2025 Founding Generation Summer Fellowship Faculty Hosts

Please feel free to reach out to the host faculty members to discuss their project. Note the deadline for submissions is **February 14, 2025.**

Nadja Althaus

Affiliation: University of East Anglia, Norwich
Contact email: n.althaus@uea.ac.uk

Planned project: How do infants learn about object kinds in the real world? For this fellowship you will join the Learning Experiences in Naturalistic Scenarios (LENS) project, in which we examine infants learning of object categories in dyadic play with head-mounted eye-trackers. While lab-based eye-tracking studies with sequences of similar images have demonstrated infant category learning, we know little about how infants discover categories when exemplars are interspersed with other experiences and in rich environments. We believe that caregiver language and social cues (e.g., gestures, touch) are of particular importance here. Our studies combine head-mounted eye-tracking studies of parent-infant play interactions with machine learning techniques for analysis. During your fellowship you will have an opportunity to work on your own research question related to the project. You will gain hands-on experience in collecting head-mounted eyetracking data with 12- to 14-month-old infants. You will also be involved in coding naturalistic recordings, preprocessing data for machine learning analyses, with an option to learn analyzing data in R/Python. You will have the opportunity to attend lab meetings and engage with a cross-institutional team of researchers on the project. No prior experience is required, and all training will be provided. If you are interested in applying for this fellowship, please get in touch!

Rachel Barr

Affiliation: Georgetown University
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Planned project: The student would join one of two teams depending on their interest and their

background training. 1. Research Opportunity Connect to Baby: Should a student come to join the Early Learning Project for the summer, they would work on the Connect to Baby (CTB) project. This is an NIH funded study jointly run by Dr. Ryan and Dr. Barr. Trained facilitators and data collectors work with families to deliver a free program that uses communication and play to build strong connections between parents and children. During our sessions, CTB uses media and activities to strengthen relationship skills in order to create a strong parenting team. Each week, parents meet with a trained facilitator to learn about how to communicate about parenting and get to know their baby better. Students working on the project would be involved in evaluating the findings of the study viewing video interactions between parents and their babies over time. 2. Research opportunity. PLAY. PLAY: Play and Learning Across a Year. The collaborative study includes 30 labs across the states will collect data from 30 families to create a video library of play with 900 families across the US. All labs conduct the same protocol and there is a foundational coding pass for each video. Each lab then conducts their own individual project using the video data and the foundational codes. Our lab focuses on how media is used during play interactions and the student would learn how to observational code these sessions after joining the PLAY team. The early learning project also conducts studies on growing up in the digital age and growing up in multilingual homes. See our website www.elp.georgetown.edu for further information.

Laurie Bayet

Affiliation: American University, Washington

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Planned project: As a Founding Generation Summer Fellow, you would contribute to ongoing projects using EEG/fNIRS, behavioral measures, and computational tools to investigate how infants perceive the visual world and understand social communication. You will have the opportunity to gain hands-on experience with (1) in-person data collection, (2) recruitment and community outreach, and (3) behavioral coding of infant videos. You will also be encouraged to gain hands-on experience with programming (in R, Python, or Matlab) and develop your own data analysis project using our datasets. Finally, you will be included in any lab meetings, lab socials, and/or lab outings scheduled during your stay. To learn more about the lab, please visit https://bayetlab.com/. Please do not hesitate to reach out with any questions, or to discuss specifics as you develop your proposal/application.

Sarah Berger

Affiliation: College of Staten Island, City University of New York

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Planned project: The Child Development Lab investigates the relation between motor development and sleep in infancy and the student will have a choice of projects. One possibility is joining a study on the

impact of motor skill acquisition, such as crawling or walking, on the quality of infants' sleep. Preliminary findings suggest that movement during sleep may reflect replaying of behaviors marked during learning for further consolidation around the onset of crawling and walking. Another possibility is a study on patterns of self-touch as a function of other behavioral change. On multiple time scales and over several months, we examine self-touch as infants cycle in and out of sleep states and as they acquire new motor milestones. We hypothesize that touch used to self-soothe and regulate infants' ability to fall asleep differs from touch functioning to establish body sense. For all projects, the student will learn to use video coding software and autovideosomnography, or a video from the crib to manually code infants' movements and postures during nightly wake episodes.

Marissa Casillas

Affiliation: University of Chicago

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Planned project: During summer 2025 our lab will be running projects on biases in early word learning in English and other languages. An intern can expect to take part in corpus- and in-person experiment-based research on word learning in English. More generally, in our lab, we explore how communicative needs impact the ways in which language is learned and used by both children and adults. To that end, we employ experimental and observational methods in multiple sites around the world to analyze the production and comprehension of conversational language.

Samuel Forbes

Affiliation: Durham University

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Planned project: The student will have the opportunity to be part of several projects involving infant word learning and / or cognitive development. The projects will involve infant eye-tracking and potentially fNIRS / HD-DOT if interested. We are interested in the role of individual differences, in particular looking at the role of environmental variables such as sleep and language input on language and cognitive development.

Alessandra Geraci

Affiliation: University of Catania

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Planned project: Research in my Neonatal Lab investigates the innate predispositions to sociality and morality by assessing newborns in the hospital. Students will learn methods and procedures for assessing newborns and techniques for coding their visual reactions.

Teodora Gliga

Affiliation: University of East Anglia

Contact Email: t.gliga@uea.ac.uk

Planned project: Is language input necessary for categorization? This is a question that developmental scientists have been pondering over for decades! During this fellowship, the fellow will be helping us to critically test this question by examining category knowledge in a cohort of deaf infants born to hearing parents, whom typically have reduced access to language during their early development. Using cutting edge EEG and eye-tracking, we will quantify existing category knowledge in a cohort of deaf infants born to hearing parents as well as a cohort of infants who have access to language from birth (hearing infants born to hearing parents and deaf infants born to deaf parents). We will train the fellow in infant EEG and eye-tracking techniques with the opportunity to also focus on other methods such as parent-child interaction, parent-report measures and standardized measures of development. The fellow will be involved in data collection, behavioral video coding and analysis, with the option to learn about advanced EEG and eye-tracking pre-processing/analysis in R and MATLAB. No experience with these methods is necessary as all training will be provided. By choosing to work with us in the Developmental Labs here in beautiful Norwich (known for its fascinating history and flourishing art, music and cultural scene), you will have the opportunity to enhance current understanding of the interplay between language and categorization during early development. We invite interested students to get in touch and join our diverse team. We especially welcome applications from members of the d/Deaf community or from students with knowledge of and passion for signed languages.

Kylie Hamlin

Affiliation: University of British Columbia

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Planned project: At the Centre for Infant Cognition (CIC), our research focuses on the origins of infants' social and moral evaluative processes, such as our tendency to judge individuals' actions as good or bad. Using electroencephalography (EEG), this line of research investigates the neural mechanisms underlying infants' understanding of prosocial and antisocial events and characters. Specifically, we examine neural signatures associated with social processing (e.g., P400 and N290 ERP components) and compare them with those linked to lower-level attentional processing (e.g., Nc ERP component). These distinct neural signatures enable us to determine whether infants' evaluations of sociomoral interactions are driven by social understanding or instead by low-level perceptual processes, offering valuable insight into the nature of infants' sociomoral evaluations. Additionally, in follow-up visits, we assess prosocial behavior in toddlers for whom we have infant EEG data. This longitudinal approach enables us to explore whether infants' neural processing of sociomoral events predicts emerging prosociality, such as helping, sharing, and affective perspective-taking. The student joining our team will participate in these projects and future EEG-based studies exploring related concepts. Their role will include: Assisting with the design and implementation of study protocols. Setting up and maintaining experimental equipment (e.g., EEG technologies). Recruiting and scheduling participants using a complex research database. Administering studies and assessments with infants and toddlers. Completing the consenting process with participating families. Entering, validating, and analyzing data using tools such as R, Matlab, and NetStation Acquisition. Assisting with OSF pre-registration documents and other aspects of project management. The student will work closely with the Principal Investigator, graduate students, research managers, and senior research assistants, contributing to a collaborative and dynamic research environment. Regular team meetings will provide opportunities for feedback, skill development, and active engagement in the research process. This role will

offer the student invaluable hands-on experience in developmental research, advanced neuroscience techniques, and collaborative teamwork, fostering both academic and professional growth.

Lauren Hampton

Affiliation: The University of Texas at Austin

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Planned project: We are completing a pilot study of a preemptive intervention for infant/toddler siblings of autistic children. Mentees will have the opportunity to be part of helping us analyze, interpret, and disseminate these findings and implications for future work. Our lab will also be launching the full-scale RCT of this project during the same time period, and the mentee can participate in learning about project launching and recruitment of infant/toddler siblings. Our lab holds regular lab meetings, journal club, and data meetings in a hybrid format.

Julie Markant

Affiliation: Tulane University

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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 2025, the ICIS Founding Generation Fellow will contribute to a longitudinal study investigating the development of attention to caregiver versus stranger faces at 4-, 6-, and 8- months of age. Infants' attention to social partners reflects both attention orienting (i.e., speed or frequency of looking) and attention holding (i.e., duration of looking) mechanisms. Past research has found that 4- to 10-month-old infants show individual differences in attention orienting and holding biases toward caregiver versus stranger faces. These attention biases were influenced by the infants' reward sensitivity (i.e. surgency), endogenous attention control, and the cognitive demands of the task (Hunter et al, 2024). The current project expands on this work by using a within-subjects design to determine how attention biases develop over the first year, exploring how these biases may be predicted by other factors such as infant-caregiver attachment, broader social contexts, and endogenous attention control. The Founding Generation Fellow will actively contribute to multiple facets of this project, including participant recruitment, assisting with data collection, and processing data. Through these activities, the Fellow will 1) engage 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, behavioral, and physiological data collection and best practices in data management, and 3) develop proficiency with data processing tools including Datavyu, Excel, Python, 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). 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 2025, encouraging them to submit an abstract to ICIS 2026, and providing ongoing career mentorship.

Daniel Messinger

Affiliation: University of Miami

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Planned project: The Interactive Behavior in Schools (IBIS) project, which pairs 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.

Ana Moreno-Núñez

Affiliation: Universidad Autónoma de Madrid

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Planned project: Our research group investigates early multimodal communication, focusing on how everyday interactions shape the communicative development of infants and young children (0 to 3 years). We examine how children coordinate gestures, vocalizations, and movement in naturalistic settings, using observational methods, multimodal transcription, and fine-grained analyses. As part of this fellowship, the selected student will have the chance to engage with one or both of our ongoing research projects—on early dyadic interactions in home settings and group interactions in nursery schools. They will gain hands-on experience in video data coding, multimodal analysis, and theoretical discussions on communicative development. Throughout the 8-week mentorship, the student will actively engage with our research team, participate in lab meetings, and receive individualized guidance to develop critical research skills. This opportunity is ideal for students interested in early communication, human development, and observational research. By the end of the fellowship, they will have gained valuable experience in conducting and analyzing research, preparing them for future academic or professional endeavors in developmental science, education, or related fields.

Lauren Myers

Affiliation: Lafayette College

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Planned project: We are in our final year of an NIH R15 funded grant project on grandparent-grandchild interactions on zoom, which families use to support inter generational ties across distance. The research assistant involved in this project will help a small team of researchers on coding videos of the grandparent-grandchild interactions. We will use Datavyu software, as well as Excel, R, JASP or Jamovi, RedCap survey software and google docs.

Ãine Ní Choisdealbha

Affiliation: University College Dublin

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Planned project: The fellow will join a project at the interface of the UCD Babylab and the Perception and Motor Cognition Group. We are investigating how motor development affects infants' representations of their own and others' bodies and actions, using EEG and observational recordings of infants' motor behaviour. The fellow will gain in-laboratory experience of EEG data collection with infants. They will learn about EEG data processing as well as behavioural coding using tools such as ELAN. They will work closely with the project lead and have the opportunity to engage in outreach activities, literature review, statistical analysis and/or other aspects of the research, according to their own interest.

Charisse Pickron

Affiliation: University of Minnesota

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Planned project: We will have two infant studies running, one with eye tracking data and the other behavioral. These studies will broadly examine infants' face processing, word-face associations, visual attention. Additionally, there are 2 online data collection studies with 4 - 8-year-old children that the student could also support. One online study is about moral reasoning and the other is about racial bias measured via face processing and social selections for Multiracial children.

Lindsey Powell

Affiliation: University of California, San Diego

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Planned project: Planned project: Current infant studies in the lab are investigating a range of topics, including infants' understanding of social behaviors (e.g. do infants think helping reflects the helper's disposition or their relationship to the recipient?), infants' expectations about relationships (e.g. are relationships likely to be reciprocal or potentially asymmetric?), and the computations underlying violation of expectation effects (e.g. does looking in VOE paradigms correlate with sensitivity to statistical learning progress?). Summer fellowship students are matched with projects ~1 month before their start date based on student interests and project needs.

Rebecca Powell

Affiliation: Icahn School of Medicine at Mount Sinai

Contact Email: rebecca.powell@mssm.edu

Planned project: "We are a human milk immunology lab at the Icahn School of Medicine at Mount Sinai Hospital in New York City. This project will relate to our Pfizer-funded research study aimed to assess the human milk immune response to the new maternal RSV vaccine, ABRYSVO. The student will work alongside research associates and postdocs to learn techniques such as milk processing, antibody binding assays (ELISA and/or Luminex), antibody purification, cell-based neutralization assays, flow cytometry analysis and cell sorting (FACS). The student will be part of experiments aimed to: A. Characterize RSVpreF vaccine-

induced anti-RSV antibodies in the milk of lactating individuals who did or did not receive ABRYSVO during pregnancy, using their first available milk sample in a Luminex-based multiplex milk immunoassay B. Describe kinetics and persistence of ABRYSVO vaccine-induced anti-RSV antibodies in the milk of lactating individuals who received ABRYSVO during pregnancy over time, for as long as participants are willing and able to remain in the study. C. Describe the relationship between serum and milk RSV-specific titers over time in individuals who received ABRYSVO during pregnancy. D. Determine the longitudinal function of anti-RSV antibodies over time in the milk of lactating individuals who received ABRYSVO during pregnancy E. Describe the relationship between milk antibody titer and function over time."

Carolyn Quam

Affiliation: Speech and Hearing Sciences, Portland State University

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Planned project: In the Child Language Learning Center, we are planning a study in which we will survey health or medical providers about their understanding of bilingual language development and their conversations with parents who speak a language other than English at home. We are interested in the advice parents receive about what language to speak with their young children, particularly for families where a child has a disability, neurodivergence, or sensory difference.

Mark Schmuckler

Affiliation: University of Toronto, Scarborough

Contact Email: mark.schmuckler@utoronto.ca

Planned project: Current projects in the lab include multisensory (auditory-visual) integration, multisensory influences on postural control in children, and multisensory influences on locomotion. Depending on the status of such projects during the summer, the student will be assigned to one of these areas.

Kathryn Schuler

Affiliation: University of Pennsylvania

Contact Email: kathryn.schuler@gmail.com

Planned project: My lab studies how children acquire rules and variation in natural language. Students will join a project investigating how infants acquire sociolinguistic variation from naturalistic input. Specifically, this project explores the development of the *-ing* variable, examining when babies learn that one can say both *walking* and *walkin'*. The study also asks how these variants emerge, and when children develop the ability to use these variations in an adult-like way. Students will gain hands-on experience with experimental methods, corpus analysis, data analysis, and the interpretation of findings in a collaborative research environment.

Jesse Snedeker

Affiliation: Harvard University

Contact Email: snedeker@wjh.harvard.edu (lab manager: hshine@fas.harvard.edu, please CC on all communications)

Planned project: The Snedeker Lab would like to host a student who is interested in working on infants and young toddlers (< 2 years) understanding of abstract event concepts and negation. Proposed projects include the following: understanding of one- and two-participant events, conceptualization of manner versus path events, comprehension of negative polarity items, and understanding of logical operators (e.g., A â€˜and B v. A â€˜oar B). We are actively seeking a highly motivated student who wants hands-on experience designing behavioral tasks and collecting behavioral data (https://www.harvardlds.org/summer-research-opportunities/). This individual should be interested in gaining a greater theoretical understanding of the intersection between psychology, language, and philosophy. Applicants should have experience working with young children, good organizational skills, and a strong interest in exploring the research side of psychology.

Maria Spinelli

Affiliation: University G. D'Annunzio Chieti-Pescara

Contact Email: maria.spinelli@unich.it

Planned project: At the lab, projects are underway to evaluate the role of individual and contextual variables on children's socio-emotional development. The age range is 0-3 years, and we collect observational data (parent-child interactions at both micro and macro-analytic levels), physiological data (RSA), and neural data (using EEG and neural synchrony analysis). The student will have the opportunity to actively participate in data collection, collaborate in data analysis, and learn coding schemes for parent-child interactions.

Gabrielle Strouse

Affiliation: University of South Dakota

Contact Email: gabrielle.strouse@usd.edu

Planned project: The student will work on an NIH-funded collaborative project (with Lafayette College) that investigates young children’s engagement in video chat sessions with their grandparents. We are examining whether structuring the way that joint attention is shared during virtual sessions increases children’s engagement and fosters closeness between remote grandparents and grandchildren. We have provided families with a set of activities (e.g., reading or playing in different ways) to try during a set of eleven longitudinal recorded zoom sessions. We are in the final year of the grant and data collection is expected to be completed this spring, so summer activities will focus on the development of coding protocols, active data coding, data analysis, discussing relevant journal articles. There may also be opportunities to be involved in academic writing and presentations. The student will be trained to use Datavyu software to complete behavioral observational coding of videos of children and families. Additional

tools include REDCap, R-Studio, Jamovi, and basic spreadsheet management in Excel and Google Sheets. Students will learn about management and organization of longitudinal datasets and collaborative remote teamwork. 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. Strouse and will work collaboratively with a small group of student research assistants. If the student wishes to work on campus in South Dakota, a workspace and computer can be provided during the summer term.

Francys Subiaul

Affiliation: George Washington University

Contact Email: Subiaul@gwu.edu

Planned project: Our lab conducts research in the National Children's Museums, local preschools and the Animal Welfare League of Arlington (AWLA) an animal shelter (where we do comparative dog research). Students will participate in ongoing projects that explore the early development of multiple SL skills using a variety of tasks. Students work in groups and regularly interact with the PI, other doctoral and MS students as well as undergrad volunteers. They gain experience recruiting participants, talking with parents about research, collecting and analyzing data, reading and discussion published research, and video coding skills.

Ashley Thomas

Affiliation: Harvard University

Contact Email: athomas@g.harvard.edu

Planned project: We are interested in humans as a social species. We investigate what infants, toddlers, and children think about social relationships (i.e., their naive sociology). We are currently asking how children think about identity and relationships; how infants think about the minds of their caregivers; and how children think about decision making in groups. Our lab uses looking time methods, and verbal questioning with stories with older children over video calls for these studies. As a fellow, you'll be encouraged to participate in lab meetings, and you'll work closely with a mentor in the lab. You'll gain experience in data collection, analysis, and communication, and we'll work towards having you speak ata lab meeting about the work you've done.

Sonya Troller-Renfree

Affiliation: Teachers College, Columbia University

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Planned project: Research looking how maternal stress is associated with school readiness skills in children. Responsibilities can include participant testing, data coding, EEG collection and processing, and data cleaning and analysis.

Sandra Vanegas

Affiliation: University of Texas at Austin

Contact Email: sandra.vanegas@austin.utexas.edu

Planned project: The Founding Generation Summer Fellow would join the IDEA (Improving Developmental Experiences for Autism and developmental disabilities) Research Lab led by Sandra Vanegas, PhD at the University of Texas Austin. The fellow would work primarily on a new study being launched in collaboration with Megan Flores, PT, PhD, at Baylor University to study early language, communication, and motor development in racially/ethnically diverse infants and toddlers with and without Down syndrome. The fellow would assist with multiple research components, including recruitment and community outreach, screening of participants, and the assessment of language, communication, and motor development in infants and toddlers. The fellow would receive training in the administration, scoring, and interpretation of these assessment tools, including training on coding videotaped observations. The summer fellow may also gain experience from other projects in the lab focused on autism assessment and parent-mediated interventions. The fellow would have an opportunity to develop a conference presentation based on a research question of interest within the scope of data that is collected as part of the study.

Eric Walle

Affiliation: University of California, Merced

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Planned project: The summer intern would join the ongoing Parents as Teachers Home Visiting Study conducted by Dr. Eric Walle (Psychological Sciences). This study is in collaboration with faculty of the UC Merced Child & Family Development Group and the Merced County Office of Education. The study investigates whether the Parents as Teachers home visiting intervention reduces parental stress, improves the quality of parent-child interactions, and predicts positive child development in children 0-5. The summer intern will take part in coordinating study appointments, conducting home visits, coding of parent-child interactions collected to date (approximately 60 home visits), and analysis of behavioral and survey data. launched in collaboration with Megan Flores, PT, PhD, at Baylor University to study early language, communication, and motor development in racially/ethnically diverse infants and toddlers with and without Down syndrome. The fellow would assist with multiple research components, including recruitment and community outreach, screening of participants, and the assessment of language, communication, and motor development in infants and toddlers. The fellow would receive training in the administration, scoring, and interpretation of these assessment tools, including training on coding videotaped observations. The summer fellow may also gain experience from other projects in the lab focused on autism assessment and parent-mediated interventions. The fellow would have an opportunity to develop a conference presentation based on a research question of interest within the scope of data that is collected as part of the study.

Ran Wei

Affiliation: Peking University

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Planned project: I am an Assistant Professor in the Graduate School of Education, Peking University. My interdisciplinary, cross-cultural research agenda centers on understanding how contextual factors shape children's language and executive functioning (EF) development. Situated at the crossroad of developmental psychology, psycholinguistics, cognitive neuroscience, and early childhood education, my research interests gravitate around three core themes. First, my research investigates how the family environment, especially caregivers' communicative input and beliefs, shapes early language acquisition, EF, and the neural architecture supporting these foundational capacities. Second, my research examines how early language and EF development unfolds across diverse societies, cultures, and languages. Third, my ongoing studies aim to create and evaluate culturally authentic interventions aimed at empowering parents from diverse ethnocultural and socio-economic backgrounds. I am looking forward to working with students in China or abroad. Students are encouraged to develop their own project pertaining to the family environment and early development, leveraging my labs' unique resources and datasets to develop new skills and foster their academic and professional growth. Collaboration opportunities with other scholars at Peking University and beyond are available.

Fei Xu

Affiliation: University of California, Berkeley

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Planned project: Who gets the candy? Infants' probability match when foraging, like other non-human animals. This project investigates whether infants understand that sometimes probability matching is the optimal and most rational strategy. Imagine two food sources, one has twice as much food as the other. The most sensible thing to do is for a group to split up, a …" of them going to the food source with more food and a …"going to the food source with less food. We use a violation of expectation method to examine this question.

Chen Yu

Affiliation: University of Texas at Austin

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Planned project: At the developing intelligence lab https://www.la.utexas.edu/users/dil/, directed by Prof. Chen Yu, we examine learning from social contexts. Toward this goal, we collect dense sensor data that captures the perceptual inputs children receive (e.g., active vision via wearable eye trackers), their motor behaviors (e.g., via whole-body motion tracking), their social partner's actions during naturalistic social interactions, and a variety of contextual variables relevant to cognitive and learning tasks. These rich datasets have created the opportunity to extract fine-grained patterns from parent-child social interaction to uncover how the time-locked social signals encoded in multiple modalities support learning and cognition.