a talking face in Japanese-learning infants and toddlers
Satoko Hisanaga, Ryoko Mugitani (Presenter), Kaoru Sekiyama
Kumamoto University, NTT Communication Science Laboratories, Kyoto University

P3-D-108 Distractibility during play predicts 17-month-olds’ familiar word recognition in noise
Karen Mulak (Presenter), Lucy Erickson, Emily Shrodes, Monita Chatterjee, Janet Frick, Rochelle Newman
Western Sydney University, Carnegie Mellon University, University of Maryland, Boys Town National Research Hospital, University of Georgia

P3-D-109 Distributional phonetic learning alters neural responses in 5 month olds
Rebecca Reh (Presenter), Maegan Mitchell, Takao Hensch, Janet Werker
University of British Columbia, Harvard University

P3-D-110 Introducing BITTSy: Behavioral Infant & Toddler Testing System
Emily Shrodes (Presenter), Kristine Onishi, Elizabeth Johnson, Ruth Tincoff, Rochelle Newman
University of Maryland, McGill University, University of Toronto Mississauga, College of Idaho

P3-D-111 Syntactic development delay in Mandarin-speaking late talkers
Chun-Yi Lin (Presenter), Huei-Mei Liu
National Taiwan Normal University

P3-D-112 Inclusion for preschoolers with autism: New insights using LENA in urban classrooms
Emily Ferguson (Presenter), Allison Nahmias, Samantha Crabbe, Robert Schultz, David Mandell, Julia Parish-Morris (Presenter)
Children’s Hospital of Philadelphia, University of California, Davis, University of Pennsylvania

P3-D-113 Early walker or early talker? The effects of infant locomotor status on infant language acquisition
Hope Hodgson-King, Katrina Martindale, Nayeli Gonzalez-Gomez (Presenter)
Oxford Brookes University

P3-D-114 Infants’ expectations about infant-directed and adult-directed communications
Gaye Soley (Presenter), Nuria Sebastian Galles
Bogazici University, Universitat Pompeu Fabra

P3-D-115 A meta-analysis of mispronunciation sensitivity in infancy
Katie Von Holzen, Christina Bergmann
University of Maryland, Max Planck Institute for Psycholinguistics

P3-D-117 Touch facilitates object categorization
Girja Kadlaskar (Presenter), Amanda Seidl, Sandra Waxman
Purdue University, Northwestern University
Poster sessions

E: Attention, Memory, and Learning

P3-E-116  Behavior problems of toddlers born preterm differentiated by bronchopulmonary dysplasia
Claudia Gaspardo (Presenter)¹, Marilia Branco, Ana Claudia Castro, 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)³
¹The Graduate Center, City University of New York, ²College of Staten Island, City University of New York, ³University of Haifa

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-Sheeby (Presenter)¹
¹University of Tennessee

P3-E-122  Early neurodevelopment of infant attention
Kristin Dow (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 DeBold (Presenter)¹, George Myring¹, Shannon Ross-Sheeby², 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 Yu¹, Derek Houston¹
¹The Ohio State University, ²Indiana University, ³Ohio State University

P3-E-127  Infants’ learning of non-adjacent regularities from visual sequences
Roberta Bettoni¹, Hermann Buft (Presenter)¹, Shannon Brady¹, 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 Martinez², 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-133  Surprise induces persistent multi-object hypothesis testing in infants
Jasmin Perez¹, Lisa Feigenson¹
¹Johns Hopkins University

P3-E-134  Twelve-month-olds individuate agents on the basis of their social relations
Barbara Pomechowska (Presenter)¹, Denis Tatone (Presenter)¹, Gergely Csibra¹
¹Central European University, Közép-európai Egyetem

P3-E-135  Method of hiding affects search errors in 20- to 22-month-olds
William Fabriucus (Presenter)¹, Rachel Keen (Presenter)²
¹Arizona State University, ²University of Virginia

P3-E-136  Investigating the symmetry in an acquired association in pre-verbal infants
Milad Ekramnia (Presenter)¹, Ghislaine Dehaene¹
¹NeuroSpin

P3-E-137  How do infants identify novel moral individuals? Self-propulsion or agency alone is not a sufficient cue
Fransiska Ting (Presenter)¹, Renée Baillargeon (Presenter)²
¹University of Illinois at Urbana-Champaign, ²University of Illinois

P3-F-133  Surprise induces persistent multi-object hypothesis testing in infants
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Fransiska 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 blicket detector task
Phuong (Phoebe) Dinh¹, David Rakison¹
¹Carnegie Mellon University
**Poster sessions**

**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, ²CUNY Head Start

**P3-F-141** Prediction in infants and adults: A pupillometry study  
Felicia Zhang (Presenter)¹, Sagí Jaffe-Dax¹, Robert Wilson³, Lauren Emberson¹  
¹Princeton University, ²University of Arizona

**P3-F-142** Labels in infants’ object categorization: Facilitative, or merely non-disruptive?  
Kim Chung Jacky Chan (Presenter)¹, Gert Westermann³  
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 Rubež³, Maria Zelliger³  
¹The Ohio State University, ²Indiana University

**P3-F-144** Young infants detect qualitative, but not quantitative, fairness violations  
Melody Buyukozser 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 Golinkoff¹, 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 Langelonah (Presenter)², Stefanie Hoehl¹  
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)³, 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)⁴  
⁴University of São Paulo

**P3-F-155** Shared language cue in modulating imitative behaviors of young children  
Nazli Altimok (Presenter)¹, Mikolaj Hernik¹, Ildiko Kiraly², Gyorgy Gergely³  
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. Angelia 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 Couderc², Justine Epinat-Duclos², Olivier Mascaro³  
²CNRS - 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 Orenas¹, Valeria Miramontes¹, Rosa Rubi (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 Baillargeon¹  
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 Golinkoff¹, Jinnwoo Jo², Sam Katz², Haruka Konishi¹  
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 Locomsole¹, Rosa Rugani²  
¹University of Padova
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Marina Blum (Presenter)¹, Andrew Ribner¹, Lara Kyrkiakov¹, Clancy Blair¹
¹New York University

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Joscelin Rocha-Hidalgo (Presenter)¹, Sylvia Rusnak¹, Olivia Blanchfield¹, Mackenzie Odier², Rachel Barr²
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, Zsusza Kaldy⁴
¹Boston University, ²University of Toronto, ³Harvard University, ⁴University of Massachusetts Boston

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Heidi Fanton (Presenter)¹, Brian Crosby¹, Douglas Teti³
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
¹University of Groningen, 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 DelNero (Presenter)¹, Howard Steele¹, Miriam Steele¹, Anne Murphy¹, Karen Bonuck², Paul Meissner²
¹The New School for Social Research, ²Montefiore Medical Center

P3-G-172 Infants’ empathic behavior and attachment predicts prosocial outcomes at 5 years
Courtney Daum¹, Tonya Hansberry¹, Jeffrey Measelle¹, Jennifer Ablow¹
¹University of Oregon

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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

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Pieter de Bordes¹, Fred Hasselman¹, Ralf Cox (Presenter)¹
¹University of Groningen, ²Radboud University

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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
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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

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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 Buss¹, Koraly Perez-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 Roahl¹, 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

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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
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P3-G-187 Infants’ judgments about dominance based on vocal pitch
Seyyed Borghaei (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
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P3-G-189 The emergence of infant helping in the first year of life
Sarah Bethune (Presenter), Victoria Edwards¹, Melina Longo¹, Stuart Hammond¹
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P3-G-190 Young children pay forward others’ kindness: Upstream reciprocity across task domains
Stefen Beeler (Presenter)¹, Amrisha Vaish¹
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P3-G-191 Individual differences in oxytocin’s influence on infant macaques’ attention to threatening facial expressions
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Ching-Lin Chu (Presenter)¹, I-Zhen Chen², Chin-Chin Wu²
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Avigail Gordon Hacker (Presenter)¹, Noa Gueron-Sela¹
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P3-G-194 Parental warmth helps shy toddlers to be bold
Jessica Grady (Presenter)¹
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Catherine Hamby (Presenter)¹, Frances Lobo¹, Erika Lunkenheimer¹
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Catherine Cimon-Paquet (Presenter)¹, Émilie Tétrault¹, 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

P3-G-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-G-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-G-200 Infant effects on experimenter behavior
Wallace Dixon, Jr. (Presenter)¹, Lauren Driggers-Jones (Presenter)¹, Chelsea Robertson (Presenter)¹
¹East Tennessee State University

P3-G-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)¹, Soile Tuovinen⁷, Kati Heinonen⁷, Rosario Montirosso⁸, Sae
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P3-G-202 ABC intervention for high-risk infants: Examining effects on maternal depression in the context of community-based implementation
Allison Dash¹, Melanie Rodriguez², Steven Imrisek¹, Kristin Bernard¹
¹Stony Brook University

P3-G-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-G-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
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P3-G-205 Maternal Singing: Arousal consequences for mother and infant
Laura Cirelli (Presenter)¹, Zuzanna Jurewicz², Sandra Trehub¹
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P3-G-206 Sociability moderates associations between shyness and toddlers’ inhibitory control
Hailey Hyunjin Choi¹, Alicia Yun Kwon¹, Holly Brophy-Herb¹
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P3-G-207 Moderators influencing the association between maternal depression and preschool social inhibition
Anna Zhou (Presenter)¹, Frances Lobo¹, Kristin Buss¹
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P3-G-208 Early withdrawn behaviors in toddlers predicts later depressive mood in pre-adolescents
Shou-En Chen¹, Meghan McDoniel (Presenter)¹, Kristin Buss¹
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Allegra Campagna (Presenter)¹, Eric Desmerais¹, 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)², Wonjung Oh (Presenter)³  
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Kayla Brown (Presenter)¹, Erika Lunkenheimer¹  
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P3-H-213  Affect presentation and parenting experiences in infancy predict later internalizing behaviors  
Marta Benito-Gomez², Anne Fletcher¹, Amy McCurdy³, Roger Mills-Koonce³  
¹University of North Carolina at Greensboro

P3-H-214  Parenting prevention intervention in mothers of pre-term infants  
Francine Belotti (Presenter)¹, Marilia Souza Branco¹, Camila Regina LOTTO¹, Maria Beatriz Linhares¹  
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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  
Mainin Augustine (Presenter)¹, Esther Leerkes²  
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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  
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P3-H-219  Caregiver interference in relation to infants’ vocal expressions: Context and maternal perceptions of infant’s temperament matter  
Berencie Anaya (Presenter)¹, Kristin Buss¹, Koraly 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 Cyn¹  
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 Morash², Daisy Le¹, Jill Kronberg¹, Sumner Lara¹, Stephanie Jian¹, Melissa Moore³  
¹Envision Research Institute, ²Cincinnati Children’s Hospital, ³The Smith-Kettlewell Eye Research Institute, ⁴Artisan Optics, ⁵Children’s Eye Physicians, ⁶Vanderbilt Eye Institute, ⁷Murrieta Optometry

P3-H-222  Infant temperament, and parents’ anxiety are related to infant processing of emotional faces  
Evin Aktar (Presenter)¹, Mariska Kret¹, Koraly Pérez-Edgar²  
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

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Katherine Hagan (Presenter)¹, Jeffrey Measelle¹, Jennifer Ablow¹  
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P3-H-225  Infants’ attentional and emotional reactions to others’ emotional faces: The role of parental empathy  
Elala Alice Salvadori (Presenter)¹, Evin Aktar², Heleen Vonk², Frans Oort¹, Cristina Colomnesi¹  
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 Beach³, Ana Isabel Torruella Suárez², Debra Zelfman (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, Koraly Perez-Edgar (Presenter)¹  
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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

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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

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Amanda Flagg¹, Jessica Brennan¹, Caroline Roben¹, Mary Dozier¹  
¹Infant Caregiver Project

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Ashleigh Kellerman (Presenter)¹, A.J. Schwichtenberg¹, German Posada¹  
¹Purdue University

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Marliese Nist (Presenter)¹, Rita Pickler¹  
¹The Ohio State University
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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 Lopez³, Miriam Steele³, Howard Steele³, Brooke Allman⁴, Anne Murphy⁵
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)³, 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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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.

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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
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