



Faculty Hosts

Please feel free to reach out to the interested faculty members to discuss their project. Note the deadline for submissions is **February 15, 2022**.

Sudha Arunachalam

New York University

Contact Email: sudha@nyu.edu

Country: United States of America

Planned Project: This project is about language development in preschool-aged children with and without autism. We are particularly interested in how parents talk to children with different levels of language skill. We collected videos of parent-child interactions from 300 families who played with toys in their homes, and the student will be part of a team of researchers who will transcribe, code, and analyze those interactions. Work can be done in person or remotely.

Rachel Barr

Georgetown University

Contact Email: rfb5@georgetown.edu

Country: United States of America

Planned Project: Have you ever wondered what babies are learning or remembering from the world around them? We focus on children under 5 years of age because this is a time of rapid development in many domains. We are particularly interested in how children pick up information from multiple sources around them. For this reason we have a number of ongoing projects examining learning and memory, the role of bilingual exposure, parent-child interactions, and learning from media. Undergraduate students participate in recruitment, remote data collection, in person home visits, learn to use observational coding software datavyu to code videos. They learn to run scripts using ruby and R. Each student would work towards submitting a conference abstract.

Sarah Berger

College of Staten Island, City University of New York

Contact Email: sarah.berger@csi.cuny.edu

Country: United States of America

Planned Project: The student will have the option of working on a study examining the impact of motor skill onset on sleep quality, including coding video of behavior in the crib OR a study examining the onset of sitting on pre- and full-term infants' focused attention and ability to inhibit. This study will use head-mounted eye-tracking to track infants' attention.



Chiara Cantiani

Scientific Institute, IRCCS Eugenio Medea, Bosisio Parini, Italy

Contact Email: chiara.cantiani@lanostrafamiglia.it

Country: Italy

Planned Project: The student will be involved in the activities of the Medea BabyLab, focusing on the early risk markers for language and learning impairments (LLI) and autism spectrum disorders (ASD) in infancy. Our ongoing longitudinal studies examine a number of early neuropsychological skills and neural processes during the first year of life and investigate how these early skills relate to later cognitive, linguistic, and socio-communicative outcomes in typically developing infants and in infants at familial risk for LLI and ASD. Our techniques include examination of evoked response brain potentials (EEG/ERPs), as well as behavioral techniques (i.e., eye-tracking). We complement this approach with a perspective that takes genetic risk markers and multiple environmental risks into consideration.

Moira Dillon

New York University

Contact Email: moira.dillon@nyu.edu

Country: United States of America

Planned Project: Students will have the opportunity to conduct studies with infants on logical reasoning, space and language, or action understanding. The lab uses behavioral and computational approaches, and NYU offers a rich intellectual community in the developmental and cognitive sciences.

Stacy Drury

Tulane University

Contact Email: sdrury@tulane.edu

Country: United States of America

Planned Project: The student will have the opportunity to participate in several on-going studies related to early adversity and maternal stress. On going studies are currently evaluating the role of COVID related PTSD on infant telomere length and dyadic function, maternal prenatal and life course stress on infant physiologic and neurodevelopmental outcomes and the relation between maternal psychosocial stress and exposure to environmental toxins and infant neurodevelopment.

Lauren Emberson

University of British Columbia

Contact Email: lauren.emberson@gmail.com

Country: Canada

Planned Project: Developmental cognitive neuroscience. The student will join an established group of researchers working on an infant fNIRS project investigating the mechanisms underlying infant learning. They will learn about this subject area and method within a communicative and supportive lab with a



variety of mentors (from myself, to postdocs to grad student) and peers (other undergraduates working in research).

Caitlin Fausey

University of Oregon

Contact Email: fausey@uoregon.edu

Country: United States of America

Planned Project: Projects may include (1) Annotating large audio corpora of infants' everyday music and language; (2) Behavioral coding of infants' looking patterns during word learning experiments; (3) Collecting audiovisual data in families' homes that capture everyday activities. Students will work closely with a team of undergraduate students, PhD students, and PI Fausey throughout the summer. We look forward to meeting and working with you!

John Franchak

University of California, Riverside

Contact Email: franchak@ucr.edu

Country: United States of America

Planned Project: The student would work on a project investigating infants' everyday visual, motor, and language experiences. We are collecting full-day LENA and inertial sensor data; a video recorded portion is used to train machine learning models that classify infant posture and movement from sensor data. The student could develop a research question to ask about full-day home behavior from the data that are being collected, and become familiar with novel sensing technologies for studying everyday behavior.

Alessandra Geraci

University of Trento

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Country: Italy

Planned Project: Infant research on socio-moral development: the developmental origin of fairness

Kiley Hamlin

University of British Columbia

Contact Email: kiley.hamlin@psych.ubc.ca

Country: Canada

Planned Project: Studies on sociomoral understanding and action in infants and toddlers

Leah Hibel

University of California, Davis

Contact Email: lhibel@ucdavis.edu



Country: United States of America

Planned Project: This research project is a large NIH grant with the aim of better understanding early development in Mexican Origin children. In particular, we are interested in the day to day family interactions that shape children's self-regulation from infancy to toddlerhood to preschool age. To do this we collect questionnaire data on family experiences, daily biological (sleep, cortisol) and psychological data on mother and child experiences, and also bring children into the lab to assess self-regulation. We are excited to welcome a new assistant to help carry out the in lab child assessments. Assessments include tasks such as the whisper task, the gift delay task, the day/night task, and others. The new assistant would receive extensive training and would always work with one of our other team members. Many of our families are more comfortable speaking Spanish, and therefore the assistant would need to be English/Spanish bilingual. We assess children at 6 months, 18 months, and 36 months.

Alison Hipwell

University of Pittsburgh

Contact Email: hipwae@upmc.edu

Country: United States of America

Planned Project: The student will become an integrated member of our research team for the 8-week summer period. Ongoing projects include a large-scale study examining preconception stress and environmental exposures on prenatal and offspring health. The sample is part of the ongoing Pittsburgh Girls Study and the NIH supported ECHO program and consists of predominantly Black underserved women. The student will be trained to code videotaped mother-infant interactions and infant behavioral response to stress to complement psychophysiological measures and maternal reports. The student will also join Research Associates in cleaning and processing infant heart rate variability and electrodermal activity.

Melissa Horger

Temple University

Contact Email: melissa.horger@temple.edu

Country: United States of America

Planned Project: The student would work on a project researching sleep states (REM and NREM) in infants and toddlers. The goal is to implement and evaluate a new method of sleep measurement that can be put on by parents and used at home. Data collection is ongoing, but has been completed for 13 infants. Resulting data include actigraphy, heart rate, and respiratory rates for 5 nights. The student would learn to visually state score and to assist with the automatized scoring in R.

Elizabeth Johnson

University of Toronto Mississauga; University of Toronto

Contact Email: elizabeth.johnson@utoronto.ca

Country: Canada



Planned Project: Long before children learn to tie their shoes or ride a bike, they learn to comprehend and produce spoken language. Indeed, children easily outperform adults when it comes to acquiring language. And children readily acquire multiple languages at once with ease. This is amazing when you consider just how complex language is. In this project, the student will examine the relationship between the language input received by a child and that child's development of language skills. In particular, this project will examine individual differences in the early development of speech perception skills and sociolinguistic competency in children from diverse backgrounds. This project will involve running experiments with young children and/or analyzing videotaped interactions between caregivers and their children. Experience using common experiment running programs (e.g., Gorilla, a platform for online studies) and statistical analysis packages will be gained (e.g., R). Applicants from diverse linguistics backgrounds - especially those who speak more than one language or more than one dialect of English - are especially encouraged to apply. This project will contribute to the development of new models of speech and language development that better reflect the diverse linguistic environments experienced by North American children, and results will have practical implications for improving the delivery of speech therapy and educational services to young children.

Zsuzsa Kaldy

UMass Boston

Contact Email: zsuzsa.kaldy@umb.edu

Country: United States of America

Planned Project: Our lab (babies.umb.edu) studies the development of attention and working memory in infants and young children. The RA will be mentored by Dr. Kaldy and her graduate students, and work on literature review, data collection at a children's museum and on campus, and will participate in weekly one-on-one and group meetings.

Melissa Kibbe

Boston University

Contact Email: kibbe@bu.edu

Country: United States of America

Planned Project: Studies examining the development of mathematical thinking in infants and young children

Melissa Kibbe

Boston University

Contact Email: kibbe@bu.edu

Country: United States of America

Planned Project: Projects examining social cognition in infancy

Eon-Suk Ko



Chosun University

Contact Email: eonsuk@gmail.com

Country: South Korea

Planned Project: Our lab conducts several lines of research on infants' language acquisition. Depending on the applicant's background and interest, the student intern might work on one of the following projects: (1) Effects of maternal question frequency and types on child language outcome (2) Multimodal cues on word learning (3) Computational modeling of language learning. You will learn to code the data using one of the following tools: CLAN, Praat, ELAN, and have an opportunity to analyze the data using R and/or python and interpret them.

Alison Lane

Olga Tennison Autism Research Centre

Contact Email: a.lane@latrobe.edu.au

Country: Australia

Planned Project: The research student will have the opportunity to work with senior OTARC researchers including A/Prof Josie Barbaro and Prof Alison Lane to investigate early child development in infants with high and low likelihood for autism. The student will work on existing datasets to examine the emergence of cognitive, sensory, social and emotion features that may be important for early identification and supportive interventions. This experience can be provided either remotely or in person at our dedicated research facilities in Melbourne, Australia.

Bonnie Lau

University of Washington

Contact Email: blau@uw.edu

Country: United States of America

Planned Project: The summer research student will participate in studies investigating the neural integration of sound between the two ears (binaural hearing) and speech perception in normal hearing infants as well as those with hearing loss or those at high familial risk of autism.

Miriam Lense

Vanderbilt University Medical Center

Contact Email: miriam.lense@vanderbilt.edu

Country: United States of America

Planned Project: The Vanderbilt Music Cognition Lab studies the music and rhythm of social interaction/communication, as well as the use of music to support social engagement and emotional well-being in children with and without developmental disabilities such as ASD, Williams syndrome, and Down syndrome. Student project opportunities will involve data collection and analysis opportunities using extant and new data from ongoing projects, which may include behavioral observation, parent-child interactions, eye-tracking, or acoustic analysis. Projects are tailored to student's skills and training



goals. See our lab website for more information on ongoing research and sample publications: <https://www.vumc.org/music-cognition-lab/> . Age group: infants and toddlers (9-36 months of age).

Angela Lukowski

University of California-Irvine
Contact Email: alukowsk@uci.edu
Country: United States of America

Planned Project: The student could participate in one of two research projects. One is focused on recall memory and generalization across contexts and cues in children with Down syndrome; the other examines whether and how adult language use scaffolds infant memory development in the first year of life. Duties may vary depending on whether the student participates in research on-site (i.e., here at UCI) or online, but the student will likely contribute to various data coding projects under my mentorship. I'm excited about this opportunity, as I became more fully committed to a career in psychological research after participating in a summer research experience program at the University of Minnesota the summer after my junior year of college, and fully realize what can be gained through this sort of involvement (for both the mentor and the student participant!). Age group: 13 and 24 months of age.

Emily Marcinowski

School of Kinesiology, Louisiana State University
Contact Email: emilym@lsu.edu
Country: United States of America

Planned Project: Our lab focuses on how infant motor development shapes the development of cognition and language. Students will learn how to score infant behaviors from video, pose questions relevant to developmental theory, and assist in collecting infant data from families' homes. They will learn how to score infant cognitive and motor performance from exploratory play using specialized behavioral coding software.

Julie Markant

Tulane University
Contact Email: jmarkant@tulane.edu
Country: United States of America

Planned Project: The Learning and Brain Development Lab at Tulane University (<http://lbdlab.tulane.edu/>), directed by Dr. Julie Markant, studies developing attention skills and their role in early learning. In Summer 2022, the ICIS Founding Generation Fellow will specifically contribute to a project investigating the development of attention biases to caregivers in infancy. Caregivers are a primary source of learning input in infancy, but how do infants initially identify and orient to their caregivers when many different stimuli compete for their attention at the same time? Infants' attention to caregivers and other social partners reflects both attention orienting (i.e., selection of relevant



information from competing stimuli) and attention-holding (i.e., maintaining attention on a stimulus for detailed information processing). Past research has established that infants show preferential attention holding to caregivers vs. strangers during tasks in which these faces appear without other stimuli (e.g., Pascalis et al., 1995). The current project expands on this by using eye tracking to determine the extent to which infants show similar attention orienting and attention holding biases to caregiver faces in more complex contexts in which faces compete with multiple distractors for attention resources. The Founding Generation Fellow will actively contribute to multiple facets of this project, including participant recruitment, assisting data collection, and data processing. Through these activities the Fellow will 1) interface with our New Orleans community partners to attend recruitment events and learn best practices in developmental/infant recruitment, 2) learn fundamentals of infant eye tracking data collection and best practices in data management, and 3) develop proficiency with data processing tools including excel, R, and MATLAB. As time allows, the Fellow will also learn how to use Datavyu to code infant eye blink rate as an indirect measure of individual differences in reward sensitivity. The Fellow will be supervised daily by the LBD Lab manager and the graduate student leading this project and will have regular communication with Dr. Markant, including weekly research progress meetings. The Fellow will also attend our lab meetings, where they will be able to develop oral presentation skills, read and discuss empirical papers, learn about other ongoing projects in the lab, and engage in professional development discussions (e.g., applying to graduate school). As desired, the Fellow will also be able to interface with the Tulane Undergraduate Research in Neuroscience (TURN) summer program, which holds weekly research seminars, professional development programs, and social activities for select Tulane undergraduate neuroscience majors who are conducting research over the summer. Dr. Markant is also committed to continue mentoring the Fellow after their summer experience. This will include supporting their ability to present at the Fellows' virtual symposium in Fall 2022, encouraging them to submit an abstract to ICIS 2024, and providing career mentorship.

Daniel Messinger

University of Miami

Contact Email: dmessinger@miami.edu

Country: United States of America

Planned Project: Objective understanding of interaction in preschool inclusion classrooms oriented toward children with autism and other disabilities. Age group: 0 - 3 years of age.

Daniel Messinger

University of Miami

Contact Email: dmessinger@miami.edu

Country: United States of America

Planned Project: The student will become part of a dynamic interdisciplinary research group using objective measures of children's language use and social contact to understand how preschoolers with and without disabilities learn and grow in naturalistic contexts. Age group: 0 - 3 years of age.

**Lauren Myers**

Lafayette College

Contact Email: myersl@lafayette.edu

Country: United States of America

Planned Project: The student joining this project will work jointly with Lauren Myers (Lafayette College) and Gabrielle Strouse (University of South Dakota) on a project about young children's engagement in video chat sessions with experimenters and with grandparents. Video chat can be cognitively and socially challenging for young children. These challenges can lead to decreased child engagement during video chat, which in turn can decrease adult motivation to initiate video chat with (and therefore bond with) the child. We are examining whether structuring virtual sessions with specific activities (e.g., book reading, show-and-tell) increases children's engagement and fosters closeness between remote grandparents and grandchildren. For the project, the student will be trained to use Datavyu software to complete behavioral observational coding of videos of children and families; and Qualtrics and REDCap survey software for parent and grandparent survey administration. Additional tools include R-Studio, JASP, Jamovi, and basic spreadsheet management in Excel and Google Sheets. Training activities include: recruiting participants online, creating infographics and study instructions, tracking families' study participation, coding and analyzing data, and discussing relevant journal articles. All activities can be conducted online and remotely and with a flexible schedule. High-speed internet access is essential and access to an Apple computer (desktop or laptop) for file-sharing is preferred. The student will participate in weekly lab meetings and frequent check-ins with Dr. Myers and/or Dr. Strouse, and will work collaboratively with a small group of undergraduate research assistants in the Lafayette Kids Lab. Age group: 18 – 36 months.

Marigen Narea

School of Psychology, Pontificia Universidad Catolica de Chile

Contact Email: mnarea@uc.cl

Country: Chile

Planned Project: The Educational Justice Center (CJE) of the Pontificia Universidad Catolica de Chile is running since 2019, the Longitudinal Study Mil Primeros Dias (One Thousand First Days). This study has two waves (2019, 2020 and 2021) with a sample of 1,161 children. Children were assessed between 12-15 months old.

Charles Nelson

Harvard Medical School/Boston Children's Hospital/Harvard Graduate School of Education

Contact Email: charles_nelson@harvard.edu

Country: United States of America

Planned Project: See several projects listed at <https://www.bucharestearlyinterventionproject.org/>



Rochelle Newman

University of Maryland

Contact Email: rnewman1@umd.edu

Country: United States of America

Planned Project: In the Language Development & Perception lab, you will develop new computational skills to help analyze infant speech data. You will listen to speech from infants growing up in the United States and abroad to understand how the languages that infants are exposed to affect how they develop speech. By the end of the summer, you will have learned how to process hours of naturalistic speech recordings and say how infants use information from the world around them to babble and learn their first words. Depending on the state of COVID-19, you may also have the opportunity to collect new data from infants in the lab as well.

Ori Ossmy

Birkbeck, University of London

Contact Email: ori.ossmy@bbk.ac.uk

Country: England

Planned Project: The research involves testing the effects of varied environments and multisensory information on exploration and planning. The student may be involved in the collection of new online data (e.g., through online computer games) or supporting analyses of previously collected data (e.g., video coding or computer simulations). Age group: 40-59 weeks.

Efthymios (Timos) Papatzikis

Oslo Metropolitan University, Oslo, Norway

Contact Email: efthymio@oslomet.no

Country: Norway

Planned Project: It has been extensively shown that music experience impacts the human brain very early in life (Papatzikis et al, 2019; Chorna et. al., 2019) while sound and music perception is an inborn human trait (Sousa, 2011) starting in utero and continuing across the lifespan (Trehub, 2001). Documenting music's effects on infant development, researchers have shown, on the one hand, that passive music listening engages frontal, temporal, parietal, subcortical, limbic and paralimbic areas related to attention, motor functions, and memory (Chorna et. al., 2019), while on the other hand, active engagement with music can activate the reward and habits systems (i.e., the basal ganglia, the orbitofrontal regions, the amygdala, and the hippocampus) developing and organizing their neural networks involved in human interactions and emotional regulation (Frühholz, Trost & Grandjean, 2016). It has been also shown that music can positively modulate physical states (i.e., heart and respiratory rate, oxygen saturation) very early in life (Keith, Russell & Weaver, 2009) while having an impact on cognitive skills, too (for example see Zhao & Kuhl, 2016). Despite the compelling evidence showcasing the beneficiary connection between music and brain in the early years of life, scarce developmental information exists referring to the infants' deep neuronal structures of the brainstem. My desire as a



researcher is to fill this gap of knowledge. Therefore, by deciding to collaborate with my lab at the Oslo Metropolitan University in Norway (either physical or remotely) you will work towards understanding the musical brainstem of infants. Your internship time will include (a) learning the basics of the EEG-Auditory Brainstem Response data acquisition and analysis using infant-related data (b) collecting, organizing and synthesizing literature data on the particular subject and (c) taking part in the analysis of sound data related to music played for infants when in the crib. Training will be provided for both the EEG-ABR and the sound analysis software and no prior knowledge is needed. Please reach out for more information.

Lynn Perry

University of Miami

Contact Email: lkperry@miami.edu

Country: United States of America

Planned Project: Understanding individual differences in language development and classroom social networks in children with and without developmental disabilities

Carolyn Quam

Speech and Hearing Sciences, Portland State University

Contact Email: cquam@pdx.edu

Country: United States of America

Planned Project: I mentor many student researchers in my lab, the Child Language Learning Center (CLLC). The CLLC is an active and supportive research community with weekly lab meetings (currently held virtually). Students who work on research projects in the CLLC are encouraged to participate in presenting our work at local, state, or national conferences. Please consider my lab if you are interested in projects related to child language development, specifically: (1) Learning of sounds and words in children with (and adults with history of) typical language trajectories and developmental language disorder; (2) Language learning in bilinguals: (a) We have an eye tracking study recruiting Mandarin-English bilinguals; (b) We are also conducting a qualitative review of the literature on heritage-language maintenance.

Kirsten Read

Santa Clara University

Contact Email: kread@scu.edu

Country: United States of America

Planned Project: In my summer undergraduate research lab, students will work with a small cohort of other researchers on a project exploring the ways in which caregivers read aloud with their infants and young children in the home and how that impacts new word learning on the part of the child. We will work directly with local English and Spanish speaking families to give them books to share with their



children and comfortable ways of self-recording their interactions, as well as family friendly post-tests of word learning.

John Richards

University of South Carolina

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Country: United States of America

Planned Project: research on infant face processing and brain

Valentina Riva

Scientific Institute IRCCS Medea

Contact Email: valentina.riva@lanostrafamiglia.it

Country: Italy

Planned Project: Longitudinal study on infants at higher likelihood of developing ASD using EEG/Eyetracking

AJ Schwichtenberg

Purdue University

Contact Email: ajschwichtenberg@purdue.edu

Country: United States of America

Planned Project: The Sleep and Developmental Studies Laboratory at Purdue University is recruiting undergraduate research assistants for a research experience in 2022. With Dr. A.J. Schwichtenberg students will join (one of three) longitudinal studies assessing the role(s) of sleep in early autism behavior development, infant brain development, and toddler metabolic risk.

Jasmine Siew

PhD Candidate, Marie Curie Horizons 2020 ITN, Gent University

Contact Email: jasmine.siew@ugent.be

Country: Belgium

Planned Project: The quality of parental caregiving during the first months and years of life – and particularly face-to-face social interactions - contribute to a broad range of developmental outcomes in the child. One important facet of early mother-infant interactions developing rapidly from six months onwards is joint attention - defined as a set of skills infants use to coordinate their attention with that of another person in relation to a mutual object, event or third person in the environment. Parents are thought to support the establishment of joint attention through scaffolding behaviours, or by using attention-direction strategies. This project will focus on the behavioural micro-coding of parent-infant interactions to further to understand which behavioural strategies are the most successful in promoting successful joint-attention bids. This projects offers the opportunity to train and become efficient in using



the annotation software ELAN, as well as training in and subsequent coding of parent and infant micro behaviours (e.g., touch, gestures, gaze or speech), using a frequency based coding scheme.

Elizabeth Simpson

University of Miami

Contact Email: simpsons@miami.edu

Country: United States of America

Planned Project: We study the development of social behavior in early infancy in humans and non-human primates. Our current projects focus on how human and rhesus macaque infants detect, recognize, and interpret information in faces, including emotion, eye gaze, and health, using eye tracking (a system that allows us to tell precisely where infants are looking on pictures and videos). We conduct online and in-person studies of human neonatal imitation to measure newborns' early ability to match others' facial behaviors (tongue pokes and mouth opening). We are trying to understand what "healthy" social behavior looks like, so we can better detect deviations and best support all infants.

Leher Singh

National University of Singapore

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Country: Singapore

Planned Project: projects on early bilingual development; international representation in developmental research.

Jessica Sommerville

University of Toronto

Contact Email: jessica.sommerville@utoronto.ca

Country: Canada

Planned Project: Students will have a choice of 3 groups of projects to work on: (1) research on infants and children's prosocial behavior and moral sensitivities, (2) how infants' and children combine first person and observation experience to make various decisions (i.e., how and whether to persist on a task), and (3) infants' and children's understanding of social relationships.

Elizabeth Spelke

Harvard University

Contact Email: babylab2@g.harvard.edu

Country: United States of America

Planned Project: Our lab studies how children learn about and understand other social beings, physics, number, and language. This summer, we are looking for interns to help support two projects. One project will examine how infants reason about the goals of others' actions. A second project will examine how infants reason about others' perspectives. Students will work closely with the PI,



graduate students or postdocs, and our lab manager to run studies, collect data, and conduct data analyses. Students will attend regular lab meetings and meetings with the PI and a postdoc or a grad student. Students will work towards leading a lab meeting on the project(s) that they work on. Our goal is for students to submit the research that they conduct to a conference.

Elizabeth Spelke

Harvard University

Contact Email: babylab2@g.harvard.edu

Country: United States of America

Planned Project: Our lab studies how children learn about and understand other social beings, physics, number, and language. This summer, we are looking for interns to help support two projects. One project will examine how infants reason about the goals of others' actions. A second project will examine how infants reason about others' perspectives. Students will work closely with the PI, graduate students or postdocs, and our lab manager to run studies, collect data, and conduct data analyses. Students will attend regular lab meetings and meetings with the PI and a postdoc or a grad student. Students will work towards leading a lab meeting on the project(s) that they work on. Our goal is for students to submit the research that they conduct to a conference.

Jochen Triesch

Frankfurt Institute for Advanced Studies

Contact Email: triesch@fias.uni-frankfurt.de

Country: Germany

Planned Project: Computational modeling of developmental phenomena with a focus on vision

Alison Ventura

California Polytechnic State University

Contact Email: akventur@calpoly.edu

Country: United States of America

Planned Project: Study Title: Development of Eating Behaviors during Infancy. Study Description: We are conducting a longitudinal study to understand how infant eating behaviors develop during the first year. We are observing mother-infant feeding interactions repeatedly across the first year postpartum and during breastfeeding, bottle-feeding, and solid food feeding. We also ask mothers to complete questionnaires related to their parenting attitudes and practices and their infant's health, temperament, and eating behaviors. We are also assessing infant growth. One of the main ways undergraduate research assistants contribute to this project is through behavioral coding of video records of mother-infant feeding interactions. Undergraduate research assistants receive intensive training on how to recognize infant satiety cues and mothers' responses to these cues and how to use Noldus Observer software to code these behaviors.



Jenny Wang

Rutgers University - New Brunswick

Contact Email: jinjing.jenny.wang@rutgers.edu

Country: United States of America

Planned Project: The Cognition and Learning Center (<https://sites.sas.rutgers.edu/cognition/>) focuses on the emergence and development of infants' numerical abilities, including how infants represent quantities, how they interpret actions of counting, and how they predict other people's numerical decisions. In addition to learning about and helping with data collection for existing projects, our summer interns usually have the opportunity to initiate and develop their own research ideas.

Adriana Weisleder

Northwestern University

Contact Email: adriana.weisleder@northwestern.edu

Country: United States of America

Planned Project: The student will participate in research on bilingual toddlers' language development using one or more of the following methodologies: eye-tracking studies, word learning studies, observations of caregiver-child interactions, and naturalistic home recordings

Hannah White

University of Missouri, St. Louis

Contact Email: h.white@umsl.edu

Country: United States of America

Planned Project: The University of Missouri, St. Louis Lifespan Development Lab (PI: Dr. Hannah White) is seeking an undergraduate researcher to work on the Tiny Triton Project in the summer of 2022. The overarching goals of the project are 1) to investigate the interplay between stress (cortisol) and immune function (SigA) early in life, 2) to document the cyclical relationships between infant temperament, parent stress, and the home environment, and 3) to examine socio-demographic variables as potential moderators of these processes. Specific tasks planned for the summer include coordinating data collection and cleaning for a parent-report daily diary study and, provided in-person data collection can be completed safely by that time, running participants through eye-tracking protocols and collecting saliva samples. Based on their individual research interests' students will also have the opportunity to propose their own exploratory analyses using existing data sets and/or add measures to the ongoing data collection.

Fei Xu

UC Berkeley

Contact Email: fei_xu@berkeley.edu

Country: United States of America



Planned Project: Two current projects may be of interest to undergraduate students: (1) a cross-cultural comparison study on infants' understanding of intentional actions. This project focuses on whether English-speaking and Chinese-speaking infants interpret intentional actions in the same way, that is, whether they will generalize preferences to other individuals. (2) A belief revision study that asks whether infants can acquire new, counterintuitive physical rules given a limited amount of counterevidence, and whether they will generalize these new rules to new contexts.