2023 Founding Generation Summer Fellowship Faculty Hosts

Please feel free to reach out to the interested faculty members to discuss their project. Note the deadline for submissions is February 14, 2023.

Monika Abels
Affiliation: UiT The Arctic Univeristy of Norway
Country: Norway
Contact email: monika.abels@uit.no
Planned Project: The student will participate in ongoing research on communication development in infants in different cultural communities. The project involves coding infants' and their interactional partners behaviors in video recordings of infants from different cultural communities (families in urban and rural Gujarat, India or Hadza hunter-gatherers in Tanzania). Of special interest are behaviors related to creating triadic attention and gestural communication, but a project on object exploration is also possible. The recordings contain everyday situations involving infants and different (potential) interactional partners and there is also a set of recordings utilizing an adaptation of the Early Social Communication Scales. The student will also be involved in the statistical data analysis and the preparation of a manuscript on these data. The student will be supervised by Monika Abels and will be part of the tight-knit research group of Child Development at UiT The Arctic University of Norway, consisting of two additional Associate Professors and students on all levels working on research projects with us.

Rachel Albert
Affiliation: Lebanon Valley College
Country: USA
Contact email: ralbert@lvc.edu
Planned Project: Our lab investigates opportunities for language development in early childhood education settings. Summer research students will be working on two projects this summer. The first project investigates how infant's prelinguistic vocalizations (babbles) influence caregiver reactions in childcare settings. The second project is assessing early childhood education teachers' potential biases

related to infant gender and race. Students will gain skills in stimuli development, survey design, and coding/analyzing naturalistic observations of caregiver-infant reactions. Remote and in-person options are available.

Janet Bang
Affiliation: San José State University
Country: USA
Contact email: janet.bang@sjsu.edu
Planned Project: Students will join an ongoing proof-of-concept pilot study to examine whether providing language and socio-emotional support strategies can help English- and Spanish-speaking caregivers feel more empowered during an early period of children's language and socio-emotional development (12 - 24 months). The pilot study will examine the feasibility of an experimental condition, where 40 families (20 English, 20 Spanish) will receive a set of children's books that both model and explain language and socio-emotional support strategies for children's development (Caregiver Strategies condition). New students will join a team (undergraduate and masters students) and have the opportunity to learn different research skills including coding of children's early language, qualitative coding of semi-structured interview responses, and quantitative analyses of validated child development measures (e.g., MacArthur Communicative Developmental Inventories, Brief Infant Toddler Social Emotional Assessment). Students may also have the opportunity to be involved in study recruitment and active data collection. Students will engage in weekly research meetings and receive mentorship in the research process. Spanish-English bilingual students are highly encouraged to apply!

Laurie Bayet
Affiliation: American University
Country: USA
Contact email: bayet@american.edu
Planned Project: The student will have the opportunity to contribute to ongoing studies investigating how infants understand the visual or affective world (learn more at: https://www.bayetlab.com/). In so doing, the student will learn about infant EEG, behavioral, and/or computational methods, and interact with the PI, graduate students, and other undergraduate students.

Sarah Berger
Affiliation: College of Staten Island, City University of New York
Country: USA
Contact email: sarah.berger@csi.cuny.edu
Planned Project: This project bridges 3 areas of research - motor problem solving, attention, and sleep - to test a model of attentional resources based on embodied cognition.. To do this, we investigate individual differences in sleep and learning in pre- and full-term infants, who can sit independently, but not yet crawl. We ask about the impact of quality of night sleep (measured via auto-videosomnography), napping, attention (as measured via head-mounted eye-tracker), and motor skill on problem-solving.

Using a comparison group of infants at risk for sleep disorders and motor delays will help us to better understand how the interaction between different developmental domains impacts learning.

Alexis Black
Affiliation: University of British Columbia
Country: Canada
Contact email: alexis.black@audiospeech.ubc.ca
Planned Project: At the Language and Development Lab at the University of British Columbia, we use neuroimaging and behavioural techniques to research how infants learn about language. We invite an intern to join us this summer as we conduct an EEG study on early word learning. In this study, young children will wear an EEG cap as they listen to a string of words and acoustically matched non-words. We will then analyze the EEG data using machine-learning algorithms to decode when, where, and how the children's brains reflect the word/non-word distinction. This position may involve assisting in running the experiment, preprocessing the EEG data, analyzing the data, and presentation and/or write-up of the data, depending on the student's interest and expertise. Previous experience with EEG data, R analysis software, and machine learning are a plus, but are NOT required. Training will be provided in the lab as needed! Please visit our website www.languageanddevelopment.ca for more information about our lab, and contact the PI Alexis Black (alexis.black@audiospeech.ubc.ca) for any questions about the position.

Arielle Borovsky
Affiliation: Purdue University
Country: USA
Contact email: aborovsky@purdue.edu
Planned Project: Student will assist in an ongoing longitudinal project of early language development. Student will have an opportunity to gain experience in multiple aspects of the project, and will be matched with a senior lab member for support and guidance in identifying a subproject / set of analyses within the dataset that would support their own interests and goals.

Chiara Cantiani
Affiliation: Scientific Institute, IRCCS Eugenio Medea
Country: Italy
Contact email: chiara.cantiani@lanostrafamiglia.it
Planned Project: The student will have the opportunity to observe and be involved in all the activities of the Medea BabyLab, focusing on the early risk markers for language and learning impairments (LLI) in infancy. In general, our ongoing longitudinal study examines a number of early (neuro)psychological skills during the first year of life and investigate how these early skills relate to later cognitive, linguistic, and behavioral outcomes in typically developing infants and in infants at familial risk for LLI. Our techniques include examination of evoked response brain potentials (EEG/ERPs), as well as behavioral and clinical assessment. The student will focus on some available data on the role of child temperament in typical and atypical language acquisition.

Alyson Chroust
Affiliation: East Tennessee State University
Country: USA
Contact email: chroust@etsu.edu
Planned Project: Our current research project is interested in whether prenatal opioid and/or other substance exposures are associated with meaningful developmental differences across the first two years of life. We will examine measures of infant growth, spatial processing, visual perception and attention processes, motor performance, and neurobehavioral. We hope this research will contribute to early identification of infants at risk for delays and inform future intervention efforts.

Sara Cordes
Affiliation: Boston College
Country: USA
Contact email: Cordess@bc.edu
Planned Project: I have numerous projects taking place in my lab this summer. We are running a number of infant studies exploring basic numerical perception and the relation between number and language, and studies with preschoolers and older children investigating prosocial development, early counting, and early math understanding.

Alejandrina Cristia
Affiliation: CNRS, PSL University
Country: France
Contact email: alecristia@gmail.com
Planned Project: Although the vast majority of the world's infants is growing up in Asia and Africa, learning languages other than English, the vast majority of research on early language acquisition bears on English monolinguals growing up in North America. In an attempt to address this misrepresentation, my research team (Language Acquisition Across Cultures) aims to shed light on how language develops *everywhere*. To this end, we have specialized in the analysis of "long-form audiorecordings," collected with a wearable as the infant goes about their day, and which we hope lead to a more ecologically valid vision of infants growing up in a variety of cultural settings. This internship will involve first defining an achievable research goal for the mentored student, which could involve collecting new data (provided ethical approval is obtained for the student's chosen site) and/or analyzing data my team or our collaborators have already collected. Together, we will also define learning objectives and abilities to develop over the 8 weeks, which could include developing skills in data science, statistics, programming (R and/or python); and learning more about linguistics, psychology, cognitive science, economics, anthropology, and/or machine learning.

Moira Dillon
Affiliation: New York University
Country: USA
Contact email: moira.dillon@nyu.edu
Planned Project: Students will have the opportunity to conduct studies with infants on space and language or the foundations of social cognition. The lab uses behavioral and computational approaches, and NYU offers a rich intellectual community in the developmental and cognitive sciences.

Lauren Emberson
Affiliation: University of British Columbia
Country: Canada
Contact email: emberson@psych.ubc.ca
Planned Project: The lab uses functional near-infrared spectroscopy (fNIRS) and eye tracking to investigate infant learning and perceptual change based on experience. Students will work along with a graduate student or postdoctoral researcher to assist in data collection, ongoing analyses or move a project in a new direction.

Caitlin Fausey
Affiliation: University of Oregon
Country: USA
Contact email: fausey@uoregon.edu
Planned Project: Research projects in the UO Learning Lab focus on questions about the everyday experiences of infants, across language, vision, and music. Undergraduate team members are part of a vibrant team working together on annotations of audio and video data; building computer programming, statistics, and data visualization skills; interacting with families and community partners. ICIS fellowship students may join ongoing projects or develop their own project. See uolearninglab.com for more.

Lisa Feigenson
Affiliation: Johns Hopkins University
Country: USA
Contact email: feigenson@jhu.edu
Planned Project: Mentee will work on projects investigating the role of surprise (violations-of-expectation) on infants' learning, using behavioral testing methods. The mentee will learn about all aspects of the research, from recruitment to testing to data analysis to stimulus presentation, in a vibrant and active lab full of dedicated and kind students.

Samuel Forbes
Affiliation: Durham University
Country: UK
Contact email: samuel.forbes@durham.ac.uk

Planned Project: In our lab, we study language and its cognitive underpinnings. The student will have the chance to work with other researchers on a choice of projects including conceptual understanding, word-object binding and attentional constraints. They will have the opportunity to get familiar with eye-tracking techniques in infancy, and learn statistical analysis and data processing in R.

Ashley Groh
Affiliation: University of Missouri
Country: USA
Contact email: groha@missouri.edu
Planned Project: The student would have the opportunity to work on an NSF funded project examining expectant mothers' neural adaptation to infancy in relation to mother and infant outcomes. In addition, existing data in the lab allows the student to complete an entire independent project during the summer. Existing available data is from a longitudinal study examining the neurobiological mechanisms of parent-child relationships. The study followed mothers, fathers, and infants from 6 months to 5 years, and includes attachment, temperament, parenting, parent and infant autonomic physiology during interactions, and parent and infant EEG/ERP in response to emotional stimuli.

Tobias Grossmann
Affiliation: University of Virginia
Country: USA
Contact email: tobias.grossman@gmail.com
Planned Project: Developmental Social Neuroscience Research with Infants and Young Children

Kiley Hamlin
Affiliation: University of British Columbia
Country: Canada
Contact email: kiley.hamlin@psych.ubc.ca
Planned Project: A longitudinal study of sociomoral development from birth through age 3. Student will help with data collection, coding, and data analysis on a feature of the larger project that most interests them. They will also help with scheduling families for visits to our research centre.

Melissa Kibbe
Affiliation: Boston University
Country: USA
Contact email: kibbe@bu.edu
Planned Project: A student would participate in research on understanding how language and social context influences infants' ability to keep track of hidden objects. Studies would take the form of brief puppet shows in which we will measure infants' interest in the outcomes of hiding events. The student will have the opportunity to interact with infants and families and would join a vibrant and supportive lab!

Eon-Suk Ko
Affiliation: Chosun University
Country: Korea
Contact email: eonsuk@gmail.com
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.

Elena Kokkoni
Affiliation: University of California, Riverside
Country: USA
Contact email: elena.kokkoni@ucr.edu
Planned Project: The student in my lab will be focusing on the following main research questions: 1) Understand how and why humans in the early stages of life move the way they do, and 2) assess the use of technology to promote motor development. In particular, we are interested in: (i) how young humans interact with these technologies, (ii) developing ways to make these interactions more efficient to maximize their use for motor training, and (iii) evaluating the effects of use of these technologies on postural, locomotor, and manual performance.

Sarah Kucker
Affiliation: Southern Methodist University
Country: USA
Contact email: skucker@smu.edu
Planned Project: Current lab projects focus on the impact of digital media on children's language development. Specific projects entail examinations of word learning and categorization when learning words via a tablet or technology, analysis of parent-reported technology use with young children, and qualities of children's media in conjunction with children's temperament and individual experiences. Students involved in the projects will aid in coding videos of infants and toddlers interacting with tablets, code information about children's media, and collaborate on projects detailing a child's vocabulary and interaction abilities.

Jillian Lauer
Affiliation: University of Cambridge
Country: UK
Contact email: jl2345@cam.ac.uk
Planned Project: The student will assist with a research project that aims to characterize gender

differences in infants' linguistic experiences by examining whether and how parents speak differently to female vs. male infants, beginning in the first days of life. The student will assist with collecting, transcribing, and coding data from spontaneous "conversations" between infants and their parents (i.e., parents' spoken utterances towards their infants during everyday activities), as well as with administering interviews to parents of young infants.

Klaus Libertus
Affiliation: University of Pittsburgh
Country: USA
Contact email: klaus.libertus@pitt.edu
Planned Project: The student would participate in our online observations of parent-child interactions during the first 2 years of life. Current graduate students in the lab are working on coding our data for child motor behaviors (e.g., reaching, crawling, walking) and transcribing parent talk. The Founding Generation Summer fellow can choose to contribute to these ongoing efforts or develop a new coding scheme with support from me and my students (e.g., qualitatively scoring the interaction using a scale such as the PICCOLO). Longitudinal data from approximately 40 families will be available for this summer project.

Julie Markant
Affiliation: Tulane University
Country: USA
Contact email: jmarkant@tulane.edu
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 2023, the ICIS Founding Generation Fellow will contribute to a project investigating the development of attention biases to own- and other-race faces in infancy. Infants' attention to social partners reflects both attention orienting (i.e., speed or frequency of looking) and attention holding (i.e., duration of looking) to faces. Past research has found that infants show preferential attention holding to own- vs. other-race faces, but no difference in orienting to these faces when they are presented among non-social distractors (e.g., Hunter & Markant, 2021). The current project expands on this work by determining whether infants show similar attention biases to own- vs. other-race faces in contexts that require increased attention control, such as when two faces are presented in direct competition with each other. 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) engage with our New Orleans community partners to attend recruitment events and learn best practices in infant recruitment, 2) learn fundamentals of infant eye tracking data collection, and 3) develop proficiency with data processing tools including excel, R, and MATLAB. 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). 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, and a

final poster session for select Tulane undergraduate neuroscience majors who are conducting research over the summer. Dr. Markant is 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 2023, encouraging them to submit an abstract to ICIS 2024, and providing ongoing career mentorship.

Daniel Messinger
Affiliation: University of Miami
Country: USA
Contact email: dmessinger@miami.edu
Planned Project: Join our interdisciplinary team! We pair spatial tracking and speech recognition to investigate how interaction with peers and with teachers facilitates the language and social development of children in preschool inclusion classrooms containing children with autism spectrum disorder, hearing impairments, children with other disabilities and delays, and children without disabilities and delays. This study is funded by the National Institute on Deafness and Other Communication Disorders (NIDCD) and the National Science Foundation,. The work is intense and a lot of fun!

Monika Molnar
Affiliation: University of Toronto
Country: Canada
Contact email: monika.molnar@utoronto.ca
Planned Project: Language and speech production in infants (0-18 months) is relatively understudied. This is partially because transcribing production data is a labour-intensive process. Also, transcriptions tend to vary greatly across transcribers, as each transcriber is influenced by their own language experience when interpreting infant speech. Can artificial intelligence (AI) solve these problems for us? Let's find it out! We have a large data set of productions collected from linguistically and culturally diverse monolingual and bilingual infants. We are using these to teach an AI about infant speech production (cooing, babbling, first words, etc.). The Student will help us with this process by contrasting human coding with the AI output. By doing this, the Student will learn about the basic principles of AI training, and the earliest stages of speech production development in monolingual and bilingual infants across different languages. The internship is offered in both virtual or in-person setting.

Robin Panneton
Affiliation: Virginia Tech
Country: USA
Contact email: panneton@vt.edu
Planned Project: Intersensory integration of face+voice information in typical and non-typical populations of toddlers; relationships to maternal sensitivity, socioeconomic risk and language learning.

Efthymios Papatzikis
Affiliation: Oslo Metropolitan University

Country: Norway
Contact email: efthymio@oslomet.no
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 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 brain of infants. Your internship time will include (a) learning the basics of EEG data acquisition and analysis using infant-related data (b) collecting, organizing, and synthesizing literature data on the 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 and the sound analysis software, and no prior knowledge is needed. Please reach out for more information. References Chorna, O., Filippa, M., De Almeida, J. S., Lordier, L., Monaci, M. G., Hüppi, P., Grandjean, D., & Guzzetta, A. (2019). Neuroprocessing Mechanisms of Music during Fetal and Neonatal Development: A Role in Neuroplasticity and Neurodevelopment. Neural plasticity, https://doi.org/10.1155/2019/3972918 Frühholz S., Trost W., Grandjean D. (2016). Whispering-the hidden side of auditory communication. NeuroImage. 142, 602–612. https://doi.org/10.1016/j.neuroimage.2016.08.023. Keith, D. R., Russell, K., & Weaver, B. S. (2009). The effects of music listening on inconsolable crying in premature infants. Journal of Music Therapy, 46(3), 191-203. Papatzikis, E., Svec, C., and Tsakmakidou, N. (2019) Studying Neural Correlates of Music Features in the Early Years Education and Development Process: A Preliminary Understanding based on a Taxonomical Classification and Logistic Regression Analysis. Frontiers in Human Neuroscience. Vol. 13. DOI: 10.3389/conf.fnhum.2019.229.00031 Sousa, D. (2011). How the brain learns. Thousand Oaks, CA: Corwin Press. Trehub S. E. (2001). Musical predispositions in infancy. Annals of the New York Academy of Sciences. 930(1), 1–16. https://doi.org/10.1111/j.1749-6632.2001.tb05721.x. Zhao, T. C., Kuhl P. K. (2016). Effects of musical intervention in infancy. Proceedings of the National Academy of Sciences. 113 (19), 5212-5217. https://doi.org/10.1073/pnas.1603984113

Livio Provenzi
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Planned Project: Biobehavioral synchrony in dyads of mothers and infants with typical / atypical development.

Carolyn Quam
Affiliation: Portland State University
Country: USA
Contact email: cquam@pdx.edu
Planned Project: o The Child Language Learning Center (CLLC) is an active and supportive research community with weekly lab meetings. Students who work on projects in the CLLC are encouraged (but not required) to jointly present our work at local, state, or national conferences. If you are interested in projects related to monolingual and bilingual language learning in children and adults, please email Dr. Carolyn Quam, the lab director and Associate Professor of Speech and Hearing Sciences at Portland State, at cquam@pdx.edu. Our active projects include: • Mapping of sounds to meanings in neurotypical adults and adults with language-learning disabilities • Language learning in bilinguals o Eye tracking study recruiting Mandarin-English bilingual college students o Qualitative, scoping review of factors that promote or discourage heritage-language maintenance for children and families In some cases, students may also be able to help with data processing, data analysis, and manuscript preparation for completed projects, several of which are studies of child language development and disorders in infants through preschoolers. The latter activities can work well for students participating remotely.

Catherine Sandhofer
Affiliation: UCLA
Country: USA
Contact email: sandhofer@psych.ucla.edu
Planned Project: CIS Founding Generation Fellowship Blurb The Language and Cognitive Development Lab at UCLA (https://babytalk.psych.ucla.edu/) directed by Dr. Catherine Sandhofer studies the relationship between children's language learning environments and children's word acquisition. The ICIS Founding Generation Fellow will contribute to a project examining two-year-olds' ability to attend to, retain, and generalize words learned in an overheard context (i.e., a context in which children are not directly addressed). The Fellow will contribute to many aspects of the project including: 1) participant recruitment, 2) running study appointments with a team of research assistants in the lab and at LA County childcare programs, 3) coding children's attention from recorded study appointment videos using Datavyu, and 4) data processing in R. The Fellow will be supervised by Dr. Sandhofer and the graduate student leading the project.

A.J. Schwichtenberg
Affiliation: Purdue University
Country: USA
Contact email: ajschwichtenberg@purdue.edu
Planned Project: Students will join the Sleep and Developmental Studies Lab and will assist with the Sleep and Health in the Home (SHH Study). The goal of this study is to evaluate potential mechanisms

between toddler sleep patterns and obesity risk (as indexed by elevated adiposity, toddlers stress, and family risk factors). In collaboration with Eskenazi Health, this study will follow 100 families who self-identify as Black or Latine for two years. Students will assist with data collection, processing, and coding. Students will also join the larger lab efforts in understanding sleep and early development.

Jessica Sommerville
Affiliation: University of Toronto
Country: Canada
Contact email: jessica.sommerville@utoronto.ca
Planned Project: The chosen student(s) will be given the opportunity to work on one of the two ongoing research projects, depending on the student's preferences. The first project (TryBaby) examines the role of parental language in facilitating infants' persistence, and students will be trained to interact and collect data from parent-infant dyads. Students will be responsible for coding, cleaning, and analyzing video outputs that measure variables such as infants' trying time and parental languages. The second project (ROSie) examines children's cognitive development. During this role, students will schedule, call, and run in-person studies on children aged 3-6 and complete interactive cognitive games using phones and tablets. After each session, students will be trained to gather video output and provide insights into improving the experiment flow and user experiences. As part of the research training, students from both projects will be closely mentored by a senior lab member/professor, in which they will learn about the research process, conduct relevant literature reviews, and present research findings at the end of their 8-12 weeks internship.

Maria Spinelli
Affiliation: University G. D'Annunzio Chieti-Pescara
Country: Italy
Contact email: maria.spinelli@unich.it
Planned Project: Mother-Infant bio-behavioural synchrony research

Daniel Swingley
Affiliation: University of Pennsylvania
Country: USA
Contact email: swingley@psych.upenn.edu
Planned Project: We are doing research on how infants start learning their language. A big part of this is creating and working with a corpus of African-American moms talking with their infants. The work offers training and experience in phonetics, coding, experimental design, and other features of developmental linguistic research.

Daniel Swingley
Affiliation: University of Pennsylvania
Country: USA

Contact email: swingley@psych.upenn.edu
Planned Project: Work in my lab is about how infants and toddlers learn language. The research involves experiments testing infants' knowledge, measurement of aspects of parental infant-directed speech, and models of how learning might take place.

Stefania Vacaru
Affiliation: Radboud University Medical Center Nijmegen, The Netherlands; Vrije Universiteit Amsterdam
Country: The Netherlands
Contact email: stefania.vacaru@radboudumc.nl
Planned Project: The student can participate in the research meetings of the groups I am affiliated and work with at Radboud UMC and VU Amsterdam, where I conduct experiemntal work with typical and atypical populations, including infants. The student will be able to learn about physiological assessments and experimental setups, learn about considerations and challenges in studying young infants and children. The student will be able to assist with ongoing lab work and possibly write a research proposal or work on pre-collected data.

Marion van den Heuvel
Affiliation: Tilburg University
Country: The Netherlands
Contact email: m.i.vdnheuvel@tilburguniversity.edu
Planned Project: Students will work on a longitudinal dual-EEG study, evaluating the effectiveness of the Mindful with your Baby intervention for stressed, depressed and/or anxious mothers. They will gain learning experience in working with mother-infant dyads (4 to 12 months), EEG application and analysis, and the Mindful with your Baby intervention.

Eric Walle
Affiliation: University of California, Merced
Country: USA
Contact email: ewalle@ucmerced.edu
Planned Project: The student would have the opportunity to collaborate on ongoing research examining (1) emotional development in infancy and early childhood, or (2) the impact of the onset of walking on infant language, social, and emotional development. There are numerous projects investigating each line of research, including experimental studies, existing behavioral observation data sets, open-ended qualitative responses, and self-report data from parents and families. The student would work directly with senior researchers in the lab, including myself and at least 1 graduate student. Members of my lab have training in behavioral coding, longitudinal and multilevel data analysis, and qualitative thematic coding.

Yang Wu
Affiliation: University of Toronto Scarborough
Country: Canada
Contact email: yangm.wu@utoronto.ca
Planned Project: The acquisition of emotion words is crucial for children's socio-emotional development. Previous research suggests that children slowly and gradually acquire these words between ages 3-5 and beyond (Widen, 2013). Such research has used tasks that are challenging for young children, such as asking them to label or categorize various emotion-related facial configurations. However, recent studies using infant-friendly, looking-time tasks have revealed that even preverbal infants have advanced abilities in various cognitive and social domains, challenging the conventional understanding of infants' capabilities. The main objective of the proposed research is to use infant-friendly, looking-time methods to study the emergence of emotion word understanding in infancy. We will use a looking-while-listening paradigm in which we present two emotion stimuli side by side on a screen (e.g., a happy person and a sad person) and play an audio prompt (e.g., “Who is happy? Can you find them”). We will measure infants’ gaze following the onset of the target word (i.e., “happy”). The student intern will be involved in all aspects of the research process – including experimental design, stimulus creation, data collection, and data analysis. Specific skills to be acquired include critical thinking, literature review, experimental design, basic programming, basic data analysis, written/oral communication, and peer mentoring.

Fei Xu
Affiliation: UC Berkeley
Country: USA
Contact email: fei_xu@berkeley.edu
Planned Project: We have several projects with infants on-going in the lab: (1) understanding of absent reference in 12 and 15 month olds; (2) understanding of possibility and probability in infants; and (3) understanding of intentional action in infants. The participating student will learn to use LookIt as a testing platform, and help design the experiments, code/program for the experiments, and help with coding and data analysis.