

## ROBERTA MICHNICK GOLINKOFF

Unidel H. Rodney Sharp Professor  
February 2018

School of Education  
206 Willard Hall  
Newark, DE 19716  
(302) 831-1634 (Office)  
(302) 831-2073 (Lab)

Email: [roberta@udel.edu](mailto:roberta@udel.edu)  
[http://roberta-golinkoff.com/  
childsplay.udel.edu](http://roberta-golinkoff.com/childsplay.udel.edu) (Lab)  
Twitter handle:  
KathyandRo@KathyandRo1

### PRESENT

**Unidel H. Rodney Sharp Professor, School of Education, University of Delaware.**

Joint appointments: Department of Psychological and Brain Sciences; Department of Linguistics and Cognitive Science, College of Arts and Sciences. Director, Child's Play, Learning, and Development Lab.

### EDUCATION

**Postdoctoral Fellowship**, Learning, Research, and Development Center,  
University of Pittsburgh, Pittsburgh, PA 15260, 1972-1974.

**Cornell University**, Department of Human Development and Family Studies,  
Ithaca, New York 14853  
Ph.D., Developmental Psychology, May 1973.

**Brooklyn College**, Brooklyn, New York 11230  
B.A., Psychology, January 1968.

### MAJOR AWARDS

**Society for Research in Child Development Distinguished Scientific Contributions to Child Development Award (2017).**

**Living Now Book Awards (2016).** *Becoming Brilliant* won the Bronze medal in the Parenting Category.

**Distinguished Scientific Lecturer (2015).** An annual award given by the Science Directorate program of the American Psychological Association, it supports up to three psychological scientists engaged in research to speak at regional psychological association meetings.

**James McKeen Cattell Fellow Award (2015),** the highest honor conferred by the Association for Psychological Science for "a lifetime of outstanding contributions to applied psychological research."

**Francis Alison Scholar**, University of Delaware (2011). The University's highest competitive award for faculty, it consists of a \$10,000 prize to a faculty member who has made notable contributions to his or her field of study. It encompasses research, teaching, mentoring, and service.

**The Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society (2011),** Division 7, American Psychological Association, for "...an individual whose work has ... contributed not only to the science of developmental psychology, and who has also worked to the benefit of the application of developmental psychology to society. The individual's contributions may have been made through advocacy, direct service, influencing public policy or education, or through any other routes that enable scientific developmental psychology to better the condition of children and families."

**Distinguished Service to Psychological Science Award** (2009), American Psychological Association, for “disseminating and translating psychological research and making it accessible to policymakers and the general public through publications, public lectures and advisory roles with child-related organizations.”

**Winner, Books for a Better Life Award**, given by National Multiple Sclerosis Society (2004) for *Einstein never used flash cards: How our children really learn and why they need to play more and memorize less* (co-authored with Kathy Hirsh-Pasek). Emmaus, PA: Rodale Press.

**Named Unidel H. Rodney Sharp Professor**, University of Delaware, 1995.

**John Simon Guggenheim Memorial Fellow**, 1988.

**James McKeen Cattell Supplemental Sabbatical Award for Psychologists**, 1988.

### HONORS and SPECIAL RECOGNITION

**Invited Presenter**, Inauguration of Dennis N. Assanis, President, University of Delaware (November, 2016).

**Member, Organization Committee**, (July – December, 2016) Institute of Education Sciences Annual PI Meeting, Washington, D.C.

**Launch of *Becoming Brilliant* held at Brookings Institution**, June, 2016. Washington, D.C.

**Invited to attend and present at White House Summer Learning Conference**, Washington, D.C. (2016, February).

**Member, Site Visit Team**. National Science Foundation, Washington, D.C. (2015, June)

**Co-chair with Kathy Hirsh-Pasek of Frontiers of Innovation Working Group on Playful Learning**. Harvard University, Jack Shonkoff, Director.

**Invited to conduct special session on dissemination and translational science at Society for Research on Child Development**. *Taking it to the Streets: Developmental Science Goes Live!* (2015, March).

**Invited to spend the month at the Department of Psychology, University of California at Los Angeles** (2015, January).

**Invited to present to distinguished alumni** (2014, March) **and Board of Trustees, University of Delaware, on my research** (2014, December).

**Academic Advisory Board**, Playful Learning and Narrative Skills Project, David Whitebread, Cambridge University, England (2013, May – present).

**Scientific Advisor, Save Childhood Movement**, London, England (2012, January)

**Member, Scientific Advisory Board, New York Hall of Science**. (2011, October).

**Briefing to Department of Education, Early Learning Group** (2011, May). *Playing for our future: Preparing 21<sup>st</sup> century children for a global economy*. Washington, D.C.

**Plenary Speaker**, Golinkoff, R. M. & Hirsh-Pasek, K. (2011, March). *From the classroom to the living room: Developmental science goes live*. Teaching Institute, Biennial Meeting Society for Research in Child Development, Montreal, Canada.

**Featured in the New York Times**, January 5, 2011, in article on play and the Ultimate Block Party; most e-mailed article of the day. [http://www.nytimes.com/2011/01/06/garden/06play.html?\\_r=1&hp](http://www.nytimes.com/2011/01/06/garden/06play.html?_r=1&hp) ; December 24, 2013, quoted in the *Science Times*, <http://well.blogs.nytimes.com/2013/12/23/to-smooth-peas-is-to-learn/?ref=todayspaper>

**Member**, National Advisory Board, Alliance for Childhood. Advisor on *Crisis in the Kindergarten: Why Children Need to Play in School*, 2009.

**Panelist, Congressional Briefing**, (2009, May). *Rethinking Pre-K and Kindergarten Education*, Washington, D.C.

**Panelist and Keynote Speaker**, *Playful Learning: The Role of Play in Early Childhood Education Settings*, Washington, D.C.. Sponsors: Office of Head Start, U.S. Department of Education, Office of Planning, Research, and Evaluation, National Institute of Child Health and Human Development, and Administration for Children and Families (2009, December).

**Advisor** to W. Ma and L. Song, Both were recipients of the F.B. Murray Research Award, School of Education, University of Delaware, May 2008, 2009.

**Member, National Science Foundation, Committee of Visitors in Developmental and Learning Science**, March, 2009.

**Nominee, University of Delaware Advising and Mentoring Award**, from School of Education, February, 2009.

**Distinguished Lecturer in Language and Literacy**, Georgia State University, Atlanta, GA, February, 2009.

**D. O. Hebb Lecture**, Department of Psychology, McGill University, Montreal, Canada, December, 2008.

**Winner, Best Philanthropic Product from Mom's Choice Awards (2008)** for *Celebrate the scribble: Appreciating children's art* (co-authored with Kathy Hirsh-Pasek). Bethlehem, PA: Crayola Beginnings Press.

**Keynote Address**, Women of Promise dinner, University of Delaware (2007, November).

**Associate Editor**, *Child Development*, July 2007- July 2012.

**Scholar in Residence**: Laboratoire Psychologie de la Perception, CNRS - Université Paris Descartes Centre Biomédical des Saints Pères, 2007, May – June.

**Keynote Address**, with K. Hirsh-Pasek, Boston University Conference on Language Development, (2006, November).

**Exhibit**, PlayWorks, at the Children's Museum of Manhattan, based on the ideas in our book, *Einstein never used flash cards: How our children really learn and why they need to play more and memorize less*. (2006, September).

**Major Address** to Governor Timothy M. Kaine at his Smart Beginnings Summit, Richmond, VA (2006, August).

**Research featured on PBS series "Human Language;** "Good Day Philadelphia;" "Good Morning America;" Fox Washington, D.C. morning show; National Public Radio; "Wake up Baltimore!"; Comcast Television Morning Show; and ABC World News; Year of Language Radio Project.

**Member, Honor's Committee in Linguistics,** Swarthmore College, 1999, 2002, 2003.

**Convocation Address,** presented to 4,000 incoming freshmen. University of Delaware, 1998.

**Fellow, American Psychological Association** Division 7 (Developmental Psychology) and Division 15 (Educational Psychology).

**Fellow,** Eastern Psychological Association.

**Research Fellowship,** Center for Advanced Study, University of Delaware, 1993-1994.

**Supervised senior honors thesis of Laura E. Kenealy,** Recipient of Senior Research Award, Department of Psychology, University of Delaware, 1993.

**Distinguished Faculty Award,** College of Education, University of Delaware, 1988.

**Visiting Fellow, Alfred P. Sloan Foundation Fellowship in Cognitive Science,** Department of Psychology, University of Pennsylvania, 1980-1981.

**Supervised dissertation of Carol Harding,** Recipient of George Herbert Ryden Dissertation Prize. University of Delaware, 1981.

**Graduate Teaching Award,** College of Education, University of Delaware, 1978.

**Postdoctoral Fellowship,** Learning Research and Development Center, University of Pittsburgh. Sponsor: Dr. Robert Glaser, 1972-1974.

## MAJOR OUTREACH EFFORTS

**Bridging the Word Gap Research Network. (Leadership Team)** U.S. Dept. of Health & Human Services/ Health Resources Services Administration HHS/HRSA # UA6MC27762. Sept. 1, 2014 – August 31, 2016. PI: J. Carta; Co-PIs- C. Greenwood & D. Walker.

***Shape Up America!*** (March, 2014). A video by this name created to convey the importance of spatial education. Developed for an NIH contest resulting from having been awarded a stimulus grant.

**Invited blogger for *Psychology Today.*** (2013- ). Under the heading of *Your Other Mothers: The real skinny on science-based information for parenting.* Goal is to inform the public about best practices in education and development at all age levels.

**Invited blogger for *Huffington Post*** (2012- ). Many pieces on developmental and educational issues based in current research. Goal is to inform the public about best practices in education and development at all age levels.

**Invited blogger for National Institute for Early Childhood Education Research,** March 6, 2014. <http://preschoolmatters.org/2014/03/06/playful-learning-where-a-rich-curriculum-meets-a-playful-pedagogy/>

**Invited blogger for Brookings Institution** (2015- ). Pieces on developmental and educational issues.

**Co-founder, THE ULTIMATE BLOCK PARTY**, Central Park, New York City, October 3, 2010 to celebrate the arts and sciences of play [www.ultimateblockparty.com]. Over 50,000 people attended to learn about the science of learning. Brought together constituents from public and private sector, universities, children's museums and organizations and individuals concerned with children's well being and America's future. Funded as well by the National Science Foundation, the Ultimate Block Party is the beginning of a movement to restore play and playful learning to children's lives.

- **International Ultimate Block Party in Toronto, Canada** on June 5, 2011. Attended by over 5,000 people and organized by Canadian Teaching Unions as an introduction to their new playful learning curriculum.
- **Ultimate Block Party at Inner Harbor, Baltimore, Maryland** on October 2, 2011. Attended by over 10,000 people including Secretary of Education, Arnie Duncan, sponsored by the Baltimore School System.

**Co-founder, LearnNow.org**, Learning Resource Network, a web portal designed to "give away" the science of learning to parents, educators, and practitioners of all stripes. Soft launch event held on September 14, 2011, at the National Press Club in Washington, D.C.. Hard launch in January, 2013.

**Disseminator of Psychological Research**, American Psychological Association Spokesperson, interviewed and quoted by hundreds of radio stations, numerous print media outlets (e.g., *Time*, *Parenting*, *Parents*, *Newsweek*, *Wondertime*, *Child*, *New York Times*, etc.; newspapers all over the country). *London Times* (December, 2007): Three-page spread evaluating toys. Continuously interacting with reporters about developmental science. Interviews on NPR, e.g., November 19, 2014, <http://whyy.org/cms/radiotimes/>

## GRANTS

### **Jacobs Foundation**

Title: The Learning Sciences Exchange (LSX) Program

September 1, 2017 – January 2019

To create an exchange for the sharing of information about young children between researchers, policy makers, entertainment specialists, and journalists.

Co-principal organizers: Kathryn Hirsh-Pasek, Lisa Guernsey

### **LEGO Foundation Grant**

August 1, 2017- July 31, 2019

**Title:** How children and adults think about play: A cross-cultural examination

Co-principal investigators: Doris Cheng, Teresa Cremin, Nora Sheuer, Jill Popp

### **LEGO Pilot Project Grant**

January 1, 2015 – December 31, 2016

**Title:** How do children and adults think about play: A cross-cultural examination

Co-principal investigators: Doris Cheng, Teresa Cremin, Nora Sheuer, Jill Popp

### **National Science Foundation**

September 1, 2016 – August 31, 2018, \$749,016.

**Title:** Guiding guided learning: developmental, educational, and computational perspectives

Co-principal investigators: Patrick Shafto (PI), Elizabeth Bonawitz, Fei Xu, Kathleen Corriveau, Kathy Hirsh-Pasek

### **Institute of Education Sciences**

R324A160241, August 1, 2016 – July 31, 2019, \$1,599,997

**Title:** Assessing language comprehension in toddlers at risk for language delay

Co-principal investigators: Kathryn Hirsh-Pasek, Aquiles Iglesias, Jill deVilliers

**National Science Foundation** – Awarded to postdoctoral fellow, Dr. Giovana Morini (I am her mentor in collaboration with T. Morlet, and D. Houston)  
September 1, 2015 – August 31, 2017, \$184,000

**Title:** Using the tools of developmental science to diagnose language processing in deaf and hard of hearing infants

**Institute of Education Sciences**

R305A150435, August 1, 2015 – July 31, 2018, \$1,483,000

**Title:** Language for reading: Building vocabulary through engaged learning  
Co-principal investigators: Kathy Hirsh-Pasek and David Dickinson

**Institute of Education Sciences**

R305A140385, September 1, 2014 – August 31, 2018, \$1,599,153

**Title:** Spatial instruction in preschool: identifying malleable factors  
Co-principal investigator: Kathy Hirsh-Pasek

**Institute of Education Sciences**

R305B130012, July 1, 2013 – August 31, 2017, \$645,744

**Title:** Bridging cognitive science and education: products and processes in mathematics, language, and cognition (Postdoctoral training grant)

Co-principal investigators: Nancy Jordan and Henry May

**National Science Foundation** (through Temple University's Spatial Intelligence Learning Center (SILC))  
January 1, 2012 – August 31, 2013, \$46,502 and renewed for September 1, 2013 – August 31, 2014

**Title:** The longitudinal relationship between geometric, mathematical, and spatial skills in preschool and kindergarten

**Institute of Education Sciences**

R305A100215, June 1, 2011 – May 31, 2015, \$2,897,846

**Title:** Using developmental science to design a computerized preschool language assessment  
Co-principal investigators: Kathryn Hirsh-Pasek, Aquiles Iglesias, Jill deVilliers, Mary Wilson

**Institute of Education Sciences**

R305A090525, June 1, 2011 – May 31, 2014, \$1,531,803

**Title:** Increasing vocabulary in preschools: Using cognitive science to guide pedagogy  
Co-principal investigators: David Dickinson and Kathryn Hirsh-Pasek

**National Science Foundation**

1058081, September 1, 2010 – August 31, 2011, \$74,980

**Title:** Science of Learning Center initiatives for translational science: The Ultimate Block Party and LEARN

Co-Principal investigator: Kathryn Hirsh-Pasek

**National Science Foundation**

1044384, August 1, 2010-July 31, 2011, \$49,499

**Title:** Impacting informal learning: Moving the conversation forward  
Co-Principal investigator: Kathryn Hirsh-Pasek

**National Institutes of Health Stimulus Grant**

1RC1HD0634970-01, September 2009- August 31, 2011, \$888,035

**Title:** Shape up! Preschoolers' geometric sense predicts future mathematics achievement  
Co-Principal investigator: Kathryn Hirsh-Pasek

**National Science Foundation**

0642632, April 2007 – May 2010, \$400,000

**Title:** The path to verb learning

Co-principal investigators: Kathryn Hirsh-Pasek and Thomas Shipley

**National Institutes of Health**

5R01HD050199, September 2006 – July 2011, \$940,483

Title: Spatial language: Development and neural studies.

Co-principal investigators: Anjan Chatterjee and Kathryn Hirsh-Pasek.

**National Science Foundation**

SBR-990-5832, June 2000 - May 2003, \$368,361.

Title: The origins of verb learning.

Co-principal investigator: Kathryn Hirsh-Pasek.

**National Science Foundation**

SBR-961-5391, August 1996 - July 1999, \$420,000.

Title: The origins of word learning.

Co-principal investigator: Kathryn Hirsh-Pasek.

**National Institute of Child Health and Human Development**

#1-R01-HD19568-01, July 1987 - July 1989, \$160,075.

Title: Language comprehension in the cerebral palsied child.

Co-principal investigators: Kathryn Hirsh-Pasek, Paula Malone, & S. Charles Bean.

**National Institute of Child Health and Human Development**

#1-R01-HD15964-01, April 1982 - April 1984, \$135,174.

Title: A new approach to language comprehension.

Co-principal investigator: Kathryn Hirsh-Pasek.

**National Institute of Mental Health Small Grant**

#1-R03-MH29974-01, June 1977 - May 1978, \$5,000.

Title: Infants' concepts of action roles in filmed events.

**General University Research Grant, 1986-1987.**

Title: Infants' comprehension of linguistic inflections: The origins of grammar. Declined to accept subsequent grant.

**University of Delaware Research Foundation Grant, 1986-1987, \$13,772.**

Title: Infants' comprehension of linguistic inflections: The origins of grammar.

**Biomedical Research Grant, 1984-1985.**

Title: Assessing language comprehension in the adult expressive aphasic.

**Biomedical Research Grant, 1983-1984.**

Title: Assessing language comprehension in children with cerebral palsy.

**Summer Research Grant, 1975.**

Title: The impact of parental speech on language acquisition.

**Other Sources:**

**Mattell Corporation**

May 2011 – May 2012, \$15,000

Title: Exploring contextual and play material constraints on creative thinking and problem solving in early childhood.

Co-principal investigator: Kathy Hirsh-Pasek

## SELECTED CONFERENCES AND INSTITUTES

**International Congress on Infant Studies**, coordination of 40th year anniversary activities and on program committee (2016 October – Spring 2018)

**Invited participant, Space and Mathematics: What's the Connection?** Conference at University of Chicago, Chicago, IL (2015, November).

**Invited to attend Frontiers of Innovation Convening**, Center for the Developing Child, Boston, MA (2015, October).

**Invited to Cambridge University** for launch of PEDaL Center (Center for Play, Education, Development, and Learning) funded by Lego Foundation. Cambridge, England. (2015, October)

**Invited professor**, with K. Hirsh-Pasek, *Learning to Play, Playing to Learn*, Week Long Summer Institute 2015, University of Hawaii at Manoa, Oahu, Hawaii.

**Invited conference faculty**, Latin American School for Education, Cognitive, and Neural Sciences. (2013, March in Ilheus, Brazil; 2015, March in Atacama, Chile; March 2016 outside Buenos Aires, Argentina).

**Invited conference faculty**, The Norwegian Agderprosjekt workshop on Norwegian day care. Chicago, IL (2014, December)

**Invited conference faculty**, Lego Foundation Idea Conference, Billund, Denmark. (2014, April; 2016, April).

**Invited conference faculty**, NSF- SILC sponsored workshop on children's understanding of space and language. La Jolla, University of California, San Diego (2013, January).

**Panel moderator and organizer**, UPDATE 2011: Managing Listening, Language & Educational Outcomes for Today's Children with Hearing Loss, sponsored by CHOICES and Delaware Academy of Medicine, (2011, May).

**Invited conference faculty**, National Academy of Sciences Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap. Menlo Park, CA. Menlo Park, CA (2009, October).

**Invited conference faculty**, Development across domains in infancy, Child Study Center at Pennsylvania State University (2005, September).

**Conducted a conference** entitled "PLAY=LEARNING" with Dorothy Singer and Kathy Hirsh-Pasek. Funded by Fisher-Price, held at Yale University (2005, June).

**Organized and conducted conference** entitled, "The Transition from Prelinguistic to Linguistic Communication: Issues and Implications." Funded by and held at the University of Delaware (1981, September)

**Administrative Director, Member of Planning Committee, and Resident Faculty for a summer institute on** communication in childhood sponsored by the Society for Research in Child Development and funded by the Carnegie Foundation. Conducted at the University of Delaware, (1979, summer).

**Faculty in Desegregation Institute sponsored by the National Institute of Education and the University of Delaware**, (1976, 1977, summers).



**Ford Foundation conferences on the nature and impact of women's studies programs**, Wesleyan University, 1973.

### TEACHING ABROAD

**Professor in University of Delaware's Winter Session Program.** Geneva, Switzerland, 1977; Tel Aviv, Israel, 1978; Italy, 2001; Paris, 2002; Australia/New Zealand, 2007.

### UNUSUAL UNIVERSITY SERVICE

Ad Hoc Faculty Committee on Academic Misconduct, Spring, 2013; Faculty Advisory Board for the Undergraduate Research Program, January 2009 - ; Special Committee on Faculty Plagiarism, 2007; Chair, College of Education Colloquium Series, 1983-2006; Chair, Graduate Judicial Board Hearing, June, 1996; Search Committee for a Dean for the College of Education, 1995; Committee to award George Herbert Ryden Dissertation Prize in the social sciences, 1995; College of Education Committee on Restructuring, 1995-1997 Board of Senior Thesis Readers for Honors Committee to create a Cognitive Science Program, 1994; Provost's Ad hoc Committee on Faculty Plagiarism, 1993; University Research Committee, 1992-1993; Committee to Select a Provost, 1990-1991; Faculty Advisory Committee to Nominate a President, 1989-1990; University Promotions and Tenure Committee, 1985-1987.

### ADMINISTRATIVE SERVICE

**Interim Dean**, College of Education, University of Delaware (September 1996 - July 1997).

### TRAINING OF UNDERGRADUATES, GRADUATES, LABORATORY COORDINATORS, AND POSTDOCTORAL FELLOWS

**Graduate committee service** – Dr. Golinkoff serves on doctoral committees for students at other universities, e.g., Johns Hopkins, Duke, and Vanderbilt

**Undergraduates** - Many high school students and hundreds of undergraduate students have received research training in her laboratory and gone on to programs in Speech and Language Pathology and Developmental Science.

**Graduate students** – Dr. Golinkoff has served as primary advisor and on the committees of doctoral students in Education, Psychology, and Linguistics. The majority has gone on to academic jobs. She also co-mentors and serves on the committees of most of Kathy Hirsh-Pasek's students at Temple University.

**Laboratory coordinators** – Over 10 laboratory coordinators have gone on graduate schools in Psychology and related areas and have either finished the PhD or are in process.

**Postdoctoral Fellows** and their PhD institutions – Dr. Megan Johansson, University of Delaware; Dr. Brian Verdine, Vanderbilt University; Dr. Giovanna Morini, University of Maryland; Dr. Laura Zimmerman, Georgetown University; Dr. Ilyse Resnick, Temple University; Dr. Rebecca Dore, University of Virginia; Dr. Christina Barbieri, Temple University; Dr. Vinaya Rajan, Virginia Commonwealth University.

### SERVICE TO THE FIELD

**Elected Treasurer**, International Congress for Infant Studies, 2016-2018. Part of planning committee for ICIS in Philadelphia in 2018.

**Organized and chaired Panel at Boston University Child Language meeting.** *Looking back and moving forward: 40 years of the Boston Language Conference.* (November, 2015).

**Member, APA Division 7 Fellows Committee**, 2002. Chair, 2003.

**American Psychological Association sponsored workshop** (with Nora Newcombe) to new Ph.D.'s, "Academic negotiation: What's my bottom line?", April, 2001.

**Elected Treasurer**, International Society for Infant Studies, 1996-2000; Jean Piaget Society (secretary and/or member of the board, 1976-1984)

**Chair**, 1991, Member, 1992, Committee to select recipient of the Boyd McCandless Award for Division 7

of the American Psychological Association.

## CONSULTING AND REVIEWING

**Associate Editor:** *NJP, Science of Learning journal*. (October 2015- )

**Associate Editor:** *Child Development*, July 2007 – July 2012. **Consulting editor:** August 2012-2013

**NIH Toolbox Team Member, Cognitive Domain** (November 2007- 2013). Created vocabulary assessment for individuals across the lifespan.

**Editorial Boards:** *Studies in Language Sciences: Journal of the Japanese Society for Language Sciences* (2012- ); *Journal of Child Language* (2006- ); *Language Acquisition* (Advisory Board, 2004- ); *Infancy* (2001-2004); *Society for Research and Child Development Monographs* (1993-1994; 1999-2000); *Developmental Psychology* (1984-1987; 1992-1994; 1998-2002); *Child Development* (1979-1982; 2002-present); *Journal of Educational Psychology* (1979-1982); *Science of Learning* (2015- ).

**Board Member:** Port Discovery Museum Education Advisory Council, Port Discovery Children's Museum, Baltimore, MD; Delaware Children's Museum, Wilmington, DE; Jewish Family Services, Wilmington, DE; Alliance for Childhood, National Advisory Board Member; Alliance for Childhood; Core Team, CHOICES Delaware, Making Language Choices Available to Delaware Families of Children with Hearing Loss; Mindchamps World Advisory Board, Singapore; Early Learning and Advocacy Council, DuPage Children's Museum, Naperville, IL; Save the Children Movement, England; National Early Education Council, Jumpstart.

**Reviewer:** *British Journal of Developmental Psychology, American Journal on Mental Retardation, Child Development, Developmental Psychology, First Language, Infant Behavior and Development, Journal of Child Language, Journal of Experimental Child Psychology, Journal of Applied Developmental Psychology, Merrill-Palmer Quarterly, Psychological Bulletin, Review of Educational Research, Social Development, Society for Research in Child Development Monographs, International Journal of Behavioral Development, Journal of Experimental Psychology: General, Early Childhood Research Quarterly, Cognitive Science, Psychological Science, Cognition, Journal of Speech, Language, and Hearing Research, Journal of Memory and Language;* American Canadian, and Israeli funding agencies; NICHD developmental study section grants panel, March, 1983; *NSF Linguistics Panel*, October, 2001; *Developmental Science; Journal of Cognitive Neuroscience; Archives of Pediatrics & Adolescent Medicine; Trends in Cognitive Science; Child Development Perspectives;* REESE NSF grants panel, February, 2010; NIH Cognition and Perception Panel, February, 2014; Boston Child Language Abstracts; *Australian Review of Applied Linguistics; Consciousness and Cognition;* abstracts for 2016 PI IES meeting.

**Consultant:** Language Research Center, Georgia State University, Atlanta, GA., Dr. Sue Savage-Rumbaugh and Dr. Duane Rumbaugh; Laboratory for Language and Cognitive Studies, Salk Institute, San Diego, CA., Dr. Ursula Bellugi and Dr. Elizabeth Bates; K'nex Toys, Highlights Magazine/Jigsaw Toys; Megablocks Toys; Port Discovery Baltimore Children's Museum, West Virginia Kids Count Project, Civitas, Talaris Institute, United Way Born Learning; National Science Foundation grant awarded to M. Callanan & D. Sobel entitled, *Explaining, Exploring, and Scientific Reasoning in Museum Settings*.

**External dissertation examiner:** University of New Zealand, University of Ottawa, University of Northern Illinois, Johns Hopkins University, Monash University, Vanderbilt University.

**External tenure and promotion reviewer** for colleges and universities around the world.

**Chair**, panel on "Language and Communication" for paper submissions for 1987 Society for Research in Child Development Meeting and 1990 International Conference on Infant Studies Meeting. Served as proposal reviewer for these and other conferences (e.g., Jean Piaget Society) numerous times. Organized debates for International Conference on Infant Studies, April, 1998.

**Membership in Professional Societies:** American Psychological Association; Association for Psychological Science; Society for Research in Child Development; International Society for Infant Studies; Jean Piaget Society; Cognitive Development Society; Society for Language Development.

### BOOKS, MONOGRAPHS, AND SPECIAL JOURNAL ISSUES

Golinkoff, R. M., Hirsh-Pasek, K., Grob, R., & Schlesinger, M. (Eds.) (2017). *Bringing developmental science into the world*. Special section, *Child Development*.

Verdine, B., Golinkoff, R. M., Hirsh-Pasek, K., & Newcombe, N. (2017). Links between spatial and mathematical skills across the preschool years. *Society for Research in Child Development Monograph* series, pp. 1-126.

Golinkoff, R. M. & Hirsh-Pasek, K. (2016). *Becoming brilliant: What science tells us about raising successful children*. Washington, D.C.: American Psychological Association Press. (Translated into Russian, Japanese, and Portuguese).

Hirsh-Pasek, K., Zosh, J., Golinkoff, R. M., Gray, J., Kaufman, J., & Robb, M. (2015). Harnessing the science of learning to promote real educational apps. *Psychological Science in the Public Interest*, 16, 3-34.

Golinkoff, R. M., Hirsh-Pasek, K., Russ, S., & Lillard, A. (Eds.). (2013, Fall). Special issue of *American Journal of Play*. Probing playtime: What does the research show? *American Journal of Play*, 6.

Gershon, R. C., Slotkin, J., Manly, J. J., Blitz, D. L., Beaumont, J. L., Schnipke, D., Wallner-Allen, K., Golinkoff, R. M., Gleason, J. B., Hirsh-Pasek, K., Adams, M. J., & Weintraub, S. (2013). Measuring language (vocabulary comprehension and reading decoding), pp. 49-69. In P. Zelazo and P. Bauer (overall eds.), National Institutes of Health Toolbox Cognition Battery: Validation for children between 3 and 15 years. *Monographs of the Society for Research in Child Development*, 78 (4), 1-172.

Hirsh-Pasek, K., Golinkoff, R. M., Singer, D., & Berk, L. (2009). *A mandate for playful learning in preschool: Presenting the evidence*. NY: Oxford University Press. Forward by Dr. Edward Zigler.

Hirsh-Pasek, K. & Golinkoff, R. M. (2007). *Celebrate the scribble: Appreciating children's art*. Bethlehem, PA: Crayola Beginnings Press.

Singer, D., Golinkoff, R. M., & Hirsh-Pasek, K. (Eds.) (2006). *Play=Learning: How play motivates and enhances children's cognitive and social-emotional growth*. New York, NY: Oxford University Press.

Hirsh-Pasek, K., & Golinkoff, R. M. (Eds.). (2006). *Action meets word: How children learn verbs*. New York, NY: Oxford University Press.

Hirsh-Pasek, K., & Golinkoff, R. M. with Eyer, D. (2003). *Einstein never used flash cards: How our children really learn and why they need to play more and memorize less*. Emmaus, PA: Rodale Press. (Translated into Spanish, Chinese, Japanese, Korean, Indonesian, Russian, Turkish and Portuguese).

Golinkoff, R. M., Hirsh-Pasek, K., Bloom, L., Smith, L., Woodward, A., Akhtar, et al. (2000). *Becoming a word learner: A debate on lexical acquisition*. NY: Oxford University Press.

Hollich, G. J., Hirsh-Pasek, K., Golinkoff, R. M. (With Hennon, E., Chung, H. L., Rocroi, C., Brand, R. J., & Brown, E.) (2000). Breaking the language barrier: An emergentist coalition model for the origins of word learning. *Monographs of the Society for Research in Child Development*, 65 (3, Serial No. 262).

Golinkoff, R. M., & Hirsh-Pasek, K. (1999). *How babies talk: The magic and mystery of language in the first three years*. New York City, NY: Dutton/Penguin Press. (Translated into French, Spanish, Italian, Korean, and Chinese - both main land China and Taiwan.)

Hirsh-Pasek, K., & Golinkoff, R. M. (1996). *The origins of grammar: Evidence from early language comprehension*. Cambridge, MA: MIT Press.

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## BOOK REVIEWS, COMMENTARIES, AND OTHER ARTICLES

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### **BLOGS and OP EDS for NEWSPAPERS**

I use my blogs to share the latest in psychological science with the lay public, as well as to react to fallacious claims made about development and learning. The *Huffington Post* blog, in particular, gives me an opportunity to help rising scientists practice writing for the lay public.

#### **For *Huffington Post*:**

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**For Brookings Institution:**

Hirsh-Pasek, K., Bustamante, A. S., & Golinkoff, R. M. (2017, December 28). Funding childhood poverty programs are key to social mobility. <http://brook.gs/2C5BcCv>

Bustamante, A. S., Hirsh-Pasek, K. & Golinkoff, R. M. (2017, August 21). Brain matter matters: Should we intervene well before preschool? <http://brook.gs/2vWZ59g>

Bustamante, A. S., Hirsh-Pasek, K. & Golinkoff, R. M. (2017, June 8). The premature death of the whole-child approach in preschool. <http://brook.gs/2sDV4Y8>

Bustamante, A. S., Hirsh-Pasek, K., Vandell, D.L., & Golinkoff, R. M. (2017, March 27). Realizing the promise of high quality early childhood education.

Hassinger-Das, B., Zosh, J. M., Hirsh-Pasek, K., & Golinkoff, R. M. (2017, March 21). Lessons from Ben Franklin: Using learning landscapes to rethink modern libraries.

Bustamante, A. S., Hirsh-Pasek, K., Vandell, D.L., & Golinkoff, R. M. (2017, February 9). Why DeVos should embrace early childhood education. <https://www.brookings.edu/blog/education-plus-development/2017/02/09/why-devos-should-embrace-early-childhood-education/>

Hirsh-Pasek, K. & Golinkoff, R. M. (2016, May 20) Becoming Brilliant: Re-imagining education for our time. Retrieved from <https://www.brookings.edu/2016/05/20/becoming-brilliant-reimagining-education-for-our-time/> Seven blogs commissioned by us on the 6C's are also available on the Brookings website.

Hirsh-Pasek, K. & Golinkoff, R. M. (2016, September). Transforming cities into learning landscapes. *Stanford Social Innovation Review*. <http://bit.ly/2d7XSmn>

Hirsh-Pasek, K. & Golinkoff, R. M. (2016, October). Poor kids learn like rich kids and all the kids in between. *Stanford Social Innovation Review*. <http://bit.ly/2dMVphS>

Hirsh-Pasek, K., Gustafsson-Wright, E., Golinkoff, R. M., Barnett, S., & McAlpin, R. (2016, March 18). High quality preschools makes good sense (cents): A response to Farran [Web log post]. Retrieved from <http://www.brookings.edu/blogs/education-plus-development/posts/2016/03/18-high-quality-early-child-care-pasek-wright-golinkoff-mcalpin>

Hirsh-Pasek, K., & Golinkoff, R. M. (2016, February 16). Made in America: How celebrating Muslim culture at the Children's Museum of Manhattan feeds children's minds and hearts [Web log post]. Retrieved from <http://www.brookings.edu/blogs/education-plus-development/posts/2016/02/16-celebrating-muslim-culture-children-museum-manhattan-hirsh-pasek-golinkoff>

Hirsh-Pasek, K., & Golinkoff, R. M. (2015, October 19). Thank you, Sherry Turkle: Conversation is important for adults, but it is even more critical for kids [Web log post]. Retrieved from <http://www.brookings.edu/blogs/education-plus-development/posts/2015/10/19-sherry-turkle-critical-conversation-for-kids-hirsch-pasek-golinkoff>

Zosh, J. M., Hirsh-Pasek, K., & Golinkoff, R. M. (2015, September 8). Don't let the toys do the talking: The case of electronic and traditional shape sorters [Web log post]. Retrieved from

<http://www.brookings.edu/blogs/education-plus-development/posts/2015/09/08-electronic-traditional-shape-sorters-zosh-hirsh-pasek-golinkoff>

Hirsh-Pasek, K., & Golinkoff, R. M. (2015, September 1). When the supermarket becomes a classroom: Building learning communities beyond the school walls [Web log post]. Retrieved from <http://www.brookings.edu/blogs/education-plus-development/posts/2015/09/01-supermarket-classroom-building-learning-communities-pasek>

**For Education Week:**

Toub, T. S., Hirsh-Pasek, K., Golinkoff, R. M. (February 16, 2017). Spatial skills: A neglected dimension of early STEM education. *Education Week*.

Hirsh-Pasek, K. & Golinkoff, R. M. (November 3, 2016). An oasis of bipartisan support: Why early-childhood education matters.

Hirsh-Pasek, K. & Golinkoff, R. M. (November 9, 2016). The morning after: What have we done to our children? *Education Week*.

**For InfoAboutKids.org**

Golinkoff, R. M. & Hirsh-Pasek, K. (2016, December). *The gift of the 6C's*. Info aboutkids.org

**Op Eds for Newspapers**

Golinkoff, R. M. & Hirsh-Pasek, K. (in press). *Philadelphia Inquirer*.

Libertus, M. E. & Golinkoff, R. M. (2017, January) *Commentary: Good math skills begin at home. Philadelphia Inquirer*.

Golinkoff, R. M. & Hirsh-Pasek, K. (2015, May). *Talk 'with' not just 'at' your child. Philadelphia Inquirer*.

Various blogs for *Delaware News Journal*.

## PAPER AND POSTER PRESENTATIONS

Bower, C., Zimmermann, L., Verdine, B., Fletcher, N., Toub, T., Foster, L., Islam, S., Marzouk, M., Medford, J., Golinkoff, R. M., Hirsh-Pasek, K. (2018, June). *What's play got to do with it?: Associations between early play experiences and STEM achievement*. International Congress of Infant Studies, Philadelphia, PA.

Levine, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2018, July). *Individual differences in statistical event segmentation relate to vocabulary knowledge*. International Congress on Infant Studies, Philadelphia, PA.

Stites, L. J., Puttre, H., Hirsh-Pasek, K., Golinkoff, R., Iglesias, A., & deVilliers, J. (2018, July). *Baby QUILS: Examining 2-year-olds' language knowledge*. International Congress of Infant Studies, Philadelphia, PA.

Puttre, H., Konishi, H., Brezack, N., Katz, S., Hirsh-Pasek, K., Golinkoff, R.M. (2018, July) *Setting boundaries: Prepositions but not verbs heighten infants' perception of ground-path distinctions in dynamic events*. International Congress of Infant Studies Biennial Congress, Philadelphia, PA.

Dore, R.A., Hassinger-Das, B., Shirilla, M., Valladares, T., Foster, L., Hopkins, E., Collins, M., Spiewak Toub, T., Scott, M., Shatz, J., Lawson, J., Brezack, N., Paller, A., Vu, L., Dickinson, D., Golinkoff,

R.M., Hirsh-Pasek, K. (2018, April). Is there an app for that? Children's learning from media on mobile devices. In R. Dore, B. Hassinger-Das, R.M. Golinkoff, & K. Hirsh-Pasek (Chairs), *Growing up a digital native: Effects on cognition, parent-child interaction, and healthy development*. Symposium conducted at the American Psychological Association's conference on Technology, Mind & Society, Washington, DC.

Ware, C., Morano, C., Zimmermann L., Foster, L., Verdine, B., Hirsh-Pasek, K., & Golinkoff, R. M. (2018). *Shaping up play time: influence of toy type on parent-child interactions?* Eastern Psychological Association, Philadelphia, PA.

Chen, Y., Masek, L., Alper, R., Luo, R., Mogul, M., Paterson, S., Pace, A., Hirsh-Pasek, K., Adamson, L., Bakeman, R., Owen, M., & Golinkoff, R. (2018, March). *More than talk: A pilot intervention targeting teacher-child interaction in Early Head Start*. 2018 Conference on Research Innovations in Early Intervention, San Diego, CA.

Zimmermann, L., Verdine, B., Foster, L., Marzouk, M., Tonob, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2018, April). *All shapes and sizes: Promoting early STEM talk is easier than you think*. In E. Zippert (Chair), Parental support of math readiness skills: How to promote and optimize it. American Educational Research Association, New York City, New York.

Schatz, J., Lawson, J., Hopkins, E. J., Scott, M., Collins, M.F., Dore, R., Shirilla, M., Hirsh-Pasek, K., Dickinson, D., & Golinkoff, R.M. (2018, April). *Tuning into vocabulary: Learning new words through music*. In J. Lawson (Chair), *Sing, play, listen: Exploring the role of music and sounds in vocabulary learning*. American Educational Research Association: New York City, NY.

Zimmerman, L., Bower, C., Verdine, B., Hirsh-Pasek, K. (2018, April). *Parental support of math readiness skills: How to promote and optimize it*. American Educational Research Association: New York City, NY.

Bustamente, A., Hirsh-Pasek, K., Riesen, C., & Golinkoff, R. M. (2018, January). *A pilot study of Parkopolis: the life-size playful learning board game*. Institute of Education Sciences Annual Principle Investigators Meeting, Arlington, VA.

Stites, L.J., Puttre, H., Hirsh-Pasek, K., de Villiers, J., Iglesias, A., & Golinkoff, R. (2018, January). *High- and low-SES 2-year-olds' performance on a dynamic tablet-based language screener*. Institute of Education Sciences Annual Principle Investigators Meeting, Arlington, VA.

Dore, R., Shirilla, M., Hopkins, E., Collins, M., & Golinkoff, R. M. (2018, January). *Games for learning: preschoolers' vocabulary learning from a tablet-based game*. Institute of Education Sciences Annual Principle Investigators Meeting, Arlington, VA.

De Villiers, J., Golinkoff, R. M., Iglesias, A., Hirsh-Pasek, K., & Wilson, M. (2017, November). *Advancing language development: research from a new language screener*. American Speech-Language-Hearing Association (ASHA). Los Angeles, CA.

De Villiers, J., Gonzalez, M., Jackson, E., Saunders, T., Luo, R., Alper, R., Golinkoff, R. M., Hirsh-Pasek, K., & Iglesias, A. (2017, November). *Innovations in a touchscreen test of language comprehension for 2-year-olds*. Flash Talk. American Speech-Language-Hearing Association (ASHA). Los Angeles, CA.

Levine, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2017, November). *Cutting up events: Children's statistical action segmentation relates to their lexical knowledge*. Boston University Conference on Language Development, Boston, MA.

Neale, D., Morano, C., Zimmermann, L., Verdine, B., Foster, L., Marzouk, M., Tonob, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2017, October). *Preschoolers ask different questions during play with*

*standard versus alternate shape toys.* Cognitive Development Society Biennial Conference, Portland, OR.

Masek, L., Weiss, S., Hirsh-Pasek, K., & Golinkoff, R. M. (October, 2017). *More than maternal sensitivity: A longitudinal investigation of parent-child interaction, early language, and executive function.* Cognitive Development Society Biennial Conference, Portland, OR.

Golinkoff, R. M., Konishi, H., Brezack, N., & Hirsh-Pasek, K. (October, 2017). *Finding the way: The role of language in isolating motion event components in nonlinguistic events.* Meaning in Flux, Department of Linguistics, Yale University, New Haven, CT.

Tonob, D., Zimmermann, L., Verdine B., Foster, L., Marzouk, M., Golinkoff, R. M. (October, 2017). *Measuring parent spatial anxiety: related to child spatial and math outcomes?* Cognitive Development Society, Portland, OR

Dore, R. A., Shirilla, M., Saunders, T., Foster, L., Hopkins, E. J., Spiewak Toub, T. S., Collins, M. F., Schatz, J., Scott, M., Lawson, J., Hadley, E. B., Golinkoff, R.M., Hirsh-Pasek, K., and Dickinson, D. (2017, October). *Time to go on a space adventure! Using digital games to support early vocabulary learning.* Biennial Meeting of the Cognitive Development Society, Portland, OR.

Dore, R., Hassinger-Das, B., Brezack, N., Saunders, T., Paller, A., Vu, L., Golinkoff, R.M., & Hirsh-Pasek, K. (2017, October). *"Read to me!" Effects of parent reading and audio narration on children's e-book comprehension.* Cognitive Development Society, pre-conference workshop on Digital Media and Cognitive Development, Portland, OR.

Hirsh-Pasek, K., Hopkins, E. J., Scott, M. E., Schatz, J., Toub, T. S., Dickinson, D., Collins, M., Lawson, J., Golinkoff, R. M., Dore, R. A., & Shirilla, M. (2017, October). The joy of vocabulary learning: A preschool reading and play intervention. In E. Albro (chair), *Words in the world: Novel approaches to improving preschoolers' vocabulary development.* Symposium, Cognitive Development Society, Portland, OR.

Hopkins, E. J., Scott, M. E., Schatz, J., Toub, T. S., Collins, M. F., Lawson, J., Dore, R. A., Shirilla, M., Dickinson, D. K., Golinkoff, R. M., & Hirsh-Pasek, K. (2017, October). *Long-term benefits of boosting vocabulary through reading and play.* Cognitive Development Society, Portland, OR.

Shirilla, M., Dore, R. A., Hopkins, E. J., Spiewak Toub, T. S., Collins, M. F., Schatz, J., Scott, M., Lawson, J., Hadley, E. B., Dickinson, D., Hirsh-Pasek, K., and Golinkoff, R.M. (2017, October). *Self-regulation and general vocabulary knowledge in a guided play intervention.* Cognitive Development Society, Portland, OR.

Zimmermann, L., Bower, C., Verdine, B., Fletcher, N., Toub, T., Foster, L., Islam, S., Marzouk, M., Medford, J., Golinkoff, R. M., Hirsh-Pasek, K. (October, 2017). *Tackling training: An analysis of performance on spatial instruction in preschool.* Cognitive Development Society, Portland, OR

Saunders, T., Sweig Wilson, M., Golinkoff, R., Hirsh-Pasek, K., Iglesias, A., Luo, R., Pace, A., & de Villiers, J. G. (2017, July). *A new computerized language assessment for preschoolers: Validating the research in language development.* American Speech-Language-Hearing Association: Schools CONNECT conference, New Orleans, LA.

Dore, R., Hassinger-Das, B. Paller, A., Brezack, N., Saunders, T., Vu, L., Golinkoff, R.M., & Hirsh-Pasek, K. (2017, June). *The parent advantage in children's e-book comprehension.* In B. Hassinger-Das, R. Dore, & Golinkoff, R.M. (Symposium chairs) *Taming technology: Making evidence-based decisions regarding digital media.* at the Jean Piaget Society, San Francisco, California.

Hassinger-Das, B., Mahajan, N., Metz, R., Ramsook, K. A., Margulis, K., Hirsh-Pasek, K., Golinkoff, R. M., & Parish-Morris, J. (2017, June). *Reading in the digital age: Investigating differences between traditional and electronic books*. In B. Hassinger-Das, R. Dore, & Golinkoff, R.M. (Symposium chairs), *Taming technology: Making evidence-based decisions regarding digital media*. Jean Piaget Society, San Francisco, California.

Dore, R., Hassinger-Das, B., Paller, A., Brezack, N., Saunders, T., Golinkoff, R.M. & Hirsh-Pasek, K. (2017, August). *Examining children's comprehension during independent and parent-child e-book reading*. American Psychological Association, Washington, DC.

George, N. & Golinkoff, R. M., Hirsh-Pasek, K. (2017, July). Multiple perspectives on mechanisms of lexical acquisition. IASCL 2017: 14<sup>th</sup> International Congress for the Study of Child Language.

Golinkoff, R. M., Hirsh-Pasek, K., Konishi, H. (2017, July). Finding common ground: The role of language. IASCL 2017: 14<sup>th</sup> International Congress for the Study of Child Language.

Zimmermann, L., Fletcher, N., Verdine, B., Toub, T., Foster, L., Islam, S., Marzouk, M., Medford, J., Golinkoff, R., Hirsh-Pasek, K. (2016, May). *Spatial instruction in preschool: Is it effective and can it improve mathematics performance?* Math Cognition Conference, Nashville, TN.

Kanero, J., Margulis, K., Brezack, N., Hirsh-Pasek, K., & Golinkoff, R. (2017, April). *The typological prevalence hypothesis in motion verb learning*. Society for Research in Child Development, Austin, TX.

Dore, R., Hassinger-Das, B., Paller, A., Brezack, N., Saunders, T., Vu, L., Golinkoff, R.M. & Hirsh-Pasek, K. (2017, April). *Children's comprehension of e-books: Parents beat digital narration*. Invited session at Society for Research in Child Development pre-conference on Poverty-related Disparities in Children's Early Language Experience and Language Development: Prevention, Intervention, and Policy, Austin, TX.

Pace, A., Burchinal, M., Alper, R., Hirsh-Pasek, K., & Golinkoff, R. (2017, April). *Early language outshines other predictors of academic and social trajectories in elementary school: Why gains are key*. In Alper, R. (Chair), *Language: An engine for academic and socio-emotional development*. Symposium to be conducted at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Luo, R., Alper, R., Pace, A., Mogul, M., Hirsh-Pasek, K., Adamson, L., Golinkoff, R., Owen, M., Bakeman, R., & Masek, L. (2017, April). *Developing an early language intervention for children from at-risk families: Benefits of community-based participatory research*. In Pace, A. (Chair), *Innovative models for language and literacy intervention with at-risk children: From conception to implementation*. Symposium Society for Research in Child Development, Austin, TX.

Masek, L., Luo, R., Hirsh-Pasek, K., & Golinkoff, R. (2017, April). Speaking of desire: Parental use of mental state talk predicts children's language outcomes. In Paterson, S. (Chair), *Socioeconomic status and language outcomes: From backyards to books to brains*. Symposium Society for Research in Child Development, Austin, TX.

Levine, D., Luo, R., Morini, G., Strother-Garcia, K., Brezack, N., Pace, A., Hirsh-Pasek, K., Golinkoff, R. M., de Villiers, J., Iglesias, A., & Wilson, M. S. (2017, April). From product to process and back: How SES may contribute to early language competence. In Paterson, S. (Chair), *Socioeconomic status and language outcomes: From backyards to books to brains*. Symposium Society for Research in Child Development, Austin, TX.

Collins, M., Nesbitt, K., Rivera, B., Toub, T.S., Hassinger-Das, B., Newman, K., Ilgaz, H., Hadley, E., Nicolopoulou, A., Dickinson, D., Hirsh-Pasek, K., & Golinkoff, R. (2017, April). Effects of a book

reading and play intervention on children's story comprehension. In Collins, M. (Chair), *Fostering teachers' skill in supporting inferential thinking in preschool*. Society for Research in Child Development, Austin, TX.

Foster, L., Marzouk, M., Tonob, D., Verdine, B., Hirsh-Pasek, K., & Golinkoff, R. (2017, April). *Toying around with geometry: Preschool shape toy design influences parent-child interactions*. Society for Research in Child Development, Austin, TX.

Zimmermann, L., Fletcher, N., Verdine, B., Toub, T.S., Foster, L., Islam, S., Marzouk, M., Medford, J., Golinkoff, R., & Hirsh-Pasek, K. (2017, April). *Spatial instruction in preschool: Is it effective and can it improve mathematics performance?* Society for Research in Child Development, Austin, TX.

Nye, H., Pace, A., Levine, D., Luo, R., Morini, G., Strother-Garcia, K., Brezack, N., de Villiers, J., Wilson, M. S., Iglesias, A., Hirsh-Pasek, K., & Golinkoff, R. M. (2017, April). *With the touch of a screen: Reliability, validity, and diagnostic accuracy of the Quick Interactive Language Screener (QUILS)*. In D. Levine (Chair), *Language science meets the real world: Assessments to further research and practice*. Symposium Society for Research in Child Development, Austin, TX.

Levine, D., Luo, R., Morini, G., Strother-Garcia, K., Brezack, N., Pace, A., Hirsh-Pasek, K., Golinkoff, R. M., de Villiers, J., Iglesias, A., & Wilson, M. S. (submitted). *From product to process and back: How SES may contribute to early language competence*. In S. Paterson (Chair), *Socioeconomic status and language outcomes: From backyards to books to brains*. Symposium Society for Research in Child Development, Austin, TX.

Dore, R., Hassinger-Das, B. Paller, A., Brezack, N., Saunders, T. Golinkoff, R.M., & Hirsh-Pasek, K. (2016, December). *Effects of parent reading and audio narration on children's comprehension of books on tablets*. Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.

Pace, A., Luo, R., de Villiers, J., Wilson, M., Hirsh-Pasek, K., Iglesias, A., & Golinkoff, R. M. (2016, November). *Language processes help discriminate differences from disorders in diverse preschool children*. American Speech and Hearing Association, Philadelphia, PA.

Solomon, K., Hirsh-Pasek, K., Golinkoff, R. M., & Parish-Morris, J. (2016, November). *Ready for verbs?: An eye-tracking study of intrinsic motion processing in autism spectrum disorder*. American Speech and Hearing Association, Philadelphia, PA.

deVilliers, J., Pace, A., Klein, M., Aravind, A., Golinkoff, R. M., Hirsh-Pasek, K., & Wilson, M. S. (2016, November). *Fast mapping word meanings across trials: You children forget all but their first guess*. Boston University Conference on Language Development, Boston, MA.

Ma, W. & Golinkoff, R. M. (2016, November). *Syntactic bootstrapping for form class distinctions in Mandarin child-directed speech*. Boston University Conference on Language Development, Boston, MA.

Alper, R., Luo, R., Pace, A., Hirsh-Pasek, K., Fischer, J., Mogul, M., Adamson, L., Bakeman, R., Golinkoff, R., Owen, M., Paterson, S., Masek, L., & Tejada, J. (2016, November). *Evidence-based early communication intervention in high-risk neighborhoods*. American Speech and Hearing Association, Philadelphia, PA. [One-hour seminar]

Pace, A., Hirsh-Pasek, K., Golinkoff, R., de Villiers, J., Iglesias, A., & Wilson, M. (2016, October). *With the touch of a screen: introducing a computerized language assessment for diverse preschoolers*. SRCSD Special Topic Meeting: Technology and Media in Children's Development. Irvine, CA.

Hassinger-Das, B., Mahajan, N, Metz, R., Ramsook, K., Margulis, K., Hirsh-Pasek, K., Golinkoff, R., Parish-Morris, J. (2016, October). *Book-reading in the age of apps: investigating differences between traditional and electronic books*. SRCSD Special Topic Meeting: Technology and Media in Children's Development. Irvine, CA.

Paller, A., Dore, R. A., Brezack, N., Saunders, T., Hassinger-Das, B., Golinkoff, R. M., & Hirsh-Pasek. (2016, August). *Effects of parent reading and audio narration on children's comprehension of books on tablets*. Delaware INBRE Program Conference, Newark, DE.

Verdine, B.N., Marzouk, M.A., Brezack, N.G., Tonob, D., Rosen, A.J., Hirsh-Pasek, K., & Golinkoff, R.M. (2016, August). *Toying around with spatial learning: How toy design influences parent-child interactions around geometric shapes*. Spatial Cognition 2016, Philadelphia, PA.

Verdine, B.N., Golinkoff, R.M., Hirsh-Pasek, K., & Newcombe, N.S. (2016, August). *Preschool spatial skills: Are they important for mathematics?* Spatial Cognition 2016, Philadelphia, PA.

Burchinal, P., Pace, A., Alper, R., Golinkoff, R. M., & Hirsh-Pasek, K. (July, 2016). School readiness skills and academic and social trajectories in elementary school. National Research Conference on Early Childhood, Washington, D.C.

Verdine, B.N., Marzouk, M., Zosh, J.Z., Golinkoff, R.M., & Hirsh-Pasek, K. (2016, June). *Toys r important: Effects of toy design on parent geometric and spatial talk*. In G. Borriello (Chair), *Spatial Development and STEM Learning*. Symposium at the Jean Piaget Society 46th Annual Meeting, Chicago, IL.

De Villiers, J., Golinkoff, R. M., Hirsh-Pasek, K., Iglesias, K., & Pace, A. (2016, June). *With the touch of a screen: A new language assessment for children ages 3 through 5*. Symposium on Research in Child Language Disorders, Madison, WI.

Golinkoff, R. M., Konishi, H., Stahl, A., & Hirsh-Pasek, K. (2016, May). *Individual differences in non-linguistic event categorization at 13-15 months predict motion verb comprehension at 27-33 months*. In A. Gampe (Chair), *How to make words out of actions: Longitudinal links between perception and language*. Symposium accepted for presentation at the International Congress on Infant Studies, New Orleans, LA.

Brezack, N., Marzouk, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2016, May). *Infants recognize statistically learned action patterns performed by a new actor at 14 months*. International Congress on Infant Studies, New Orleans, LA.

Schroer, S., Reed, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2016, May). *(Not so) small talk: How cell phone conversations affect parent-toddler word learning exchanges*. International Congress on Infant Studies, New Orleans, LA.

Reed, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2016, May). *Where's the pause button? Toddlers' word learning following interrupted dyadic interactions*. International Congress on Infant Studies, New Orleans, LA.

Brezack, N, Golinkoff, R., & Hirsh-Pasek, K. (2016, March). *14-month-olds track statistically learned action patterns and extend to a new actor*. Eastern Psychological Association Conference, New York, NY.

Tejada, J., Masek, L., Luo, R., Alper, R., Pace, A., Mogul, M., Paterson, S., Hirsh-Pasek, K., Adamson, L.B., Bakeman, R., Owen, M., & Golinkoff, R.M. (2016, February). *Enhancing the communication foundation through community based participatory research*. Conference on Research Innovation in Early Intervention, San Diego, CA.

Hassinger-Das, B., Mahajan, N., Metz, R., Ramsook, K. A., Margulis, K., Hirsh-Pasek, K., Golinkoff, R. M., & Parish-Morris, J. (2016, April). *Shared book-reading in the digital age: Examining differences in traditional and tablet books*. In J. E. Kim & J. Anderson (Chairs), *Young children's literacy*

*practices with digital books at home and school: international evidence.* Symposium to be presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Luo, R., Alper, R., Tejada, J., Masek, L., Mogul, M., Paterson, S., Hirsh-Pasek, K., Adamson, L.B., Bakeman, R., Owen, M., & Golinkoff, R.M. (June, 2016). *Enhancing the communication foundation for language development: A community-based participatory research model for intervention.* In A. Pace (Chair) Spreading the Words: Exploring Innovative Models for Early Language Intervention. Symposium at the International Society for Early Intervention Conference, Stockholm, Sweden.

Dickinson, D. K., Collins, M., Hadley, E., Newman, K., Rivera, B., Nesbitt, K., Hassinger-Das, B., Toub, T. S., Golinkoff, R. M., & Hirsh-Pasek, K. (2015, December). *Effects of a scalable teacher-delivered preschool book reading intervention.* Annual conference of the Literacy Research Association, Carlsbad, CA.

Dickinson, D.K., Collins, M.F., Hadley, E.B., Nesbitt, K.T., Rivera, B.L., Hassinger-Das, B., Toub, T.S., Golinkoff, R., Hirsh-Pasek, K. (July, 2015). *Effects of teacher-delivered book reading on preschool children's receptive and expressive vocabulary.* Society for Scientific Studies in Reading, The Big Island, Hawaii.

Brezack, N., Marzouk, M., Golinkoff, R.M., & Hirsh-Pasek, K. (2015, October). *Children use statistical learning to track sequences of actions and extend to a new actor.* Cognitive Development Society, Columbus, OH.

Konishi, H., Brezack, N., Golinkoff, R.M., & Hirsh-Pasek, K. (2015, October). *Does language influence the perception of event components?* Cognitive Development Society, Columbus, OH.

Strother-Garcia, K.M., Golinkoff, R.M., & Brezack, N. (2015, October). *Exploring 3- to 5-year-olds' knowledge of derived forms.* Cognitive Development Society, Columbus, OH.

Strother-Garcia, K.M., Morini, G., Brezack, N., Pace, A., Yust, P., Takahesu Tabori, A., Levine, D., Golinkoff, R.M., de Villiers, J., Iglesias, A., Hirsh-Pasek, K., & Wilson, M.S. (2015, October). *Language testing made fun: a new tool for measuring language skills in monolingual and bilingual preschoolers.* Cognitive Development Society, Columbus, OH.

Toub, T. S., Hassinger-Das, B., Ilgaz, H., Weisberg, D.S., Nesbitt, K. T., Collins, M. F., Eye, J., Hadley, E., & Rivera B., Newman, K., Golinkoff, R. M., Hirsh-Pasek, K., Dickinson, D. K., & Nicolopoulou, A. (2015, October). *Learning through play: Improving vocabulary knowledge for low-income preschoolers.* In N. M. Isacoff (Organizer) Symposium: Vocabulary and cognitive development: Crossing the basic-applied divide. Cognitive Development Society, Columbus, OH.

Levine, D., Pace, A., Yust, P., Brezack, N., Morini, G., Tabori, A., Strother-Garcia, K., de Villiers, J., Iglesias, A., Wilson, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2015, October). *Developing a computer-administered language assessment for diverse children ages 3 to 6.* Division for Early Childhood's Annual International Conference on Young Children with Special Needs and Their Families, Atlanta, GA.

Loeb, D., Reed, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2015, May). *Can you feel the beat? Where musical rhythm meets interpersonal skills.* Association for Psychological Science, New York, NY.

Pace, A., Yust, P., Hirsh-Pasek, K. & Golinkoff, R.M. (2015, March). *Edible science: where theory meets practice in support of language development.* Invited poster, Society for Research in Child Development Preconference on Bridging the Word Gap, Philadelphia, PA.

Zosh, J.M. Verdine, B. N., Golinkoff, R.M., Hirsh-Pasek, K. & Halberda, J. (2015). *SES and ANS: How socio-economic status impacts the relation between the approximate number system and*



*mathematics performance*. Ninth Biennial Meeting of the Cognitive Development Society, Columbus, OH.

Zosh, J.M., Hirsh-Pasek, K., & Golinkoff, R. (2015). Playing for learning in a digital world. Invited paper presentation in M. Rincón-Cortés (Chair), *Comparative aspects of play in humans and rodents*. Invited symposium conducted at the annual meeting of the Eastern Psychological Association. Philadelphia, Pennsylvania.

Adamson, L. B., Bakeman, R., Hirsh-Pasek, K., Owen, M., Golinkoff, R. M. & Suma, K. (2015, March). *A strong communication foundation at two prepares lower-class children for language success at three*. In K. Hirsh-Pasek (Chair of symposium), *Where's the gap in the 30-million word gap? Quality interactions predict language success for low-income children*. Society for Research in Child Development, Philadelphia, PA.

Dickinson, D. K., Collins, M. F., Hadley, E. B., Nesbitt, K. T., Newman, K., Pierce, M., Rivera, B. L., Ilgaz, H., Hassinger-Das, B., Toub, T. S., Nicolopoulou, A., Golinkoff, R., & Hirsh-Pasek, K. (2015, March). *The challenge of changing preschool teachers' language practices*. In A. L. Mendelsohn & A. Weisleder (Chairs of symposium), *Applying developmental science in real world settings to address poverty-related disparities in school readiness*. Society for Research in Child Development, Philadelphia, PA.

Hadley, E. B., Dickinson, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2015, March). Fostering conceptual word knowledge in preschoolers through informational books and play. In T. S. Toub (Chair of symposium), *Beyond book-reading: Promoting vocabulary development through innovative activities*. Society for Research in Child Development, Philadelphia, PA.

Hass, R., Toub, T. S., Yust, P., Hirsh-Pasek, K., Golinkoff, R. M. (2015, March). *What is creativity in young children?* Society for Research in Child Development, Philadelphia, PA.

Hassinger-Das., B., Toub, T. S., Ilgaz, H., Weisberg, D., Nesbitt, K. T., Collins, M. F., Eye, J., Hadley, E. B., Rivera, B. L., Newman, K., Hirsh-Pasek, K., Golinkoff, R. M., Dickinson, D., & Nicolopoulou, A. (2015, March). *Playing to learn: How book-reading + guided play can improve vocabulary for low-income preschoolers*. In T. S. Toub (Chair of symposium), *Beyond book-reading: Promoting vocabulary development through innovative activities*. Society for Research in Child Development, Philadelphia, PA.

Hirsh-Pasek, K., Zosh, J.M., & Golinkoff, R. (2015, March). *Guided play: A new pedagogical approach to high quality early learning*. In A. Mendelsohn & A. Weisleder (Chairs of symposium), *Applying developmental science in real world settings to address poverty-related disparities in school readiness*. Society for Research in Child Development, Philadelphia, PA.

Medford, J., Verdine, B. N., Agarwal, E., Black, C., Tonob, D., Golinkoff, R. M., Hirsh-Pasek, K. (2015, March). *3-year-olds tackle block assembly: Some behaviors predict success more than others*. Society for Research in Child Development, Philadelphia, PA.

Möhring, W., Ramsook, K., Hirsh-Pasek, K., Golinkoff, R.M., & Newcombe, N. (2015, March). *The sound of space and number: Are children's spatial, numerical and musical skills related?* Society for Research in Child Development, Philadelphia, PA.

Newman, K., Dickinson, D., Collins, M., Hadley, E., Nesbitt, K., Pierce, M., Rivera, B., Ilgaz, H., Hassinger-Das, B., Toub, T., Eye, J., Nicolopoulou, A., Golinkoff, R., & Hirsh-Pasek, K. (2015, March). *Effects of scalable teacher-delivered book reading on preschool children's vocabulary*. In D. K. Dickinson (Chair of symposium), *The quality of book reading in preschool*. Society for Research in Child Development, Philadelphia, PA.

Owen, M., Bakeman, R., Adamson, L. B., Hirsh-Pasek, K., Golinkoff, R. M., & Dyer, N. (2015, March). *Specificity matters: Quality of parent-child communication predicts language success better than*

overall parenting quality. In K. Hirsh-Pasek (Chair of symposium), *Where's the gap in the 30-million word gap? Quality interactions predict language success for low-income children*. Society for Research in Child Development, Philadelphia, PA.

Pace, A., Golinkoff, R. M., Hirsh-Pasek, K., Yust, P., Reed, J., Toub, T. S., Adamson, L. B., Bakeman, R., Owen, M., & Cadle, C. (2015, March). *Have we been sending the wrong message? Quality trumps quantity when predicting language outcomes*. In K. Hirsh-Pasek (Chair of symposium), *Where's the gap in the 30-million word gap? Quality interactions predict language success for low-income children*. Society for Research in Child Development, Philadelphia, PA.

Reed, J., Hirsh-Pasek, K., Adamson, L. B., Golinkoff, R. M., Bakeman, R., & Owen, M. T. (2015, March). *Keeping the conversation going: The importance of fluency and connectedness for language learning*. In C. Yu (Chair of symposium), *Rethinking the recipe for language growth: Where quantity meets quality of input*. Society for Research in Child Development, Philadelphia, Pennsylvania.

Resnick, I., Verdine, B.N., Lopez, M., McCaffery, M., Golinkoff, R., & Hirsh-Pasek, K. (2015, March). *Geometric toys in the attic? A corpus analysis of early exposure to geometric shapes*. Society for Research in Child Development, Philadelphia, PA.

Ridge, K., Konishi, K., Rajan, V., Golinkoff, R., Houston, D., Hirsh-Pasek, K., Eastman, N., & Schwartz, R. (2015, March). *Words for the wise? Novel word learning at 21 months predicts language-specific outcomes at age 10*. Society for Research in Child Development, Philadelphia, PA.

Toub, T. S., Hassinger-Das, B., Nesbitt, K. T., Unlutabak, B., Wilson, S., Nicolopoulou, A., Collins, M. F., Ilgaz, H., Newman, K., Hadley, E., Rivera, B., Hirsh-Pasek, K., Golinkoff, R. M., & Dickinson, D. (2015, March). *Playing for words: Best practices for guided play in support of vocabulary development*. In B. Hassinger-Das (Chair of symposium), *Learning to play: Identifying and assessing key elements of playful learning*. Society for Research in Child Development, Philadelphia, PA.

Zosh, J. M., Verdine, B. N., Filipowicz, A., Golinkoff, R. M., Hirsh-Pasek, K., & Newcombe, N. (2015, March). *Talking shape: Parental language during play with electronic vs. traditional shape sorters*. In B. Hassinger-Das (Chair of symposium), *Learning to play: Identifying and assessing key elements of playful learning*. Society for Research in Child Development, Philadelphia, PA.

Marzouk, M., Brezack, N., Verdine, B.N., Golinkoff, R.M., Hirsh-Pasek, K. (2015, March). *What do toddlers know about geometric shapes?* Eastern Psychological Association Conference, Philadelphia, PA.

Zosh, J.M., Hirsh-Pasek, K., & Golinkoff, R. (2015, March). *Playing for learning in a digital world*. Invited paper presentation in M. Rincón-Cortés (Chair), *Comparative aspects of play in humans and rodents*. Symposium to be conducted at the annual meeting of the Eastern Psychological Association, Philadelphia, PA.

Hassinger-Das, B., Toub, T. S., Ilgaz, H., Weisberg, D. S., Nesbitt, K. T., Collins, M. F., Eye, J., Hadley, E. B., Rivera, B. L., Newman, K., Hirsh-Pasek, K., & Golinkoff, R. M., Dickinson, D., & Nicolopoulou, A. (2014, November). *Learning through play: Improving low-income preschoolers' vocabulary knowledge*. *Shaping the developing brain: prenatal through early childhood, Fifth Annual Aspen Brain Forum*, New York, NY.

Pace, A., Yust, P., de Villiers, J., Iglesias, A., Wilson, M., Hirsh-Pasek, K., Golinkoff, R., Takahesu Tabori, A., Strother-Garcia, K., Ridge, K. (2014, November). *Examining the validity of a computer-based language assessment for preschool children*. Boston University Conference on Language Development, Boston, MA.

Konishi, H., Golinkoff, R. M., Hirsh-Pasek, K. (2014, November). *Semantic reorganization: Does language influence the perception of event components?* Boston University Conference on Language Development, Boston, MA.

Hassinger-Das, B., Toub, T. S., Hirsh-Pasek, K., & Golinkoff, R. M. (2014, June). *Adult-supported play: Developing a successful pedagogical approach for increasing vocabulary knowledge.* Head Start Research Conference, Washington, D.C.

Verdine, B., Scudlark, R., Golinkoff, R. M., Hirsh-Pasek, K., & Newcombe, N. (2014, May). *A longitudinal study of preschool spatial assembly performance as a predictor of kindergarten spatial and mathematics skills.* National Science Foundation site visit for the Temple University Spatial Intelligence and Learning Center, Evanston, IL.

Pace, A., Yust, P., Devilliers, J., Iglesias, A., Wilson, M., Golinkoff, R., Hirsh-Pasek, K., Takahesu Tabori, A., Ridge, K., & Strother-Garcia, K. (2014, November). *Evaluating the reliability and validity of a computer-based language assessment.* American Speech-Language-Hearing Association Conference, Orlando, FL.

Pace, A., Yust, P., Devilliers, J., Iglesias, A., Wilson, M., Golinkoff, R., Hirsh-Pasek, K., Tabori, A., Ridge, K., & Strother-Garcia, K. (2014, November). *The relationship between home literacy environment and language products and processes in diverse preschoolers.* American Speech-Language-Hearing Association Conference, Orlando, FL.

Pace, A., Levine, D., Licht, V., Zaw, K., Golinkoff, R. M., Hirsh-Pasek, K., Carver, L. (2014, July). *Break it up: Behavioral and ERP evidence for infant attention to boundaries in complex events.* In symposium: *Finding breaks in the action: Exploring multiple mechanisms for infant event segmentation.* International Conference on Infant Studies, Berlin, Germany.

Stahl, A., Romberg, A., Ridge, K., Roseberry, S., Hirsh-Pasek, K., Golinkoff, R. M. (2014, July). *Where the action is: Infants segment dynamic events using transitional probabilities.* In symposium: *Finding breaks in the action: Exploring multiple mechanisms for infant event segmentation.* International Conference on Infant Studies, Berlin, Germany.

Kanero, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2014, July). *What makes things happen?: Cross-linguistic investigation of how children describe causal events.* International Conference on Infant Studies, Berlin, Germany.

Goksun, T., Hirsh-Pasek, K., Golinkoff, R. M. (2014, July). *Detecting and categorizing grounds in dynamic events.* In symposium: *Representing the Event for Purposes of Language: Infants' Categorization of Path, Manner, and Ground in Motion Events.* International Conference on Infant Studies, Berlin, Germany.

de Villiers, J., Takahesu Tabori, A., Yust, P., Pace, A., Levine, D., Ridge, K., Wilson, M. S., Iglesias, A., Golinkoff, R. M., Hirsh-Pasek, K. *Developing an automatically administered computerized language assessment for diverse preschoolers.* (2014, July). American Speech-Language-Hearing Association Schools Conference, Pittsburgh, PA.

Takahesu Tabori, A., de Villiers, J., Golinkoff, R. M., Hirsh-Pasek, K., Wilson, M. S., Iglesias, A., Pace, A., Yust, P. *Predictive value of language processes and products for identifying language difficulties.* (June, 2014). Symposium on Research in Child Language Disorders, Madison, Wisconsin

Strother-Garcia, K., Ridge, K., Yust, P., Takahesu Tabori, A., Pace, A., Golinkoff, R. M., de Villiers, J., Hirsh-Pasek, K., Wilson, M. S., Iglesias, A. *Using touchscreen technology to create a comprehensive preschool language assessment.* (July, 2014). Head Start 12<sup>th</sup> National Research Conference on Early Childhood, Washington, D.C.

Yust, P., Takahesu Tabori, A., Pace, A., Ridge, K., de Villiers, J., Iglesias, A., Golinkoff, R. M., Hirsh-Pasek, K., & Wilson, M. S. A *Spanish-English Bilingual Computerized Language Assessment for Preschoolers*. (July, 2014). Head Start 12<sup>th</sup> National Research Conference on Early Childhood, Washington, D.C.

Toub, T.S., Ilgaz, H., Hirsh-Pasek, K., Golinkoff, R.M., Dickinson, D., & Nicolopoulou, A. (2014, May). *Playful learning: Promoting preschoolers' vocabulary development through adult-supported play*. Jean Piaget Society, San Francisco, CA.

Johanson, M., Ridge, K., Damonte, J., Freeman, M. R., Aravind, A., Mahajan, N., Golinkoff, R.M., Hirsh-Pasek, K., de Villiers, J., Iglesias, A., & Wilson, M. S. (2013). *Measuring preschoolers' language abilities: A computer-administered assessment*. Council for Exceptional Children, Philadelphia, PA.

Dickinson, D., Golinkoff, R. M., Hirsh-Pasek, K., & Hassinger-Das, B. (2014). *The read-play-learn intervention: Using teacher-delivery of book reading and play to augment preschoolers' vocabulary development*. Conference on Research Innovations in Early Intervention, San Diego, CA.

Song, L., Nazzi, T., Moukawane, S., Golinkoff, R. M., Stahl, A., Ma, W., & Hirsh-Pasek, K. (2013, November). *Preschoolers use morphological and syntactic cues in adjective and verb learning in English and French*. Workshop on the Acquisition of Adjectives across Languages, Utrecht, the Netherlands.

de Villiers, J., Iglesias, A., Wilson, M., Golinkoff, R. M., Hirsh-Pasek, K., Freeman, M., Aravind, A., Damonte, J., Ridge, K., Mahajan, N., & Johanson, M. (2013, November). *Screening 3- to 6-year-old children's language abilities: a computer-based assessment*. American Speech-Hearing Association. Chicago, IL.

Ridge, K., Johanson, M., Freeman, M., Damonte, J., Mahajan, N., Aravind, A., Golinkoff, R. M., Hirsh-Pasek, K., Iglesias, A., de Villiers, J., & Wilson, M. (2013, November). *Using developmental science to create a computer-administered language assessment for*. American Speech-Hearing Association. Chicago, IL.

Freeman, M. R., Ramsook, K. A., Iglesias, A., Hirsh-Pasek, K., & Golinkoff, R. M. (2013, November). *Verb usage patterns in English-language learners*. American Speech-Hearing Association. Chicago, IL.

Freeman, M. R., Aravind, A., Mahajan, N., Johanson, M., Ridge, K., Damonte, J., Golinkoff, R. M., Hirsh-Pasek, K., de Villiers, J., Iglesias, A., & Wilson, M. (2013, November). *Developing a computer-administered language assessment for bilingual preschoolers*. American Speech-Hearing Association. Chicago, IL.

Johanson, M., Freeman, M., Aravind, A., Ridge, K., Mahajan, N., Damonte, J., Golinkoff, R., Hirsh-Pasek, K., de Villiers, J., Iglesias, A., & Wilson, M. S. (2013, July). A computer-based assessment of 3- to 6-year-old children's language abilities. American Speech-Language-Hearing Association Schools Conference, Long Beach, CA.

Damonte, J. C., Johanson, M. A., Ridge, K. E., Mahajan, N., Freeman, M., Aravind, A., de Villiers, J., Iglesias, A., Wilson, M., Hirsh-Pasek, K., & Golinkoff, R. M. (2013, March). *Assessing preschoolers' language abilities using a touch-screen computer*. Latin American School for Education, Cognitive and Neural Sciences, Bahia, Brazil.

Glazek, K., Fisher, K., Schol, E., Rouse, C., Hirsh-Pasek, K., & Golinkoff, R. (2013, August). *Effects of instruction type on problem-solving and novelty preference in early childhood*. American Psychological Association, Honolulu, HI.

Dempsey, R., Verdine, B., Golinkoff, R. M., & Hirsh-Pasek, K. (2013, May). *Sorting out spatial toys: Comparing traditional shape sorters to modern touchscreen applications*. American Psychological Society, Washington, D.C.

Damonte, J. C., Ridge, K. E., Shi, R., Golinkoff, R., & Hirsh-Pasek, K. (2013, May). *How the bound morpheme –ing helps infants with speech segmentation*. American Psychological Society, Washington, D.C.

Dickinson, D., Golinkoff, R. M., & Hirsh-Pasek, K. (2013, April). *Reading and teacher-guided play: Teaching and learning processes associated with enhanced vocabulary learning in preschool*. American Educational Research Association, San Francisco, CA.

Aravind, A., Freeman, M. R., Tejada, J., Mahajan, N., Iglesias, A., de Villiers, J., Golinkoff, R. M., Hirsh-Pasek, K., & Wilson, M.S. (2013, April). *A computer-administered language assessment for Spanish English language learners*. In C. Ebanks (Chair of symposium), *New tools for the new preschool context: The development of measures to assess the school readiness skills of young dual language learners*. Society for Research on Child Development, Seattle, WA.

Bacala, L., Golinkoff, R.M., & Soderstrom, M. (2013, April) *8-month-olds recognize inflections but fail to use them for segmentation*. Society for Research on Child Development, Seattle, WA.

Damonte, J., Johanson, M., Ridge, K., Miller, H., Freeman, M., Aravind, A., Ranganathan, S., Mahajan, N., Golinkoff, R., Hirsh-Pasek, K., de Villiers, J., Iglesias, A., & Wilson, M. (2013, April). *Adjectives are tricky: Children default to noun interpretations of novel adjectives*. Society for Research on Child Development, Seattle, WA.

Daubert, E., Reed, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2013, April). *Rhythm and regulation: Fostering school readiness skills through a music intervention*. Society for Research on Child Development, Seattle, WA.

Deniz Can, D., Ginsburg-Block, M., Golinkoff, R.M., & Hirsh-Pasek, K. (2013, April). *Surprising continuity: The short form of the MCDI predicts language skills four years later*. Society for Research on Child Development, Seattle, WA.

Dickinson, D., Hirsh-Pasek, K., Golinkoff, R. M., Nicolopoulou, A., & Collins, M. (2013, April). *The Read-Play-Learn intervention and research design*. In A. Nicolopoulou (Chair of symposium), *Effects of varied types of adult-supported play on preschool children's receptive vocabulary learning*. Society for Research on Child Development, Seattle, WA.

George, N., Goksun, T., Hirsh-Pasek, K., Golinkoff, R. M. (2013, April). *Any way the wind blows: Children's inferences about force dynamics events*. Society for Research on Child Development, Seattle, WA.

Golinkoff, R.M. (2013, April). *Taking the next step: Where shall we go?* Discussion of symposium. In E. Walle (Chair), *Taking the next step: New findings linking infant locomotor and psychological development*, Society for Research in Child Development.

Hansen, M., Hirsh-Pasek, K., & Golinkoff, R. M. (2013, April). *Actions speak louder than words? Resolving conflict between social and linguistic cues in children's word learning*. Society for Research on Child Development, Seattle, WA.

Hassinger-Das, B., Parker, A., Ridge, K., Johanson, M., Hirsh-Pasek, K., & Golinkoff, R. M., (2013, April). *The learning game: Playing Snakes and Ladders increases word learning in 4-year-olds*. Society for Research on Child Development, Seattle, WA.

Ilgaz, H., Weisberg, D., Hirsh-Pasek, K., Golinkoff, R. M., & Nicolopoulou, A. (2013, April). *Not all play is created equal: When playful learning sparks vocabulary acquisition in low-income children*. In A. Nicolopoulou (Chair of symposium), *Effects of varied types of adult-supported play on preschool children's receptive vocabulary learning*. Society for Research on Child Development, Seattle, WA.

Johanson, M., Konishi, H., Stahl, A., Hirsh-Pasek, K., & Golinkoff, R. M. (2013, April). *Under, over, and in between: General vocabulary comprehension is linked to preposition comprehension*. Society for Research on Child Development, Seattle, WA.

Kanero, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2013, April). *Can a microwave heat up the coffee? Exploring agents in causal events*. Society for Research on Child Development, Seattle, WA.

Konishi, H., Fan, Y., Miller, H., Golinkoff, R., & Hirsh-Pasek, K. (2013, April). *Finding the action: A method for assessing verb comprehension using dynamic stimuli*. In S. Arunachalam (Chair of symposium), *Finding the words: new approaches to vocabulary assessment*. Society for Research on Child Development, Seattle, WA.

Konishi, H., Wilson, F., Golinkoff, R., Hirsh-Pasek, K., & Maguire, M. (2013, April). *Japanese-English bilingual children's construal of novel verbs*. Society for Research on Child Development, Seattle, WA.

Levine, D., Hirsh-Pasek, K., & Golinkoff, R.M. (2013, April) *Segmenting the unfamiliar: the goal bias in action*. Society for Research on Child Development, Seattle, WA.

Mahajan, N., Freeman, M. R., Aravind, A., Johanson, M., Damonte, J., Miller, H., Ranganathan, S., Smith, L., Wilson, M. S., de Villiers, J., Iglesias, A., Hirsh-Pasek, K., Golinkoff, R. (2013, April). *Using developmental science to design a computerized preschool language assessment*. Society for Research on Child Development, Seattle, WA.

Reed, J., Daubert, E., Fisher, K., Hirsh-Pasek, K., & Golinkoff, R. (2013, April). *A musical mosaic: scaffolding school readiness skills via music instruction among Head Start preschoolers*. Society for Research on Child Development, Seattle, WA.

Ridge, K., Weisberg, D., Ilgaz, H., Hirsh-Pasek, K., & Golinkoff, R. (2013, April). *Buying language in the supermarket: Increasing talk among low-SES families*. Society for Research on Child Development, Seattle, WA.

Roseberry, S., Hirsh-Pasek, K., & Golinkoff, R. (2013, April). *Skype me! Contingent interactions help toddlers learn language*. In J. DeLoache (Chair of symposium), *Children's learning from interactive screen media*. Society for Research on Child Development, Seattle, WA.

Weisberg, D., Ilgaz, H., Hirsh-Pasek, K., & Golinkoff, R. M. (2013, April). *Talons and tractors: Realistic and fantastical themes affect children's word learning through play*. In D. Sobel (Chair of symposium), *What can children learn from pretense?* Society for Research on Child Development, Seattle, WA.

Athanasopoulou, A., Verdine, B.N., Bunger, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2013, April). *I spy a triangle! Preschoolers' geometric knowledge*. Society for Research in Child Development Conference, Seattle, WA.

Athanasopoulou, A., Verdine, B.N., Golinkoff, R. M., & Hirsh-Pasek, K. (2013, April). *A triangle by any other name: Can language differences facilitate the acquisition of shape concepts?* Society for Research in Child Development Conference, Seattle, WA.

Davies, T., Golinkoff, R.M., Verdine, B.N., Hirsh-Pasek, K., Lucca, K., & Farmer, G. (2013, April). *The brains behind the blocks: Investigating the processes children use in block-building*. The Society for Research in Child Development Conference, Seattle, WA.

Farmer, G., Verdine, B.N., Lucca, K., Davies, T., Dempsey, R., Hirsh-Pasek, K., & Golinkoff, R.M. (2013, April) *Putting the pieces together: Spatial skills at age 3 predict to spatial and math performance at age 5*. Society for Research in Child Development Conference, Seattle, WA.

Irwin, C., Verdine, B.N., Chang, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2013, April). *Contributions of executive function and spatial/geometric knowledge to early mathematics achievement*. Society for Research in Child Development Conference, Seattle, WA.

Zosh, J.M., Verdine, B.N., Halberda, J. Hirsh-Pasek, K., & Golinkoff, R. (2013, April). *Which is more? Approximate number sense varies by SES in preschoolers*. Society for Research in Child Development Conference, Seattle, WA.

Freeman, M. R., Mahajan, N., Miller, H., Ranganathan, S., Aravind, A., Damonte, J., Smith, L., Wilson, M. S., Golinkoff, R. M., Hirsh-Pasek, K., de Villiers, J., Iglesias, A. (2013, April). *Developing a research-based computerized preschool language assessment*. Poster presented at the Council for Exceptional Children Convention, San Antonio, TX.

Konishi, H., Kosko, C., Golinkoff, R. M., & Hirsh-Pasek, K. (2012, November). *Quantity and quality of input influences verb comprehension – but in different ways*. Boston University Conference on Language Development, Boston, MA.

Roseberry, S., Reed, J., Hirsh-Pasek, K. Golinkoff, R. M. (2012, November). *Call me! Toddlers' language learning from contingent and interrupted conversations*. Boston University Conference on Language Development, Boston, MA.

Miller, H., Freeman, M. R., Aravind, A., Ranganathan, S., Mahajan, N., Damonte, J., Golinkoff, R. M., Hirsh-Pasek, K., de Villiers, J., Iglesias, A., Wilson, L. S. (2012, July). *Developing a computer-assisted language assessment for preschoolers*. American Speech and Hearing Association, Schools 2012 Conference, Milwaukee, WI.

Verdine, B., Filipowicz, A., Athanasopoulou, A., Chang, A., Golinkoff, R., Hirsh-Pasek, K., & Newcombe, N. (2012, May). *A longitudinal study of spatial competency as a predictor of math skills in preschool children*. National Science Foundation site visit for the Spatial Intelligence and Learning Center, Philadelphia, PA.

Verdine, B., Lucca, K., Dempsey, R., Davies, T., Farmer, G., Hirsh-Pasek, K., & Golinkoff, R. (2012, May). *Can performance on nonverbal spatial assembly tasks in the third and fourth year predict to spatial and mathematical skills in kindergarten?* National Science Foundation site visit for the Spatial Intelligence and Learning Center, Philadelphia, PA.

Konishi, H., Kosko, C., Golinkoff, R. & Hirsh-Pasek, K. (2012, May). *Individual differences on a nonlinguistic categorization task relate to later verb comprehension*. American Psychological Society, Chicago, IL

Verdine, B., Filipowicz, A., Athanasopoulou, A., Chang, A., Golinkoff, R., & Hirsh-Pasek, K. (2012, March). *Geometry and spatial competency in 3-year-old children is related to later math skills: A longitudinal study*. Eastern Psychological Association, Pittsburgh, PA.

Reed, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2012, June). *iPhones, Blackberries, and Androids, oh my: The effect of interruption in parent-child word learning interactions*. International Conference on Infant Studies, Minneapolis, MN.

Damonte, J. C., Ranganathan, S., Stahl, A., Shi, R., Golinkoff, R. M., & Hirsh-Pasek, K. (June, 2012). *Can infants segment a common morpheme /ing/ to identify a novel word?* International Conference on Infant Studies, Minneapolis, MN.

Hansen, M., Hirsh-Pasek, K., & Golinkoff, R. M. (2012, June). *Where social cues meet grammar: A roadmap for word learning.* International Conference on Infant Studies, Minneapolis, MN.

Ranganathan, S. R., Stahl, A., Shi, R., & Hirsh-Pasek, K. (2012, June). *Stem learning: Infants segment the morpheme /ing/ to identify a novel word.* International Conference on Infant Studies, Minneapolis, MN.

George, N., Goksun, T., Hirsh-Pasek, K., & Golinkoff, R. M. (2012, June). *Forcing the issue: Testing force dynamics theory in early childhood.* International Conference on Infant Studies, Minneapolis, MN.

Konishi, H., Stahl, A., Kosko, C., Itel, N., Shaoul, K., Golinkoff, R. M. (2012, June). *Individual differences on a nonlinguistic categorization task predict later language.* International Conference on Infant Studies, Minneapolis, MN.

Parish-Morris, J., Hirsh-Pasek, K., Golinkoff, R. M., Pulverman, R., & Patterson, S. (2012, June). *Parsing intentional action: A study of toddlers with autism spectrum disorder.* International Conference on Infant Studies, Minneapolis, MN.

Verdine, B., Filipowicz, A., Athanasopoulou, A., Chang, A., Golinkoff, R., and Hirsh-Pasek, K. (2012, May). *A longitudinal study of the relationship of geometry and spatial competency in 3-year-old children with later math skills.* American Psychological Society, Chicago, IL.

Parish-Morris, J., Pandey, J., Hirsh-Pasek, K., Golinkoff, R.M., Pulverman, R., Schultz, R.T., & Paterson, S. (May, 2012). *ADOS severity scores predict performance on a classic measure of intentional understanding in preschoolers on the spectrum.* International Meeting for Autism Research, Toronto, Canada.

Reed, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2012, April). *The art of the matter: Playful learning in an arts-enriched preschool.* American Education Research Association meeting, Vancouver, Canada.

Konishi, H., Wilson, F. & Golinkoff, R. (2012, March). *Japanese bilinguals' construal of novel verbs.* Bilingual and Multilingual Interaction Conference, Wales, UK.

Konishi, H., Ranganathan, S., Golinkoff, R. M., Hirsh-Pasek, K. (2011, October). *Finding the semantic components of dynamic events: Infants categorize manner of motion.* Cognitive Development Society, Philadelphia, PA.

Konishi, H., Wilson, F., & Golinkoff, M., R. (2011, November). *Japanese-English bilinguals' construal of novel verbs.* Bilingual Language Conference, New York University, NY.

Chang, A., Athanasopoulou, A., Borchers, J., Filipowicz, A. Zmich, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2011, October). *The shape of things: Young children's early geometric knowledge.* Cognitive Development Society, Philadelphia, PA.

Reed, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2012, April). *The art of the matter: Playful learning in an arts-enriched preschool.* American Educational Research Association Conference, Vancouver, British Columbia.



Gardner, M., Heiney-Gonzalez, D., Golinkoff, R., & Hirsh-Pasek, K. (2011, August). *Understanding how adults choose toys for children*. American Psychological Association, Washington, D.C..

Parish-Morris, J., Hirsh-Pasek, K., & Golinkoff, R.M. (2011, June). *Motion categorization in persons with autism spectrum disorder*. Cross-University Collaborative Mentoring Conference, Lehigh University, PA.

Fisher, K., Hirsh-Pasek, K., Newcombe, N.S., & Golinkoff, R.M. (2011, April) *When playful learning trumps direct instruction: The case of shape learning*. Society for Research in Child Development Conference, Montreal, QC, Canada.

Song, L., Stahl, A., Ranganathan, S., Golinkoff, R.M., & Hirsh-Pasek, K. (2011, April). *Labeling facilitates 19- to 21- month-olds' categorization of intransitive human actions*. Society for Research in Child Development Conference, Montreal, QC, Canada.

Stuehling, A., Song, L., Moynihan, N., Stahl, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2011, April). *What can children learn in children's museums? Different views from parents and experts*. Society for Research in Child Development Conference, Montreal, QC, Canada.

Reed, J., Fisher, K., Hirsh-Pasek, K., & Golinkoff, R.M. (2011, April). *The art of learning: The impact of arts-enriched preschool pedagogy on Head Start children's school readiness skills*. Society for Research in Child Development Conference, Montreal, QC, Canada.

Ranganathan, S., Stahl, A., Song, L., Golinkoff, R. M., & Hirsh-Pasek, K. (2011, April). *Which way?: Examining infants' ability to discriminate path information in naturalistic events*. Society for Research in Child Development Conference, Montreal, QC, Canada.

Stahl, A., Ranganathan, S., Tynan, E., Kranjec, A., Cardillo, E., Chatterjee, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2011, April). *Across the divide: Infants notice changes in manner and path in an occlusion event*. Society for Research in Child Development Conference, Montreal, QC, Canada.

Fisher, K., Hirsh-Pasek, K., Newcombe, N. S., & Golinkoff, R. M., (2011, April). *Untangling playful learning: Exploring the impact of dialogic inquiry and exploration in play-based pedagogies*. Society for Research in Child Development Conference, Montreal, QC, Canada.

Song, L., Stahl, A., Connell, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2011, March). *Young children's sensitivity to morphological cues for adjectives and verbs in English: A developmental story*. Society for Research in Child Development Conference, Montreal, QC, Canada.

Stahl, A., Rosenberry, S., Tynan, E., Golinkoff, R.M., & Hirsh-Pasek, K. (2011, March). *Infants divide and conquer: Using transitional probabilities to segment events*. Society for Research in Child Development Conference, Montreal, QC, Canada.

Chang, A., Hou, L., Athanasopoulou, A., McManaman, M. T., Rose, A., Neifert, C., Wong, W., Golinkoff, R. M., & Hirsh-Pasek, K. (2011, March). *Manipulating geometric forms in two-dimensional space: Effects of socioeconomic status on preschoolers' geometric-spatial ability*. Society for Research in Child Development Conference, Montreal, QC, Canada.

Chang, A., Hou, L., McManaman, M. T., Athanasopoulou, A., Stahl, A., Wong, W., Golinkoff, R. M., Hirsh-Pasek, & K., Newcombe, N.S. (2011, March). *Girls and boys square off: Gender differences in children's recognition of shapes*. Society for Research in Child Development Conference, Montreal, QC, Canada.

Roseberry, S., Richie, R., Hirsh-Pasek, K, & Golinkoff, R.M. (2011, March). *Babies catch a break: 7- to 9- month-olds track statistical probabilities in continuous, dynamic events*. Society for Research in

Child Development Conference, Montreal, QC, Canada.

Roseberry, S., Hirsh-Pasek, K., Richie, R., & Golinkoff, R.M. (2011, March). *Blicking through video chats: Contingent interactions help toddlers learn language*. Society for Research in Child Development Conference, Montreal, QC, Canada.

George, N., Goksun, T., Hirsh-Pasek, K., & Golinkoff, R. M. (2011, March). *Children's use of causal verbs*. 4th Annual Inter-Science of Learning Center Student and Post-Doc Conference, Washington, DC.

Song, L., Golinkoff, R. M., Stahl, A., & Hirsh-Pasek, K. (November, 2010). *When seeing is not enough: 19- to 21-month-olds rely on labels to categorize intransitive human actions*. Boston University Conference on Language Development, Boston, MA.

Parish-Morris, J., Hirsh-Pasek, K., Golinkoff, R.M., Pulverman, R., & Paterson, S. (2010, June). *Eye gaze as a measure of dynamic spatial processing in children with ASD: A two-second analysis*. Cross-university Collaborative Mentoring Conference, Cambridge, MA.

Parish-Morris, J., Hirsh-Pasek, K., Golinkoff, R.M., Pulverman, R., & Paterson, S. (2010, June). *Do children with ASD see intrinsic motion in "verb-ready" ways?* Symposium on Research in Child Language Disorders, Madison, WI.

Roseberry, S., Hirsh-Pasek, K., & Golinkoff, R.M. (2010, March). *Honey, we shrunk the Sesame characters! Going beyond symbols to increase language learning*. International Conference on Infant Studies, Baltimore, MD.

Göksun, T., Ferrara, K., Winslow, C., George, N., Hirsh-Pasek, K., & Golinkoff, R. M. (2010, March). *Forces and motion: How young children understand causal events*. International Conference on Infant Studies, Baltimore, MD.

Göksun, T., Tynan, E., Roseberry, S., George, N., Ferrara, K., Stahl, A., Hirsh-Pasek, K., & Golinkoff, R. M. (2010, March). *A new angle to infant causality*. International Conference on Infant Studies, Baltimore, MD.

Austin, S., Göksun, T., Hirsh-Pasek, K., & Golinkoff, R. M. (2010, March). *What is in an event? Infants' discrimination of inanimate figures on grounds in dynamic scenes*. International Conference on Infant Studies, Baltimore, MD.

Roseberry, S., Göksun, T., Hirsh-Pasek, K., Golinkoff, R.M., Misitzis, Y. (2010, March). *Categorization of space: Relational and distance changes in dynamic events*. International Conference on Infant Studies, Baltimore, MD.

Parish-Morris, J., Hirsh-Pasek, K., & Golinkoff, R.M. (2010, March). *Toddlers plugged into books: Reading electronic console books in the home affects traditional story comprehension*. International Conference for Infant Studies, Baltimore, Maryland.

Stahl, A., Roseberry, S., Tynan, E., Song, L., Golinkoff, R. M., & Hirsh-Pasek, K. (2010, March). *Breaking up is not hard to do: Transitional probabilities facilitate infants' dynamic event segmentation*. International Conference on Infant Studies, Baltimore, MD.

Stahl, A., Song, L., Tynan, E., Rocek, L., Ma, W., Wong, W., Golinkoff, R. M., & Hirsh-Pasek, K. (2010, March). *Getting around: Infants categorize paths in realistic events*. International Conference on Infant Studies, Baltimore, MD.

Stahl, A., Tynan, E., Song, L., Kranjec, A., Cardillo, E., Chatterjee, A., Wong, W., Golinkoff, R. M., & Hirsh-Pasek, K. (2010, March). *Manner, interrupted: Infants detect manner changes in occlusion events*. International Conference on Infant Studies, Baltimore, MD.

Fisher, K., Ferrara, K., Hirsh-Pasek, K., & Golinkoff, R. M. (2010, March). *Exploring the role of dialogic inquiry and exploration in guided play: An experimental study*. International Conference on Infant Studies, Baltimore, MD.

Song, L., Golinkoff, R. M., Stahl, A., & Hirsh-Pasek, K. (2010, March). *All action and no talk: 10- to 12-month-olds can form nonlinguistic categories of hopping and marching*. International Conference on Infant Studies, Baltimore, MD.

Wong, W., McManaman, M., Stahl, A., Golinkoff, R. M., Newcombe, N., & Hirsh-Pasek, K. (2010, March). *Triangles as pizza slices, circles in clocks: Representational complexity in children's recognition of shapes*. International Conference on Infant Studies, Baltimore, MD.

Wong, W., Leyenaar, C., Levenstein, T., Dewson, G., Monahan, M., Stahl, A., Shi, T., Golinkoff, R. M., Newcombe, N., & Hirsh-Pasek, K. (2010, March). *The square goes here! Language and action scaffolding during shape play with traditional and electronic shape sorting toys*. International Conference on Infant Studies, Baltimore, MD.

Goksun, T., Hirsh-Pasek, K., Imai, M., Konishi, H., & Golinkoff, R. (2009, November). *The 'where' of events: How do English- and Japanese-reared infants discriminate grounds in dynamic events?* Boston Child Language Conference, Boston, MA.

Tynan, E., Stahl, A., Ma, W., Song, L., & Rocek, L. (2009, November). *The path to language: Infants categorize paths in real-world events*. Boston Child Language Conference, Boston, MA.

Song, L., Nazzi, T., Moukawane, S., Golinkoff, R., & Stahl, A. (2009, November). *Sleepy vs. sleeping: Preschoolers' sensitivity to morphological cues for adjectives and verbs in English and French*. Boston Child Language Conference, Boston, MA.

Goksun, T., Austin, S., Hirsh-Pasek, K., Roseberry, R., & Golinkoff, R. M. (2009, October). *Categorization of grounds in dynamic events*. Cognitive Development Society, San Antonio, TX.

Infiesta, C., Golinkoff, R. M., Seston, R., R., & Hirsh-Pasek, K. (May, 2009). *Learning to use verbs in a second language: More than meets the eye*. International Mind, Brain and Education Society, Philadelphia, PA.

Golinkoff, R. M. & Hirsh-Pasek, K. (2009, May). *Why play?: Presenting the evidence*. Symposium organized for the International Mind, Brain, and Education conference, Philadelphia, PA.

Parish-Morris, J., Luyster, R., Tager-Flusberg, H., Hirsh-Pasek, K., & Golinkoff, R.M. (2009, May). *Vocabulary in 2-year-olds with autism spectrum disorder: A magnified verb problem?* International Conference for Autism Research, Chicago, IL.

Fisher, K., Hirsh-Pasek, K. A., & Golinkoff, R. M. (2009, March). *Exploring the roots of early education from an informal learning perspective*. Society for Research in Child Development Conference, Denver, CO.

Fisher, K., Nash, B., Hirsh-Pasek, K., Newcombe, N., & Golinkoff, R. (2009, April). *Breaking the mold: Altering preschoolers' concepts of geometric shapes*. Society for Research in Child Development, Denver, CO.

Maguire, M., Hirsh-Pasek, K. A., Golinkoff, R. M., Imai, M., Vanegas, S. B., & Pulverman, R. (2009, March). *Language specific strategies to verb acquisition: A comparison of English, Japanese, and Spanish*. Society for Research in Child Development Conference, Denver, CO.

Wong W., Lupandzina, S., Song, L., Ma, W., Golinkoff, R. M., Hirsh-Pasek, K. A. (2009, April). *A triangle by any other name: Geometric shape language use during play with traditional and electronic shape sorting toys*. Society for Research in Child Development Conference, Denver, CO.

Wong W., Ma, W., Stahl, A., Song, L., Strober, D. E., Rocek, L., Bosse, S., Golinkoff, R. M., Hirsh-Pasek, K. A. (2009, April). *Extraction of path and manner from naturalistic events: Going where how?* Society for Research in Child Development Conference, Denver, CO.

Pruden, S. M., Hirsh-Pasek, K., & Golinkoff, R. M. (2009, April). *Forming abstract spatial categories: Generalizing paths and manners to a new agent*. Society for Research in Child Development, Denver, CO.

Roseberry, S., Goksun, T., Hirsh-Pasek, K., Newcombe, N. S., Golinkoff, R. M., Novack, M., & Brayfield, R. (2009, April). *Individual differences in early event perception predict later verb learning*. Society for Research in Child Development, Denver, CO.

Ma, W., Golinkoff, R. M., Houston, D., York, K., Hirsh-Pasek, K., Song, L., Wong, W. (2009, April). *Baby talk for better word learning: Infant-directed speech works*. Society for Research in Child Development, Denver, CO.

Ma, W., Golinkoff, R. M., Hirsh-Pasek, K., Wong, W., Song, L., Stahl, A., Strober, D. E., Bither, K. (2009, April). *Meaning specificity: How does it affect children's verb learning and extension?* Society for Research in Child Development, Denver, CO.

Ma, W., Golinkoff, R. M., & Hirsh-Pasek, K. (2009, April). *Now that they have learned the verb, can they extend it?* Symposium for Society for Research in Child Development, Denver, CO.

Ma, W., Golinkoff, R. M., Hirsh-Pasek, K., Song, L., Wong, W. (2009, April). *Carrying the load: Chinese children's extension of familiar carry verbs*. Discussant: Cynthia L. Fisher. Society for Research in Child Development, Denver, CO.

Golinkoff, R.M. & Hirsh-Pasek, K. (2009, April). *A mandate for playful learning in preschool: Presenting the evidence*. Discussant: Edward Zigler. Symposium for Society for Research in Child Development, Denver, CO.

Goksun, T., Hirsh-Pasek, K., Golinkoff, R.M., Shallcross, W.L., Dimitrios Misitzis, Y., & Hafri, A. (2009, April). *How do preschoolers express cause in gesture and speech?* Society for Research in Child Development, Denver, CO.

Goksun, T., Roseberry, S., Hirsh-Pasek, K., & Golinkoff, R. M. (2009, April). *When is a path not a path? Spatial relationships account for infants' processing of path and manner*. Society for Research in Child Development, Denver, CO.

Song, L., Moukawane, S., Golinkoff, R.M., Nazzi, T., & Ma, W. (2009, April). *Using morphological cues: American and French 3- and 4-year-olds are better at mapping adjectives than verbs*. Society for Research in Child Development, Denver, CO.

Goksun, T., Hirsh-Pasek, K., Fisher, K., Dimitrios Misitzis, K., Ferrara, K. J., & Golinkoff, R. M. (2009, April). *Forces in action: Exploring preschoolers' causal understanding*. Society for Research in Child Development, Denver, CO.

Song, L., Golinkoff, R. M., Hirsh-Pasek, K., Merchant, S., Gardner, M. P., Zachar, D., & Bosse, S.

(2009, April). *Video versus vivo: How do young children best learn foreign vocabulary?* Society for Research in Child Development, Denver, CO.

Infiesta, C., Song, L., Golinkoff, R. M., Pulverman, R., & Hirsh-Pasek, K. (March, 2009). *Does the owl fly out of the tree or does the owl exit the tree flying? How L2 learners overcome their L1 lexicalization biases.* The 30th Annual Winter Applied Linguistics Conference, New York, NY.

Ma, W., Golinkoff, R. M., Wong, W., Hirsh-Pasek, K. (2008, November). *Does meaning specificity facilitate verb learning and extension?* Boston Child Language Conference, Boston, MA.

Göksun, T., Hirsh-Pasek, K., Golinkoff, R. M. (2008, July). *Figure and ground: Conceptual primitives for processing events.* In symposium organized by T. Göksun & S. Pruden, Foundations for learning relational terms events and learning relational terms. International Association for the Study of Child Language, Edinburgh, Scotland.

Roseberry, S., Hirsh-Pasek, K., Golinkoff, R.M., Pruden, S.M. (2008, July). *Finding the path: Infants notice path not distance in dynamic displays.* International Association for the Study of Child Language, Edinburgh, Scotland.

Wong, W., Uribe-Zarain, X., Fisher, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2008, June). *Parents' views of the benefits claimed in educational toy advertising.* Seventh International Conference on Interaction Design & Children, Chicago, IL.

Ma, W., Golinkoff, R. M., Houston, D., & Hirsh-Pasek, K., Strober, D. E. (2008, April). *Baby talk works!: Word-learning is better with infant- versus adult-directed speech.* Biennial Conference on Human Development, Indianapolis, IN.

Ma, W., & Golinkoff, R. M. (2008, March). *English- and Chinese-speaking children's word learning.* Chinese-American Educational Research and Development Association conference, New York, NY.

Song, L., Seston, R., Ma, W., Shallcross, W., Golinkoff, R. M., Shipley, T., Hirsh-Pasek, K. (2008, March). *Infants' sensitivity to geometric features of path in spatial events.* International Conference on Infant Studies, Vancouver, Canada.

Ma, W., Golinkoff, R. M., Houston, D., & Hirsh-Pasek, K. (2008, March). *Word-learning in infant- and adult-directed speech.* International Conference on Infant Studies, Vancouver, Canada.

Parish-Morris, J., Hirsh-Pasek, K., & Golinkoff, R.M. (2008, March). *Once upon a time: Parents talk differently to boys and girls during storybook reading.* International Conference on Infant Studies, Vancouver, Canada.

Roseberry, S., Hirsh-Pasek, K., Golinkoff, R.M., & Parish-Morris, J. (2008, March). *Educational television? Children's potential to learn verbs from television.* International Conference on Infant Studies, Vancouver, Canada.

Roseberry, S., Goksun, T., Hirsh-Pasek, K., Shallcross, W.L., & Golinkoff, R.M. (2008, March). *Where you're going trumps what you're doing: Infants prefer paths over manners in dynamic displays.* International Conference on Infant Studies, Vancouver, Canada.

Wong, W., Fisher, K., Uribe-Zarain, X., Ma, W., Golinkoff, R. M., Hirsh-Pasek, K. (2008, March). *Educational toys: Do parents believe the hype?* International Conference on Infant Studies, Vancouver, Canada.

Shallcross, W.L., Hirsh-Pasek, K., Golinkoff, R. M., Newcombe, N., Lloyd, M., Goksun, T., & Roseberry, S. (2008, March). *Building talk: Parental utterances during construction play.* International Conference on Infant Studies, Vancouver, Canada.

Goksun, T., Hirsh-Pasek, K., Roseberry, S., & Golinkoff, R.M. (2008, March). *Processing events and relational terms: Figures are more prominent than grounds*. International Conference on Infant Studies, Vancouver, Canada.

Song, L., Golinkoff, R. M., Ma, W., Seston, R., Hirsh-Pasek, K. (2008, March). *Jumping but not marching? The relationship between vocabulary knowledge and the categorization of intransitive actions*. International Conference on Infant Studies, Vancouver, Canada.

Deniz, D., Block-Ginsburg, M., & Golinkoff, R. M. (2008, February). *Long-term predictive validity of the MCDI: Relation to kindergarten outcomes*. Annual Convention of National Association of School Psychologists, New Orleans, LA.

Fisher, K., Hirsh-Pasek, K., & Golinkoff, R. M. (2007, November). *Mother versus expert beliefs: Disagreement in the nature and value of play*. Presented in symposium entitled, "Learning by doing: The role of exploratory play in cognitive development, organized by I. Z. Bonawitz & L. Shultz. Cognitive Development Society, Santa Fe, NM.

Song, L., Golinkoff, R. M., Bosse, S., & Ma, W. (2007, November). *Telling adjectives from verbs: 3-year-olds use morphological cues to interpret novel words*. Boston Child Language Conference, Boston, MA.

Parish-Morris, J., Collins, M., Hirsh-Pasek, K., & Golinkoff, R. M. (2007, November). *Talking books: What do children comprehend?* Boston Child Language Conference, Boston, MA.

Brandone, A., Golinkoff, R. M., Wilson, M., Hirsh-Pasek, K., Fox, B. J. (2007, July). *Computer administered language assessment for preschool children*. ASHA Schools Conference, Pittsburgh, PA.

Song, L., Golinkoff, R. M., Shipley, T., Hirsh-Pasek, K., Seston, R., & Ma, W. (2007, May). *Path to verb learning: Infants are sensitive to geometric features of path*. Association for Psychological Science, Washington, DC.

Ma, W., Golinkoff, R., Seston, R., Balderson, E., Faulkner, K., Song, L., & Hirsh-Pasek, K. (2007, May). *Path or manner? That is the question*. Association for Psychological Science, Washington, DC.

Ma, W., Golinkoff, R. M., Sun, W., Brandone, A., Hirsh-Pasek, K., & Song, L. (2007, May). *Carrying the load?: Chinese children's knowledge of familiar verbs*. Association for Psychological Science, Washington, DC.

Wong, W., Tomlinson, N., Ma, W., Serra, A., Seston, R., Golinkoff, R. M., Song, L., & Hirsh-Pasek, K. (2007, May). *Educational toys and media: Claims, parental purchasing behaviors and children's vocabulary*. Association for Psychological Science, Washington, DC.

Deniz-Can, D., Ginsburg-Block, M., & Golinkoff, R. M. (2007, March). *Measuring family involvement in early literacy: Parental beliefs as predictors*. Annual Convention of National Association of School Psychologists. New York, NY.

Roseberry, S., Hirsh-Pasek, K., & Golinkoff, R. M. (2007, March). *Getting into the action: How children learn verbs from video displays*. Eastern Psychological Association. Philadelphia, PA.

Pruden, S. M., Jones, M., Seston, R., Hirsh-Pasek, K., & Golinkoff, R. M. (2007, March). *Two views are better than one: Event comparison helps infants' abstract actions*. Society for Research in Child Development. Boston, MA.

Sootsman Buresh, J., Golinkoff, R. M., Seston, R., & Baker, S.A. (2007, March). *Hearing babies' ability to categorize non-speech phonemes predicts later language development*. Society for Research in

Child Development. Boston, MA.

Goksun, T., Jones, M., Hirsh-Pasek, K., Roeper, T., Golinkoff, R. M., & Roseberry, S. (2007, March). *Finding the missing piece: Ellipsis as a clue to grammatical development*. Society for Research in Child Development. Boston, MA.

Ma, W., Golinkoff, R. M., & Hirsh-Pasek, K. (2007, March). *Why do Chinese children learn more verbs?* Society for Research in Child Development. Boston, MA.

Parish-Morris, J. B., Jones, M.C., Hirsh-Pasek, K., & Golinkoff, R. M. (2007, March). *Is syntactic bootstrapping about syntax or about hearing the accompanying nouns?* Society for Research in Child Development, Boston, MA.

Seston, R., Golinkoff, R. M., Ginsburg-Block, M., Deniz Can, D., Tomlinson, N., Ferguson, T., Ma, W., & Hirsh-Pasek, K. (2007, March). *Hammering the point home: Children's comprehension of novel extensions of familiar verbs*. Society for Research in Child Development Conference, Boston, MA.

Song, L., Golinkoff, R. M., Seston, R., Ma, W., Shallcross, W., & Hirsh-Pasek, K. (2006, November). *Action stations: Verb learning rests on constructing categories of action*. Boston University Conference on Language Development. Boston, MA.

Collins, M., Parish-Morris, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2006, November). *Electronic or traditional books: Boon or bust for interactive reading?* Boston University Conference on Language Development. Boston, MA.

Maguire, M., Hirsh-Pasek, K., & Golinkoff, R. M. (2006, July). *Less is more in verb learning: Fewer exemplars facilitate novel verb extension*. International Conference on Infant Studies. Kyoto, Japan.

Parish, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2006, July). *What does it take to learn a verb?: A verb acquisition meta-analysis*. International Conference on Infant Studies. Kyoto, Japan.

Pulverman, R., Golinkoff, R. M., Hirsh-Pasek, K., Brandone, A. C., & Seston, R. (2006, July). *Linguistic input directs infants' attention to facilitate word learning*. International Conference on Infant Studies. Kyoto, Japan.

Pulverman, R., Golinkoff, R. M., Hirsh-Pasek, K., & Maguire, M. (2006, July). *On the beaten path: Multiple cues converge to make verb learning easier in Spanish*. International Conference on Infant Studies. Kyoto, Japan.

Pulverman, R., Golinkoff, R. M., Hirsh-Pasek, K., Brandone, A., & Seston, N. R. (2006, July). *Linguistic input directs infants' attention to facilitate word learning*. International Conference on Infant Studies. Kyoto, Japan.

Brandone, A., Deptula, T., & Golinkoff, R. M. (2006, June). *"Zorbs cloom": The influence of generic language on verb-learning*. Jean Piaget Society. Baltimore, MD.

Pilette, J., Campbell, J., Golinkoff, R. M., Brandone, A., & Seston, R. (2006, June). *This experiment is killing me! Children's comprehension of verb metaphor*. Jean Piaget Society. Baltimore, MD.

Seston, R., Pilette, J., Campbell, J., Tomlinson, Hirsh-Pasek, K., & Golinkoff, R. M. (2006, June). *Vacuuming with my mouth? Children's ability to extend verbs*. Jean Piaget Society. Baltimore, MD.

Ma, W., McDonough, C., Lannon, R., Golinkoff, R. M., Hirsh-Pasek, K., & Tardif, T. (2006, June). *A mental image is worth a thousand verbs: Imageability predicts verb learning*. Jean Piaget Society. Baltimore, MD.

Infiesta, C., & Pulverman, R. (2006, June). *Does the owl fly out of the tree or leave the tree flying?: The development and plasticity of lexicalization biases*. Jean Piaget Society. Baltimore, MD.

Wilson, M. S., Brandone, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2006, April). *Feasibility of computer administered language assessment*. Council for Exceptional Children. Salt Lake City, UT.

Göksun, T., Jones, M. C., Hirsh-Pasek, K., Roeper, T., & Golinkoff, R. M. (2006, April). *Sensitivity to ellipsis signals grammatical categories*. Conference on Human Development. Louisville, KY.

Seston, R., Brandone, A., Moynihan, N., Golinkoff, R. M., Hirsh-Pasek, K., & Song, J. (2006, March). *Active bodies, active minds: Learning opportunities in children's museums*. Eastern Psychological Association. Baltimore, MD.

Brandone, A., Seston, R., Golinkoff, R. M., & Hirsh-Pasek, K. (2006, March). *The story of 'ing': Young children expect to hear 'ing' on verbs but not on nouns*. Eastern Psychological Association. Baltimore, MD.

Shipley, T. F., Pruden, S., Pulverman, R., Golinkoff, R. M., & Hirsh-Pasek, K. (2005, November). *When action meets word: Event parsing, representation, and verb learning*. Psychonomics Society. Toronto, Canada.

Brandone, A., Addy, D. A., Pulverman, R., & Golinkoff, R. M. (2005, November). *One-for-one and two-for-two: Anticipating parallel structure between events and language*. Boston University Conference on Language Development, Boston, MA.

Jones, M. C., Parish, J., Brandone, A., Hirsh-Pasek, K., Golinkoff, R. M., Hansell, N., & Kogan, M. (2005, October). *The roles of labels and syntax in early verb learning*. Cognitive Development Society Fourth Biennial Meeting. San Diego, CA.

Pence, K., Golinkoff, R. M., & Winn, M. (2005, June). *Investigating action verb input to young language learners: How mothers introduce conceptual and linguistically challenging words*. Society for Research in Child Language Disorders. Madison, WI.

Salkind, S. J., Golinkoff, R. M., & Brandone, A. (2005, April) *Infants' attention to novel actions in relation to the conflation patterns of motion verbs*. Presented in a symposium entitled, "Action packed for language: Prelinguistic foundations for learning relational terms," organized by R. M. Golinkoff, & K. Hirsh-Pasek. Society for Research in Child Development. Atlanta, GA.

Pulverman, R., Brandone, A., Salkind, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2005, April). *The necessity for a recovery criterion in infant habituation experiments*. Society for Research in Child Development. Atlanta, GA

Pulverman, R., Golinkoff, R. M., Hirsh-Pasek, K., & Maldonado, D. (2005, April). *Linguistic relativity in one-year-olds? English and Spanish learning infants' attention to manner and path in silent events*. Society for Research in Child Development, Atlanta, GA.

Pence, K., Golinkoff, R. M., & Brandone, A. (2005, April). *The do-it-yourself guide to verb learning: Toddlers utilize a coalition of cues*. Society for Research in Child Development. Atlanta, GA.

Hirsh-Pasek, K., Golinkoff, R. M., Maquire, M., Mutsumi, I. (2005, April) *Verb learning: What makes verb learning so difficult*. Presented in a symposium entitled, "Is it really about nouns and verbs,"



organized by K. Hirsh-Pasek, & R. M. Golinkoff. Society for Research in Child Development. Atlanta, GA.

Haryu, E., Imai, M., Okada, H., Li, L., Hirsh-Pasek, K., Golinkoff, R. M., & Meyer, M. (2004, November). *Noun bias in Chinese children: Novel noun and verb learning in Chinese, Japanese and English preschoolers*. Boston University Conference on Language Development, Boston, MA.

Pulverman, R., Brandone, A., Salkind, S. J., Golinkoff, R. M. (2004, November). *One-year-old English speakers increase their attention to manner of motion in a potential verb learning situation*. Boston University Conference on Language Development, Boston, MA.

Golinkoff, R. M., Hirsh-Pasek, K., Meyer, M., Adde, D., Maguire, M., & Pulverman, R. (2004, August). *Understanding the paradox of verb learning*. International Congress of Psychology, Beijing, China. Presented in a symposium entitled, "Universal and language-specific factors influencing early verb learning," organized by M. Imai.

Hirsh-Pasek, K., Golinkoff, R. M., Pruden, S., & Salkind, S. (2004, August). *Foundations for verb learning: Infants detect and categorize "paths" and "manners"*. International Congress of Psychology, Beijing, China. Presented in a symposium entitled, "Universal and language-specific factors influencing early verb learning," organized by M. Imai.

Addy, D., Golinkoff, R. M., Sootsman, J., Pulverman, R., Meyer, M., & Hirsh-Pasek, K. (2004, April). *Is it a happening?: Children's comprehension of the present progressive morpheme*. International Conference on Infant Studies, Chicago, IL.

Hirsh-Pasek, K., Golinkoff, R. M., & Galinsky, E. (2004, April). *Infant research and the public eye: Do we have a role in translating research for public consumption?* Round table session at the International Conference on Infant Studies, Chicago, IL.

Hirsh-Pasek, K., & Golinkoff, R. M. (2004, April). *Cross-talk: Reconsidering domain specificity and domain generality in infant cognition*. Round table session at the International Conference on Infant Studies, Chicago, IL.

Pence, K., Golinkoff, R. M., Winn, M. B., Salkind, S. J., & Hirsh-Pasek, K. (2003, November). *Emergence of parents' conversational focus on verbs*. American Speech-Language-Hearing Association Convention.

Pulverman, R., & Golinkoff, R. M. (2003, November). *Starting out on the right path: Seven-month-olds' attention to potential verb preferences in nonlinguistic events*. Boston University Conference on Language Development.

Pruden, S., Hirsh-Pasek, K., Maguire, M., Meyers, M., & Golinkoff, R. M. (2003, November). *Foundations of verb learning: Infants categorize path and manner in motion events*. Boston University Conference on Language Development.

Meyer, M., Leonard, S., Hirsh-Pasek, K., Golinkoff, R. M., Imai, M., Haryu, E., Pulverman, R., & Addy, D. (2003, October). *Making a convincing argument: A crosslinguistic comparison of noun and verb learning in Japanese and English*. Boston University Conference on Language Development.

Pence, K., Golinkoff, R. M., & Winn, M. B. (2003, October). *More verbs to come: The developing focus on verbs in parents' speech to infants*. Boston University Conference on Language Development.

Pence, K. L., Golinkoff, R. M., Pulverman, R., Sootsman, J. L., Addy, D., Salkind, S. J., & Hirsh-Pasek, K. (2003, June). *The do-it-yourself-guide to verb learning: Infants utilize a coalition of cues*. Jean Piaget Society.

Addy, D., Golinkoff, R. M., Sootsman, J. L., Pence, K., Pulverman, R., Salkind, S., & Hirsh-Pasek, K. (2003, June). *Understanding the /ing/: Sensitivity to grammatical morphemes precedes their production*. Jean Piaget Society.

Baker, S., Sootsman, J., Golinkoff, R. M., & Petitto, L. (2003, April). *Hearing 4-month-olds' perception of handshapes in American sign language: No experience required*. Society for Research in Child Development.

Maguire, M., Meyer, M., Salkind, S., Hirsh-Pasek, K., & Golinkoff, R. M. (2003, April). *Keeping it simple: Mapping words onto actions*. Society for Research in Child Development.

Hennon, E., Hirsh-Pasek, K., & Golinkoff, R. M. (2003, April). *Speaker intention?: Autistic children may learn words without it*. Society for Research in Child Development.

Pruden, S., Pulverman, R., & Golinkoff, R. M. (2003, April). *Pathways to verb learning: Preverbal infants form action categories*. Society for Research in Child Development.

Rathbun, K., Bortfeld, H., Morgan, J., & Golinkoff, R. M. (2003, April). *What's in a frame: Using highly familiar items to aid segmentation*. Society for Research in Child Development.

Pulverman, R., Sootsman, J., Golinkoff, R. M., & Hirsh-Pasek, K. (2003, April). *Attention to manner and path in nonlinguistic event processing: English-speaking infants learn to mind their manners*. In a symposium entitled, *Infancy to adulthood: Exploring the effect of linguistic input on the discrimination of manner and path in motion events*, organized by M. Casasola. Society for Research in Child Development.

Hirsh-Pasek, K., Golinkoff, R. M., & Pruden, S. (2003, April). *The way you do that thing you do: Attention to path and manner in action words*. In a symposium entitled, *How event cognition is linked to event language*, organized by L. Wagner. Society for Research in Child Development.

Pulverman, R., Sootsman, J., & Golinkoff, R. M. (2002, November). *The role of lexical knowledge in nonlinguistic event processing: English speaking infants' attention to manner and path*. Boston Child Language Conference.

Rathbun, K., Bortfeld, H., Morgan, J., & Golinkoff, R. M. (2002, November). *What's in a name: Using highly familiar items to aid segmentation*. Boston Child Language Conference.

Bortfeld, H., Rathbun, K., Golinkoff, R. M., & Morgan, J. (2002, November). *Highly familiar items guide initial speech segmentation*. The 43rd Annual Meeting of the Psychonomics Society.

Bortfeld, H., Rathbun, K., Golinkoff, R. M., Morgan, J., & Sootsman, J. (2002, June). *Early name recognition helps initiate infant speech segmentation*. Association for Psychological Science.

Bortfeld, H., Rathbun, K., Golinkoff, R. M., Morgan, J., & Sootsman, J. (2002, April). *Name recognition and speech segmentation*. International Conference on Infant Studies.

Salkind, S., Sootsman, J., Golinkoff, R. M., Hirsh-Pasek, K., & Maguire, M. J. (2002, April). *Lights, camera, action!: Infants and toddlers create action categories*. International Conference on Infant Studies.

Pulverman, R., Sootsman, J., Golinkoff, R. M., & Hirsh-Pasek, K. (2002, April). *Infants' non-linguistic processing of motion events: One-year-old English speakers are interested in manner and path*. Stanford University Conference on Language Development.

Maguire, M., Hennon, E., Hirsh-Pasek, K., Golinkoff, R. M., Slutzky, C., & Sootsman J. (2001, November). *Mapping words to actions and events: How do 18-month-olds learn a verb?* Boston Child Language.

Hennon, E. A., Maguire, M. J., Slutzky, C.B., Sootsman, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2001, April) *Reconciling competing theories of word learning: Developmental changes from 10 to 24 months.* Society for Research in Child Development.

Maguire, M. J., Hennon, B., Slutzky, C., Golinkoff, R. M., & Hirsh-Pasek, K. (2001, April). *Infants' development of lexical categories: Moving from perceptual to social cues.* Society for Research in Child Development.

Speares, J., Sootsman, J., Piper, K., Golinkoff, R. M., Hollich, G., Chung, H., & Hennon, B. (2001, April). *The stuff of object labels: Will any sound from the mouth suffice?* Eastern Psychological Association Meetings.

Liu, J., Golinkoff, R. M., Goroff, J. H., & Carpenter, Q. A. (2000, November). *Two toys say more than two pictures: Young children's novel word extension at the superordinate level.* Boston Child Language Conference.

Hoskins, S., Golinkoff, R. M., & Arnold, K. (2000, August). *Discrimination of novel minimal pairs by 31- to 35-months old.* American Psychological Association.

Liu, E. J., Golinkoff, R. M., Piper, K., Chung, H., Hirsh-Pasek, K., & Ramey, C. H., & Bertenthal, B. I. (2000, August). *Point-light displays illuminate the abstract nature of children's motion verb representations.* Cognitive Science Society.

Hennon, E. A., Hirsh-Pasek, K., Golinkoff, R. M., Rocroi, C. S., Arnold, K., Maguire, M. J., Baker, S., & Driscoll, K. (2000, July). *From proper nouns to categories: Infants learn how words work.* International Conference on Infant Studies.

Hirsh-Pasek, K., Golinkoff, R. M. & Hollich, G. (2000, July). *Language development at the radical middle: The emergentist coalition model of word learning.* In a symposium entitled, Standing at the radical middle: Interactionism in infant development in the linguistic, spatial, and quantitative domains, organized by N. Newcombe and K. Hirsh-Pasek. International Conference on Infant Studies.

Golinkoff, R. M., Hennon, E. A., Maguire, M. J., Slutzky, C., Carpenter, Q. A., & Baker, S. (2000, April). *Reconciling competing theories of word learning: Developmental changes from 10 to 24 months.* Society for Research in Child Development.

Golinkoff, R. M., Arnold, K., Schweisguth, M., & Hirsh-Pasek, K. (2000, March). *Sensitivity to grammatical morphemes precedes their production: The case of /ing/.* Eastern Psychological Association Conference.

Chung, H., Golinkoff, R. M., Hirsh-Pasek, K., Bertenthal, B. I., & Brand, R. (2000, March). *Extending verb labels to point-light displays.* Eastern Psychological Association Conference.

Arnold, K., Golinkoff, R. M., Hirsh-Pasek, K., Driscoll, K., Rocroi, C., & Hollich, G. (1999, November). *The whole is greater than the sum of the parts: Investigating the object scope principle.* Boston Child Language Conference.

Hirsh-Pasek, K., Golinkoff, R. M., & Hollich, G. (1999, November). *The emergentist coalition model of word learning.* In a symposium entitled, Attention to multiple interactive cues offers insights for language researchers OR why each blind man saw only part of the elephant, organized by K. Hirsh-Pasek and R. M. Golinkoff. Boston Child Language Conference.

Piper, K., Panagos, R., & Golinkoff, R. M. (1999, May). *Infant-directed speech facilitates noun learning in Chinese by English-speaking adults: A replication of Golinkoff and Alioto (1995)*. Northeast Conference on Cognitive Science.

Golinkoff, R. M. (1999, April). Discussant of symposium entitled, Language and categorization: Which way does it go?, organized by A. Fulkerson. Society for Research in Child Development.

Golinkoff, R. M., & Hirsh-Pasek, K. (1999, April). *An emergentist coalition model for word learning: It takes multiple cues*. In a symposium entitled, Breaking the word learning barrier: What does it take?, organized by L. Smith and L. Bloom. Society for Research in Child Development.

Hollich, G., Rocroi, C. S., Allen, S. L., Hirsh-Pasek, K., & Golinkoff, R. M. (1999, April). *Testing language comprehension in infants: Introducing the split-screen preferential looking paradigm*. Society for Research in Child Development.

Hennon, E. A., Rocroi, C. S., Chung, H., Hollich, G., Driscoll, K., Hirsh-Pasek, K., Golinkoff, R. M. (1999, April). *Testing the principle of extendibility: Are new words learned as proper nouns or category labels?* Society for Research in Child Development.

Hirsh-Pasek, K., Hollich, G., Golinkoff, R. M., & Rocroi, C. (1998, May). *Advancing the preferential looking paradigm: When less is more*. Association for Psychological Science.

Golinkoff, R. M., Chung, H., Hirsh-Pasek, K., Rocroi, C., Hollich, G., McKinney, M., & Hennon, B. (1998, May). *What's new in word learning?: A new theory and a new method*. Association for Psychological Science.

Hoskins, S., Golinkoff, R. M., Chung, H., Hirsh-Pasek, K., & Rocroi, C. (1998, May). *Thirty-two to thirty-five-month-olds can discriminate novel minimal pairs*. Association for Psychological Science.

Hollich, G., Hirsh-Pasek, K., Golinkoff, R. M., Brand, R., Hankey, C., Rocroi, C., Chung, H., & McKinney, M. (1998, April). *Breaking the word barrier: How infants learn their first words*. International Conference on Infant Studies.

Liu, J., Golinkoff, R. M., & Sak, K. (1997, November). *One cow does not an animal make!: Children can extend novel words at the superordinate level*. Boston Child Language Conference.

Schweisguth, M. A., Golinkoff, R. M., & Hirsh-Pasek, K. (1997, April). *Dancelu?" Dancing?" Children are sensitive to verb morphology before they produce it*. Society for Research in Child Development.

Hirsh-Pasek, K., Golinkoff, R. M., Rehill, J. L., Wiley, J. G., & Brand, R. (1997, April). *Mapping words to referents: Multiple cues for word learning*. Presented in a symposium entitled, "What's a Word's Worth: Multiple Paths to Word Learning," organized by R. M. Golinkoff, K. Hirsh-Pasek, & L. B. Cohen. Society for Research in Child Development.

Hirsh-Pasek, K., Rehill, J., & Golinkoff, R. M. (1996, November). *Bridging the gap between social-pragmatic and lexical constraints for word learning: Can the Capulets live with the Montagues?* Presented in a symposium entitled, Reexamining the Role of Social Input in Early Word Learning: Where Social Theories Meet Constraints," organized by K. Hirsh-Pasek and R. M. Golinkoff at Boston Child Language Conference.

Golinkoff, R. M., & Hirsh-Pasek, K. (1996, July). *Language and cognition: The role of acoustic 'packaging' in carving up the world's events*. Seventh International Congress for the Study of Child Language.

Shuff-Bailey, M. M., Golinkoff, R. M., DeLorenzo, D., & Mihelsic, M. (1996, June). *Lexical extension in young children: Perceptual similarity bootstraps taxonomic extension*. Jean Piaget Society.

Golinkoff, R. M., Hirsh-Pasek, K., Reeves, L., Shuff-Bailey, M. (1996, April). *Changes in the young child's construal of the meaning of object words*. International Conference on Infant Studies. Presented in a symposium entitled, "When Does 'Apple' Mean Apple?: How Do Young Children Interpret Words?" organized by R. M. Golinkoff, S. Gelman, & K. Hirsh-Pasek.

Rehill, J. L., Heberle, J. F., Hirsh-Pasek, K., & Golinkoff, R. M. (1996, April). *Don't throw out directives!: Reinterpreting the relationship between language input and output*. International Conference on Infant Studies.

Golinkoff, R. M., Alioto, A., & Hirsh-Pasek, K. (1995, November). *Infants' word learning is facilitated when novel words are presented in infant-directed speech in sentence-final position*. Boston Child Language Conference.

Golinkoff, R. M., & Hirsh-Pasek, K. (1995, August). *Let the mute speak: What infants can tell us about language acquisition*. American Psychological Association.

Deemer, S., & Golinkoff, R. M. (1995, April). *The role of gazing and pointing in infants' understanding of referential intent*. Society for Research in Child Development.

Heberle, J. F., Kaufman, D., Grego, J., Hirsh-Pasek, K., & Golinkoff, R. M. (1995, April). *Context effects on linguistic input and development of children's language*. Society for Research in Child Development.

Shuff-Bailey, M. M., & Golinkoff, R. M. (1995, April). *Lexical extension in young children: Perceptual similarity vs. object kind*. Society for Research in Child Development.

Golinkoff, R. M., Parillo, M., & Hirsh-Pasek, K. (1994, November). *Novel verb comprehension: Immediate extension to new agents*. Boston Child Language Conference.

Hirsh-Pasek, K., Golinkoff, R. M., Hermon, G., & Kaufman, D. (1994, April). *Evidence from comprehension for the early knowledge of Principle B*. Stanford Child Language Research Forum.

Golinkoff, R. M., Blewitt, P., & Alioto, A. (1994, March). *When a hammer is not a tool: Toddlers' basic level label preference*. Thirteenth Biennial Conference on Human Development.

Golinkoff, R. M., Alioto, A., & McGrath, E. (1993, March). *Infant-directed speech facilitates lexical acquisition in adults learning Chinese: Implications for the language learning infant*. Society for Research in Child Development.

Golinkoff, R. M., & Hirsh-Pasek, K. (1993, March). *Early object labels: The case for a developmental lexical principles framework*. Society for Research in Child Development.

Kenealy, L., Golinkoff, R. M., & Hirsh-Pasek, K. (1993, March). *The principle of object scope: Labels promote attention to whole objects*. Society for Research in Child Development.

Golinkoff, R. M., Alioto, A., Hirsh-Pasek, K., & Kaufman, D. (1992, October). *Infants learn lexical items better in infant-directed than in adult-directed speech*. Boston Child Language Conference.

Shah, P., & Golinkoff, R. M. (1992, August). *The role of functional knowledge in young children's categorizations*. American Psychological Association.

Golinkoff, R. M., Mennuti, T., Lengle, C., & Hermon, G. (1992, May). *Is "glorpy" a noun or an adjective?: Identifying the part of speech of a novel word*. International Conference on Infant Studies.

Golinkoff, R. M., Diznoff, J., Yasik, A., & Hirsh-Pasek, K. (1992, May). *How children identify nouns versus verbs*. International Conference on Infant Studies.

Shuff-Bailey, M., Golinkoff, R. M., & Ruan, W. (1992, April). *Word extensions: A bias toward taxonomic or away from thematic organization?* Conference on Human Development.

Burger-Judisch, L., Gill, L., Molfese, D., & Golinkoff, R. M. (1992, April). *Evoked responses discriminate nouns from verbs during a visual-auditory matching task*. Midwestern Psychological Association.

Golinkoff, R. M., & Olguin, R. (1991, May). *How children extend the meaning of words: A bias toward taxonomic organization?* Jean Piaget Society.

Mervis, C. B., Golinkoff, R. M., & Bertrand, J. (1991, April). *Young children learn synonyms: A refutation of the principle of mutual exclusivity*. Society for Research in Child Development.

Jacquet, R., Golinkoff, R. M., Olguin, R., & Hirsh-Pasek, K. (1991, April). *Principles proposed for noun acquisition can be extended to verbs*. Society for Research in Child Development.

Sevcik, R. A., Savage-Rumbaugh, E. S., Hirsh-Pasek, K., Golinkoff, R. M. (1991, April). *Overextensions in a pygmy chimpanzee are referential and not associative in nature*. Society for Research in Child Development.

Golinkoff, R. M., & Hirsh-Pasek, K. (1990, October). *The preferential looking paradigm: Language comprehension revealed*. Boston Child Language Conference.

Golinkoff, R. M., & Hirsh-Pasek, K. (1990, April). *The comprehension-production debate in language acquisition: Where does it stand?* International Conference on Infant Studies.

Naigles, L., Golinkoff, R. M., & Hirsh-Pasek, K. (1989, October). *Comprehension of the passive voice by two-year-olds*. Boston Child Language Conference.

Golinkoff, R. M., Bailey, L., Wenger, N., & Hirsh-Pasek, K. (1989, April). *Word learning constraints: Why and how many?* Society for Research in Child Development. Presented in a symposium entitled, "The Case for 'Constraints' on Lexical Acquisition," organized by R. M. Golinkoff.

Hirsh-Pasek, K., Naigles, L., Golinkoff, R. M., Gleitman, L. R., & Gleitman, H. (1988, October). *Syntactic bootstrapping: Evidence from comprehension*. Boston Child Language Conference.

Golinkoff, R. M., & Hirsh-Pasek, K. (1988, August). *Language comprehension reveals a new picture of language development*. International Congress of Psychology.

Hirsh-Pasek, K., & Golinkoff, R. M. (1988, April). *Infants' comprehension of word combinations: Paving the road for the acquisition of grammar*. International Conference on Infant Studies.

Naigles, L., Hirsh-Pasek, K., Golinkoff, R. M., Gleitman, L., & Gleitman, H. (1987, October). *From linguistic form to meaning: Evidence for syntactic bootstrapping by two-year-olds*. Boston Child Language Conference.

Golinkoff, R. M., & Hirsh-Pasek, K. (1987, April). *The natural order of things: Word order comprehension in infancy*. Society for Research in Child Development.

Hirsh-Pasek, K., Golinkoff, R. M., & Cauley, K. (1987, April). *The verb's the thing, therein to catch the origins of grammar*. Society for Research in Child Development.

Prior to 1987, 26 papers presented at the meetings of the Society for Research in Child Development, American Educational Research Association, Jean Piaget Society, International Conference on Infant Studies, and other meetings.

### INVITED ADDRESSES

Golinkoff, R. M. (2018, April). *Language matters!* Arizona Department of Education, Early Childhood Education. Phoenix, AZ.

Golinkoff, R. M. (2018, March). *Carving the world's events for language.* Eastern Psychological Association Meeting, Philadelphia, PA.

Golinkoff, R. M. (2018, March). *Language input matters earlier than you think!* American Cochlear Implant Alliance. Washington, D.C.

Golinkoff, R. M. (2018, February). *Language matters!* Congressional Briefing for Congresswoman Rosa DeLauro and Congressman Chuck Fleischmann. Organized by Zero to Three. Washington, D.C.

Hirsh-Pasek, K. & Golinkoff, R. M. (2018, February). *Guided play: How PBS Ready to Learn can move the needle from science to practice.* PBS Ready to Learn Meeting, Washington, D.C.

Golinkoff, R.M. (2018, January). *Gu gu ga ga: What's new in language development?* The Early Learning Coalition of Sarasota. Sarasota, FL.

Golinkoff, R. M. (2018, January). *Presenting the QUILS: Quick Interactive Language Screener for children 3;0 to 5;11.* 2018 Principal Investigators Meeting, Institute of Education Sciences, Washington, D.C.

Golinkoff, R.M. (2017, November). *Becoming brilliant: re-imagining education for our time.* Independence School, Newark, DE.

Hirsh-Pasek, K. & Golinkoff, R. M. (2017, June). *Re-imagining education: Playful learning in and out of school.* Mini-conference on Playful Learning. Temple University, Philadelphia.

Golinkoff, R. M. (2017, June). *From coo to code in the baby's first years: News from the crib on language development.* Texas Association for the Education of Young Children. Dallas, TX.

Golinkoff, R. M. (2017, June). *From coo to code: What's new in language development?* AG Bell Listening and Spoken Language Symposium. Washington, D. C.

Golinkoff, R. M. (2017, May). *Plearning.* Lego Advisory Research Board, Billund, Denmark.

Golinkoff, R. M. (2017, May). *Plearning and planguage.* Lego Advisory Research Board, Copenhagen, Denmark.

Golinkoff, R. M. (2017, April). *Crossing the research to practice bridge.* First Annual Preschool Translational Science Conference, Wesleyan University.

Golinkoff, R. M. (2017, March). *Gu gu ga ga: What's new in language development?* Osher Lifelong Learning Center, Wilmington, DE.

Golinkoff, R. M. (2017, February). *Becoming brilliant: re-imagining education for our time.* World Government Summit, invited by World Bank. Dubai, United Arab Emirates.

Golinkoff, R. M. (2017, February). *Becoming brilliant: re-imagining education for our time*. Learning and the Brain Conference, San Francisco, CA.

Golinkoff, R. M. (2016, December). *Introducing the QUILS: Quick Interactive Language Screener*. Part of a symposium moderated by R. Golinkoff, Flash Talks: Lightning Fast Demonstrations of Education Technology. 2016 Principal Investigators Meeting, Institute of Education Sciences, Washington, D.C

Golinkoff, R. M. & Tofig, D. (2016, December). *Education science in a social media world: How do we get our work out there?* 2016 Principal Investigators Meeting, Institute of Education Sciences, Washington, D.C.

Golinkoff, R. M. (2016, December). *The power of play for preparing children in a global world*. Webinar for Organization of American States, Inter-American Teacher Education Network.

Golinkoff, R. M. (2016, November). *Language for reading: Lessons from the crib for the home, classroom, and library*. Middle County Public Library Distinguished Speaker Series, Centerreach, NY

Golinkoff, R. M. (2016, November). *Lessons from the crib: What's new in language development?* American Speech Language Hearing Association, Philadelphia, PA.

Hirsh-Pasek, K. & Golinkoff, R. M. (2016, October). *Putting the education back into "educational apps."* Society for Research in Child Development special topic meeting on Technology and Media in Children's Development. Irvine, CA.

Golinkoff, R. M. (2016, September). *Shape up! Spatial (and math) skills matter for our future!* Best Practices in Early Childhood Education: Reshaping Florida's Early Education. Sponsored by Evolution Institute and United Way. Tampa, FL.

Golinkoff, R. M. (2016, September). *Lessons from the sandbox for the boardroom: Realizing the promise of high quality preschool*. Best Practices in Early Childhood Education: Reshaping Florida's Early Education. Sponsored by Evolution Institute and United Way. Tampa, FL.

Golinkoff, R. M. (2016, September). *Becoming Brilliant: Reimagining education for our time*. Ontario English Catholic Teachers' Association (OECTA), Ontario, Canada.

Hirsh-Pasek, K., & Golinkoff, R. M. (2016, September). *Can we put real education into "educational" apps?* Invited symposium, *Growing up in a digital world: The good, the bad, and the ugly*. International Mind, Brain, and Education Society Conference, Toronto, CA.

Golinkoff, R.M. (2016, June). *Lessons from the crib: What's new in language development?* Webinar for Jumpstart.

Golinkoff, R. M. (2016, May). *The power of play: Stacking the blocks of learning*. Smart Start Conference, Greensboro, NC.

Golinkoff, R. M. (2016, May). *Goo goo ga ga: What's new in language development?* Pediatricians of Delaware Continuing Education, Christiana Hospital, Christiana, DE.

Golinkoff, R. M. (2016, February). *Shape up America!: Fueling young children's spatial skills*. In service day for Nursery Kindergarten Association of Delaware, Wilmington, DE.

Golinkoff, R. M. (2016, April). *Re-imagining high quality education: The case of the Philippines*. Lego Ideas Conference, Billund, Denmark.



Golinkoff, R. M., Hirsh-Pasek, K., Levine, D., Pace, A., Goksun, T., George, N., & Konishi, H. (2015, December). *Carving events for language: The role of language*. SILC Workshop on Space and Language. University of California, San Diego, CA.

Golinkoff, R. M. & Hirsh-Pasek, K. (2015, December). *Unlocking the potential of translational science and effective dissemination strategies*. 2015 Principal Investigators Meeting, Institute of Education Sciences, Washington, D.C..

Golinkoff, R. M. (2015, December). *Playing for learning in a digital world*. Technology in the classroom: Does it compute? A panel discussion hosted by Representative Gail Lavielle and the Connecticut Commission on Children. Hartford, CT.

Hirsh-Pasek, K. & Golinkoff, R. M. (2015, October). *Play power: Play fuels academic and social development*. Action for Children benefit, Columbus, OH.

Golinkoff, R. M. (2015, October). *At the touch of a screen: A new test of early language development*. Council of Chief State School Officers, Washington, D.C.

Golinkoff, R. M. & Verdine, B. (2015, October). *Early spatial knowledge predicts to later mathematics*. Cognitive Development Society, Columbus, OH.

Golinkoff, R. M. (2015, September). *Preparing 21st century children for a global world: It all starts in preschool and kindergarten*. Public lecture at University of Stavanger, Norway.

Hirsh-Pasek, K. & Golinkoff, R. M. (2015, July). *Learning to play; playing to learn*. University of Hawaii at Manoa. Oahu, HI. (Also presented at Kapua, on island of Maui, and on Hawaii)

Golinkoff, R. M. & Hirsh-Pasek, K. (2015, July). *The 6C's: Preparing students for success in the 21st century*. Webinar to Teach for All, offshoot of Teach for America.

Golinkoff, R. M. (2015, June). *Dissemination: How real experiences tell the tale*. Research Symposium: Bringing Early Childhood Research onto the Community Table, National Institute for Early Childhood Professional Development, New Orleans, LA.

Golinkoff, R. M. (2015, April). *Language for reading: Lessons from the crib for the classroom*. Western Psychological Association, Las Vegas, NV. [Talk for APA Distinguished Scientific Lecturer Award]

Morini, G. & Golinkoff, R. M. (April 2015). *Monolingual and bilingual language development: What do we know and how can we facilitate it?* 4<sup>th</sup> Annual Making a Difference Conference for Early Childhood Professionals, Dover, DE.

Golinkoff, R. M. & Hirsh-Pasek, K. (2015, May). *Living in Pasteur's Quadrant: Navigating the uncharted waters between basic and applied research*. Association for Psychological Science, New York, New York. [Talk for 2015 James McKeen Cattell Fellow Award]

Golinkoff, R. M. (2015, March). *Playful learning through the arts: Preparing 21st century children for a global world*. Washington, D.C.

Golinkoff, R.M., Verdine, B., & Hirsh-Pasek, K. (2015, March). *The square goes here: links between spatial and mathematical skill in preschoolers*. Latin American School for Education, Cognitive, and Neurosciences, Atacama, Chile.

Hirsh-Pasek, K. & Golinkoff, R. M. (2015, March). *Six principles for language development*. Latin American School for Education, Cognitive, and Neurosciences, Atacama, Chile.

Hirsh-Pasek, K. & Golinkoff, R. M. (2015, February). *Putting education back into “educational apps.”* Sesame Workshop, New York, NY.

Golinkoff, R. M. & Hirsh-Pasek, K. & Verdine, B. ((2015, January). *Shape up! How children learn about geometric shapes and spatial assembly.* SILC Workshop on Space and Language, University of California, San Diego, CA.

Hirsh-Pasek, K, Golinkoff, R. M., Pace, A., & Levine, D. (2015, January). *Carving events for language.* SILC Workshop on Space and Language. University of California, San Diego, CA.

Golinkoff, R. M. (2014, December). *Guiding principles to promote language and literacy development.* The Norwegian Agderprosjekt Workshop, Chicago, IL.

Golinkoff, R. M. (2014, December). *From coo to code in the baby's first year: Language development starts before implants.* Association of Cochlear Implantation. Nashville, TN.

Hirsh-Pasek, K. & Golinkoff, R. M. (2014, November). *Putting education back into “educational apps.”* Google Education Group, Boston, MA.

Golinkoff, R. M. (2014, October). *From coo to code in the baby's first year: Language development starts before implants.* The Sound Wave Symposium, San Diego, CA.

Golinkoff, R. M. (2014, September). *Playful learning and language matter!* West End Head Start Program, in-service day for teachers, Wilmington, DE.

Hirsh-Pasek, K. & Golinkoff, R. M. (2014, September). *Putting education back into “educational apps.”* Institute for Education Sciences Meeting, Washington, D.C.

Golinkoff, R. M. (2014, June). *How much is too much? Parenting in the digital age.* Panel on children's media. Boston Children's Museum, Boston, MA.

Hirsh-Pasek, K. & Golinkoff, R. M. (2014, May). *Harnessing the science of learning to promote real educational apps or finding the “education” in educational apps.* American Psychological Society, San Francisco, CA.

Golinkoff, R. M. (2014, April). *Mystery replication!?: Block talk builds spatial learning.* Lego Foundation Conference, Billund, Denmark.

Golinkoff, R. M. (2014, March). *How babies talk.* University of Delaware Diamonds Society, Newark, DE.

Golinkoff, R. M. (2014, February). *The power of play: Preparing 21<sup>st</sup> century children for a global world.* National Association of School Psychologists, Washington, D.C.

Golinkoff, R. M. (2014, January). *The power of play: Preparing 21<sup>st</sup> century children for a global world.* American Alliance for Theatre Educators, Bethesda, Maryland.

Golinkoff, R. M. (2013, October). *The power of play: Preparing 21<sup>st</sup> century children for a global world.* Webinar to National Soccer Organization, Newark, DE.

Golinkoff, R. M. (2013, November). *Language for reading: Lessons from the crib for the classroom.* Reach Out and Read at Children's Hospital of Pennsylvania, Philadelphia, PA.

Golinkoff, R. M. & Hirsh-Pasek, K. (2013, November). *Play and playful learning: Preparing 21<sup>st</sup> century children for a global world.* Evolutionary Perspectives on Educational Research, Policy, and Practice, Arlington, VA.

Golinkoff, R. M. (2013, May). *The power of play: Preparing 21<sup>st</sup> century children for a global world*. Wilmington Friends School, Wilmington, DE.

Golinkoff, R. M. (2013, April). *Play = learning: Preparing 21<sup>st</sup> century children for a global world*. Connections class at Center for Lifelong Learning, University of Delaware, Wilmington, DE.

Golinkoff, R. M. (2013, April). *From coo to code in the baby's first year: Language development starts before implants*. American Academy of Audiology, Anaheim, CA.

Golinkoff, R.M. (2013, March). *Shape up! Young children's knowledge of geometric forms and spatial assembly*. Latin American School for Education, Cognitive, and Neurosciences, Ilheus, Brazil.

Golinkoff, R. M. (2013, January). *Trading spaces*. La Jolla Conference on Space and Language, Spatial Intelligence Learning Center (SILC) at Temple University, La Jolla, CA.

Golinkoff, R. M. (2012, June). *Sharing our science: From the lab to the living room and classroom*. National Association for the Education of Young Children Institute for Early Childhood Professional Development, Indianapolis, IN.

Golinkoff, R. M. (2012, May). *Words for the future*. Department of Linguistics and Cognitive Science Convocation. University of Delaware, Newark, DE.

Golinkoff, R. M. (2012, April). *The art of the matter*. Young Audiences conference, Building Creative Connections. Baltimore, MD.

Golinkoff, R. M. (2012, April). *Goo goo ga ga: How do babies learn language? Current Directions in Psychological Science* Speaker Series. Webinar.

Golinkoff, R. M. (2012, April). *Playing for the future: How children's museums prepare the next generation for the new world*. Minneapolis Children's Museum, Minneapolis, MN.

Golinkoff, R. M. (2012, January). *Giving back what you've learned*. Doctoral hooding event, University of Delaware, Newark, DE.

Golinkoff, R. M. (2011, December). *The gift of play*. Grace Church Preschool, Wilmington, DE.

Golinkoff, R. M. (2011, November). *How babies talk*. Phi Beta Kappa induction ceremony at the University of Delaware, Newark DE.

Golinkoff, R. M. (2011, November). *What have you discovered lately? Forays in developmental and translational science*. Address before President and Faculty of University of Delaware for receipt of Francis Alison Award, Newark, DE.

Golinkoff, R. M. (2011, October). *The play imperative*. Knowledge Network for Applied Educational Research, Toronto, Canada.

Hirsh-Pasek, K. & Golinkoff, R. M. (2011, October). *Language for reading: Lessons from the crib for the classroom*. Infants' Learning of Multiple Languages, funded by Society for Research in Child Development, New York University, New York City.

Golinkoff, R. M. & Hirsh-Pasek, K. (2011, October). *Trading spaces: When language meets "universal" components of events*. Infants' Learning of Multiple Languages, funded by Society for Research in Child Development, New York University, New York City.

Golinkoff, R. M., Pizzolongo, P., & Snow, K. (2011, October). *Supporting school readiness through playful learning*. Office of Head Start Birth to Five Leadership Institute, Washington, D.C..

Golinkoff, R. M. (2011, September). *Playing for our future*. Tower Hill School, Wilmington, DE.

Golinkoff, R. M. (2011, June). *How babies talk*. Alumni Association of the College of Human Resources, University of Delaware, Newark, DE.

Golinkoff, R. M. & Hirsh-Pasek, K. (2011, August). *Moving psychological science from the lab to the living room and even to the streets!* American Psychological Association Meeting in receipt of the Urie Bronfenbrenner Award, Washington, D.C.

Golinkoff, R. M. (2011, June). *Speaking out for the role of language and play in early literacy*. Sprachliche Bildung von Anfang an. Munich, Germany.

Golinkoff, R. M. (2011, May). *Playing for the future: Preparing 21<sup>st</sup> century children for a global economy*. Excellence in Early Learning Conference, Saskatoon, Saskatchewan, Canada.

Golinkoff, R. M. (2011, April). *Playing for the future*. Tennessee Early Childhood Training Alliance. Nashville, TN.

Golinkoff, R. M. & Magsamen, S. (2011, February). *Sharing the science of playing around*. Kaboom! Play Academy Conference. Potomac, MD.

Golinkoff, R. M. (2011, February). On panel sponsored by AAAS on communicating science to non-scientists with Beverly Purnell, senior editor at *Science*. University of Delaware, Newark, DE.

Golinkoff, R. M. (2011, January). *Playful learning wins*. Marnix Academy. Utrecht, The Netherlands.

Golinkoff, R. M. (2011, January). *Playing for the future: Why we need The Ultimate Block Party*. University of Applied Sciences of Utrecht. Utrecht, The Netherlands.

Hirsh-Pasek, K. & Golinkoff, R. (2011, March). *From the classroom to the living room: developmental science goes live*. Plenary address for Society for Research in Child Development Preconference on Teaching Developmental Science, Montreal, Canada.

Golinkoff, R. M. (2010, December). *How do babies learn to talk? (And why do we care if our children play?)* Women and Children's Health Conference. Delaware Health Science Alliance, Newark, DE.

Golinkoff, R. M. (2010, October). *Why does play = learning?* Alberta Early Years Conference, Edmonton, Canada.

Golinkoff, R. M. (2010, August). *Playing for the future*. Learning and Development in Early Childhood, European Association for Research on Learning and Instruction. Lucerne, Switzerland.

Golinkoff, R. M. (2010, July). *Play power: Raising successful children for the 21<sup>st</sup> century*. State of Texas Conference on Education of the Deaf and Hard of Hearing. Fort Worth, TX.

Golinkoff, R. M. (2010, July). *Ga ga gu gu: What's new in language acquisition?* State of Texas Conference on Education of the Deaf and Hard of Hearing. Fort Worth, TX.

Golinkoff, R. M. (2010, June). *The power of play for children in the 21<sup>st</sup> century*. Partners in Play Forum Conference, Port Discovery Museum, Baltimore, MD.

Golinkoff, R. M. (2010, June). *How babies talk*. Lecture to pediatricians at Grand Rounds, Christiana Hospital, Christiana, DE.

Golinkoff, R. M. (2010, May). *How babies talk and why it matters for learning to read*. Building a Grade Level Reading Campaign in Georgia. Atlanta Speech School, Atlanta, GA.

Hirsh-Pasek, K. & Golinkoff, R. M. (2010, May). *How babies talk*. Infant-Toddler Child Care Meeting. Frank Porter Graham Institute, University of North Carolina, Chapel Hill, NC.

Golinkoff, R. M. (2010, May). *The benefits of playful learning: What does the research tell us?* Elementary Teachers' Federation of Ontario, Ontario, Canada.

Golinkoff, R. M. (2010, May). *The benefits of playful learning: What does the research tell us?* Catholic Teachers of Ontario, Ontario, Canada.

Golinkoff, R. M. (2010, March). *Play power! A better way to grow smart and happy kids for the 21<sup>st</sup> century*. Children Together Conference, Alexandria VA.

Golinkoff, R. M., Papas, M., & Fina, N. (2010, March). *Educating children with hearing loss: Delaware needs a new model now*. State Council for Persons with Disabilities, Middletown, DE.

Hirsh-Pasek, K. & Golinkoff, R. M. (2009, December). *A mandate for playful learning*. Conference entitled, "Playful Learning: The Role of Play in Early Childhood Education Settings," sponsored by the Office of Planning Research and Evaluation of the Administration for Children and Families, the National Institute of Child Health and Human Development, and the U.S. Office of Special Education Programs.

Golinkoff, R. M. (2009, December). *The 6Cs: Preparing children for success in the 21<sup>st</sup> century*. Executive meeting of America's Promise Alliance, Medford, MA.

Golinkoff, R. M. (2009, November). *Play power! A better way to grow smart and happy kids for the 21<sup>st</sup> century*. Parenting Tools Lecture series, Olympia, WA.

Hirsh-Pasek, K. & Golinkoff, R. M. (2009, October). *Speaking out for the role of language in reading and school achievement*. National Academy of Sciences Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap. Menlo Park, CA.

Golinkoff, R. M. (2009, April). *The power of play: Preparing 21<sup>st</sup> century children for a global world*. Fifth Annual School Readiness Symposium, Fairfax, VA.

Hirsh-Pasek, K. & Golinkoff, R. M. (2009, May). *Playing for the future: The 6 C's*. Association of Children's Museum Conference, Philadelphia, PA.

Golinkoff, R. M. (2009, July). *How do young children learn verbs?* Plenary address, 11<sup>th</sup> Annual International Conference of the Japanese Society for Language Sciences, Tokyo, Japan.

Golinkoff, R. M. (2008, December). *How do children learn words?: A view from the radical middle*. D.O. Hebb Lecture, McGill University, Montreal, Canada.

Golinkoff, R. M. & Hirsh-Pasek, K. (2008, December). *Playing for the future*. Central Region of Jumpstart for Young Children, Chicago, IL.

Golinkoff, R. M. (2008, November). *Play = Learning: Preparing 21<sup>st</sup> century children for a global world*. National Children's Museum, Washington, D.C.

Golinkoff, R. M. (2008, November). *Play = learning: How play motivates children's academic and social development*. Waldorf School, Baltimore, MD.

Hirsh-Pasek, K., Golinkoff, R. M., & Goksun, T. (2008, June). *Trading spaces: When language meets "universal" components in events. The ins and outs of spatial language: From theory to practice.* SILC (Spatial Intelligence and Learning Center) Conference, University of Chicago.

Golinkoff, R. M. & Hirsh-Pasek, K. (2008, May). *The power of play.* Keynote address, University of Pennsylvania, Annual Cross-University Collaborative Mentoring Conference.

Golinkoff, R. M., Hirsh-Pasek, K., Goksun, T., Roseberry, S., Pulverman, R., Pruden, S. (2008, April). *Foundations of verb learning: How infants view motion events.* Princeton University Mini-Conference on Language Acquisition (organizer: A. Goldberg).

Golinkoff, R. M. (2008, March). *What's play got to do with it?* Workshop for Delaware Association of Teachers of Preschools and Kindergartens. Newark, DE.

Golinkoff, R. M. (2008, February). *Ethical considerations in research with families and young children.* Invited to speak to graduate students as part of a research training certification program. University of Delaware, Newark, DE.

Golinkoff, R. M. (2008, February). *Raising successful children for the 21<sup>st</sup> century: It's simpler than you think!* Temple Beth Emeth Education Week Speaker, Wilmington, DE.

Golinkoff, R. M. (2007, November). *How do babies learn to talk?* Keynote speaker to Women of Promise Dinner Event, University of Delaware, Newark, DE.

Golinkoff, R. M. & Hirsh-Pasek, K. (2007, May). *Play = Learning: What play tells us about how children learn.* Keynote for the Focus on Play Preconference for the Association of Children's Museums Conference in Chicago.

Hirsh-Pasek, K. & Golinkoff, R. M. (2007, May). *The play imperative: Raising successful children for the 21<sup>st</sup> century.* Children's Museum of Manhattan, New York, NY.

Hirsh-Pasek, K., & Golinkoff, R. M. (2007, March). *Language development.* Keynote address for Eastern Psychological Association Meeting. Philadelphia, PA.

Hirsh-Pasek, K., & Golinkoff, R. M. (2007, March). *Play = Learning: How play motivates and enhances children's cognitive and social-emotional growth.* Impact of Practices with Educational Technologies on Cognition. Santiago, Chile.

Golinkoff, R. M., & Hirsh-Pasek, K. (2006, November). *What's new in language development and why educators should care.* Learning & the Brain conference sponsored by the Mind, Brain & Education Program at Harvard Graduate School of Education, Boston University, School of Education, and the Dana Alliance for Brain Initiatives. Boston, MA.

Golinkoff, R. M., & Hirsh-Pasek, K., (2006, November). *Breaking the language barrier: The view from the radical middle.* Boston University Conference on Language Development, Boston, MA.

Hirsh-Pasek, K., & Golinkoff, R. M. (2006, November). *What playing around can do for your brain.* Learning & the Brain conference sponsored by the Mind, Brain & Education Program at Harvard Graduate School of Education, Boston University, School of Education, and the Dana Alliance for Brain Initiatives. Boston, MA.

Golinkoff, R. M. (2006, October). *How do babies learn to talk?* Spoken language development in children with cochlear implants. A. I. DuPont Hospital, Wilmington, DE.

Golinkoff, R. M. (2006, October). *How do babies learn to talk?* University of Delaware's Bright Minds program (designed to attract exceptional high school students; only outstanding lecturers invited to present). Newark, DE.

Hirsh-Pasek, K., & Golinkoff, R. M. (2006, September). *Breaking the language barrier: The view from the radical middle*. Temple University, 1<sup>st</sup> Annual Eleanor M. Saffran Cognitive Neuroscience Conference. Philadelphia, PA.

Golinkoff, R. M., & Hirsh-Pasek, K. (2006, May). *Active bodies, active minds: Learning opportunities in children's museums*. Port Discovery Children's Museum Education Advisory Council, Baltimore, MD.

Pulverman, R., Golinkoff, R. M., & Hirsh-Pasek, K. (2005, July). *The relationship between event processing and lexical acquisition: A crosslinguistic study of infants' attention to motion events*. International Association for the Study of Child Language conference, Berlin, Germany.

Golinkoff, R. M., Hirsh-Pasek, K., Maguire, M., Pulverman, R., & Pruden, S. (2005, June). *A rose is a rose but a scene is not a scene: Languages encode events differently*. Words and World Conference at Lehigh University, Bethlehem, PA.

Golinkoff, R. M., Hirsh-Pasek, K., & Singer, D. (2005, June). *Why play = learning*. PLAY=LEARNING conference at Yale University (sponsored by Fisher-Price, Inc.), New Haven, CT.

Hirsh-Pasek, K., & Golinkoff, R. M. (2005, June). *Building a strong foundation for life: How early learning experiences shape the lifelong learner*. Plenary address for Early Head Start Birth to Three Institute, Washington, DC.

Golinkoff, R. M. (2005, April). *A career of research: Challenges and triumphs, or What's new in language acquisition?* Keynote address for the 20<sup>th</sup> Annual LVAIC Undergraduate Psychology Conference, Cedar Crest College, PA.

Golinkoff, R. M., (2001, August). Eleven hours of talks on lexical acquisition and research methodology at the Winter Institute, Catholic University, Rio de Janeiro, Brazil.

Golinkoff, R. M. (2001, June). *What's new in language acquisition in the last 10 years*. Book Fair, Mexico City, Mexico.

Golinkoff, R. M. (2000, December). *Breaking the language barrier: How do babies do it?* International Linguistics Association, New York, NY.

Golinkoff, R. M. (2000, August). *What's new in language acquisition in the last 15 years?* International Society for Augmentative and Alternative Communication, Washington, DC.

Golinkoff, R. M. (2000, June). *What have we learned about language and language acquisition in the last 15 years?* Plenary speaker for Association of Departments of Foreign Languages, subgroup of the Modern Language Association, Wilmington, DE.

Golinkoff, R. M. (2000, June). *How do babies learn to talk?* First Annual College of Human Services, Education, and Public Policy Alumni Address, University of Delaware.

Golinkoff, R. M., & Hirsh-Pasek, K. (2000, May). *Breaking the word learning barrier: A change in developmental thinking*. Stanford University Conference on "Finding the words."

Golinkoff, R. M., & Hirsh-Pasek, K. (1999, September). *Breaking the language barrier: How babies do it and scientists study it*. Presented to GALA' 99 Conference, Potsdam, Germany.

Golinkoff, R. M. (1998, August). *Savoring the banquet*. Convocation Address, presented to 4,000 incoming freshmen. University of Delaware.

Golinkoff, R. M. (1998, May). *Why teach a second language early?* Presented to International Education: The Key to Delaware's Economic Success in the Global Economy, University of Delaware.

Golinkoff, R. M., & Hirsh-Pasek, K. (1998, April). *King Solomon was right: Biblical injunctions against divided theories of word learning*. Presented in a debate against N. Akhtar and M. Tomasello at the International Conference on Infant Studies.

Hirsh-Pasek, K., & Golinkoff, R. M. (1998, April). *Trends and transitions in language acquisition: Looking for the missing piece*. Presented to the Developmental Neuropsychology Group at the International Conference on Infant Studies.

Tucker, M., Hirsh-Pasek, K., Hollich, G., & Golinkoff, R. M. (1997, May). *A change is afoot: Emergentist theories in language acquisition*. Conference on Downward Causation, Aarhus, Denmark.

Golinkoff, R. M., Hirsh-Pasek, K., & Hollich, G. (1997, May). *Emerging cues for early word learning*. Carnegie-Mellon Conference on Emergentist Views of Language Acquisition.

Hirsh-Pasek, K., & Golinkoff, R. M. (1997, May). *What infants can teach us about language development*. University of Berne, Berne, Switzerland.

Golinkoff, R. M. (1997, April). *Language comprehension made easy: Tracing young children's early language competencies*. Keynote address, Rowan University, Undergraduate Psychology Conference.

Hirsh-Pasek, K., Hollich, G., & Golinkoff, R. M. (1996, December). *Introducing the 3-D intermodal preferential looking paradigm*. Australian Conference on Methods to Study Language Acquisition.

Golinkoff, R. M., Hirsh-Pasek, K., & Schweisguth, M. A. (1996, September). *A reappraisal of young children's knowledge of grammatical morphemes*. Potsdam Conference on Language Acquisition, East Berlin, Germany.

Hirsh-Pasek, K., & Golinkoff, R. M. (1995, October). *When does "rabbit" mean "rabbit"?* University of Buffalo Conference on Word Learning.

Hirsh-Pasek, K., & Golinkoff, R. M. (1993, April). *Why lexical principles?* New York Child Language Meeting.

Hirsh-Pasek, K., Tucker, M., & Golinkoff, R. M. (1993, February). *Dynamical systems: Reinterpreting prosodic bootstrapping*. International Conference on Signal to Syntax: Bootstrapping from Speech to Grammar in Early Acquisition. Brown University, Providence, RI.

Golinkoff, R. M. (1992, June). *What are lexical principles and how do they work?* Symposium on Research in Child Language Disorders, Madison, WI.

Golinkoff, R. M. (1991, May). *Principles in language acquisition: Advance or retreat?* Gatlinburg Conference on Mental Retardation.

Hirsh-Pasek, K., & Golinkoff, R. M. (1991, May). *Constructivist explanations for language acquisition may be insufficient: The case for language-specific principles*. Discussion of Lois Bloom's plenary address. Jean Piaget Society.



Hirsh-Pasek, K., & Golinkoff, R. M. (1988, June). *Language comprehension: A new look at some old themes*. National Institute of Child Health and Human Development Conference on Biobehavioral Bases of Language Development.

Golinkoff, R. M., & Hirsh-Pasek, K. (1987, October). *A new picture of language development: Evidence from comprehension*. Boston Child Language Conference.

Hirsh-Pasek, K., & Golinkoff, R. M. (1987, October). *From evidence to explanation: Using comprehension data to inform theories of language acquisition*. Boston Child Language Conference.

Golinkoff, R. M., & Hirsh-Pasek, K. (1987, March). *The origins of grammar are revealed in a new language comprehension paradigm*. New York Child Language Meeting.

Golinkoff, R. M. (1980, May). *Infant social cognition: Self, people, and objects*. Discussion of Michael Lewis' plenary address. Jean Piaget Society Tenth Annual Symposium.

Golinkoff, R. M. (1975, June). *The relationship between spelling-to-sound correspondences, reading readiness, and skilled reading*. Discussion of Richard Venezky's paper. Second Delaware Symposium on Curriculum, Learning and Instruction, University of Delaware.

**ADDITIONAL TALKS, KEYNOTES, PLENARY ADDRESSES, WORKSHOPS, IN-SERVICE PRESENTATIONS BASED ON *EINSTEIN NEVER USED FLASH CARDS* or *HOW BABIES TALK***

April, 2010	Newark Kindergarten and Development Group, Newark, DE
November, 2009	Mom's Club, Bible Fellowship Church, Newark, DE
November, 2008	Newark Mom's Club, Newark, DE
March, 2008	Laboratory Preschool, University of Delaware
October, 2007	United Way Women in Local Leadership Event, Jacksonville, FL
October 2007	Hands On Children's Museum, Olympia, WA
September, 2007	Good Shepherd Church, Middletown, DE
February, 2007	United Methodist Church, Newark, DE
October, 2006	DuPage Children's Museum, Chicago, IL
August, 2006	Governor Timothy M. Kaine's Smart Beginnings Summit, Richmond, VA
May, 2006	Legacies and Legos: The 2006 Florida Early Learning Quality Initiative Symposium, Orlando, FL
March, 2006	Atlanta Speech School, Atlanta, GA
November, 2005	Mom's Club of Middletown, Middletown, DE
November, 2005	Parents as Teachers state-wide inservice meeting, Dover, DE
October, 2005	Waldorf School, Baltimore, MD
August, 2005	Workshop for Early Childhood Teachers, Christina School District
May, 2005	Parent-Child Home Program Conference. Garden City, LI
April, 2005	Prince George's County Interagency Early Childhood Conference: Celebrating Children. Greenbelt, MD
March, 2005	United Methodist Church. Newark, DE
November, 2004	Children's Museum of Indianapolis. Indianapolis, IN
October, 2004	The Children's Museum, Appleton, WI
October, 2004	Utah's Early Childhood Special Education Conference. Provo, UT
October, 2004	Wellesley Mothers Forum Group. Wellesley, MA
October, 2004	Little Sprouts Day Care Center Annual Conference. Provo, UT
October, 2004	Proctor & Gamble Creativity Group. Cincinnati, OH
September, 2004	New Jersey Library Association. Bridgewater, NJ
September, 2004	Port Discovery, Children's Museum. Baltimore, MD
July, 2004	Jigsaw Toys Conference, Cincinnati, OH
June, 2004	American Library Association. Orlando, FL
May, 2004	Children's Hospital of Pennsylvania. Philadelphia, PA

May, 2004	West Virginia Reading Conference. Charleston, WV
May, 2004	Association of Children's Museums. New Orleans, LA
April, 2004	Minnesota Children's Museum. St. Paul, MN
April, 2004	Playing to Learn Conference. Venice, FL
September, 2003	Twenty-first Century Learner Conference. Washington, D.C.

## RESEARCH COLLOQUIA

**Villanova University**, Department of Psychology

**Educational Testing Service**

**Johns Hopkins University**, Department of Psychology; Department of Cognitive Science

**Emory University**, Department of Psychology

**Temple University**, Department of Psychology

**Duke University**, Department of Psychology (1990; 2013)

**Salk Institute Language Group**, San Diego, CA

**Language Research Center**, University of Georgia

**Bryn Mawr College**, Department of Psychology

**Rutgers University**, Department of Psychology

**University of Delaware**, Department of Linguistics; Department of Psychology; School of Education

**Smith College**, Department of Psychology

**Brooklyn College**, Department of Psychology

**College of William & Mary**, Department of Psychology

**University of Rome**, Department of Psychology

**Instituto de Investigaciones Filológicas** [Institute for Linguistics] - UNAM, Mexico City, Mexico

**Instituto Nacional de Comunicacion Humana** [National Institute for Human Communication],  
Mexico City, Mexico

**Universite Renee Descartes**, Paris, France

**Concordia University**, Montreal, Canada (2007 and 2012)

**Graduate Center**, Department of Linguistics, City University of New York

**University of California at Los Angeles**, Departments of Linguistics, Psychology, and Education

**Yale University**, Department of Psychology

**University of Indiana**, School of Medicine

**Tamagawa University Research Institute**, Tokyo, Japan

**Keio University**, Tokyo, Japan

**New York University**, Department of Psychology

**University of Virginia**, Department of Psychology

**University of Chicago**, Department of Psychology

**Cornell University**, Cognitive Science program

**Université Paris Descartes**, Centre Biomédical des Saints Pères, Paris, France

**Université de Lyon**, Centre de Dynamique Language, Lyon, France

**Nemours Children's Clinic**, Jacksonville, FL

**McGill University**, Department of Psychology, D. O. Hebb Lecture, Montreal, Canada.

**Georgia State University**, Distinguished Lecture in Language and Literacy, Atlanta, GA.

**Tokyo Denki University**, Robotics Group, Japan.

**Birkbeck College**, London, England

**Teachers' College, Columbia University**, New York, New York

**Lehigh University**, Department of Psychology, Bethlehem, PA

**Boston University**, Department of Psychology, Boston, MA

**Duke University**, Department of Psychology, Durham, NC

**University of Verona**, Verona, Italy

**University of Delaware**, Newark DE, Cognitive Brown Bag

**Academy of Developmental Neuropsychology**, Parma, Italy

**Wellesley College**, Child Study Center, Wellesley, MA

**Vanderbilt University**, Department of Psychology and Human Development, Nashville, TN

**Stony Brook University**, Department of Technology and Society, Stony Brook, New York

**University of Wisconsin**, Education Sciences, Madison, WI

**Gallaudet University**, Department of Psychology, Washington, DC  
**University of California at Berkeley**, Department of Psychology, Berkeley, CA  
**Florida International University**, Department of Psychology, Miami, FL  
**University of Pittsburgh**, Department of Psychology, Pittsburgh, PA  
**Stanford University**, Department of Psychology  
**Purdue University**, Department of Human Development  
**The College of New Jersey**, Department of Psychology  
**Pennsylvania State University**, Center for Language Science