

**Kathryn A. Hirsh-Pasek, Ph.D.
The Debra and Stanley Lefkowitz Distinguished Faculty Fellow
Senior Fellow Brookings Institution**

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Education

University of Pennsylvania, Ph.D., 1981, (Human Development/Psycholinguistics)
University of Pittsburgh, B.S., 1975, (Psychology/Music)
Manchester College at Oxford University, Non-degree, 1973-74 (Psychology/Music)

Honors and Awards

Society for Research in Child Development Distinguished Scientific Contributions to Child Development Award, 2017
President, International Congress on Infant Studies 2016-2018
Advisor, Free to Be Initiative; 2016-
APS James McKeen Cattell Fellow Award -“a lifetime of outstanding contributions to applied psychological research” – 2015
Distinguished Scientific Lecturer 2015- Annual award given by the Science Directorate program of the American Psychological Association, for three research scientists to speak at regional psychological association meetings.
President, International Congress on Infant Studies – 2014-2016
Academy of Education, Arts and Sciences Bammy Award Top 5 Finalist “Best Education Professor” 2013
Advisory Board: Disney Junior 2011-
Advisory Board: National Early Education Council, Jumpstart 2012-
Advisory Board: Fred Rogers Center Research Council 2011-
Advisory Board: Boston Children’s Museum
NCECDTL Research to Practice Consortium Member 2016-
Advisory Board: DuPage Children’s Museum, 2011-
Advisory Board: New York Hall of Science, 2011- 2013
Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the service of science and society. August, 2011.
Featured in Chronicle of Higher Education (Feb 2, 2011) The Case for play.
(<http://chronicle.com/article/The-Case-for-Play/126382/>)

Featured in the *New York Times* (January, 5, 2011) article on play and the Ultimate Block Party.

Most emailed article of the day.

http://www.nytimes.com/2011/01/06/garden/06play.html?_r=1&hp

APA Award for Distinguished Service to Psychological Science, October 2009.

Invited participant: NRC Conference on Language and Reading. Palo Alto, CA October, 2009.

National Best Book Awards, 2008: Celebrate the Scribble (art theory, education and parent resource)

Eberman Research Award, Temple University, May 2008

Alliance for Children: Invited to National Board, November 2007-2008

Advisory Board, Language Team, NIH Toolbox 2007-2009

Advisor, Language and Literacy, California Preschools 2008-2009

Commencement Speaker, Temple University – May 2007

Alliance Research Council for America's Promise 2005-

Advisory Board, CIVITAS 2005-

Treasurer, International Society for Infant Studies, 2004-2010

Keynote Address, with R. Golinkoff, Boston University Conference on Language Development, (November, 2006).

Associate Editor, *Child Development*, 2001 – 2007

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.* (September 2006)

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

Named Debbie and Stanley Lefkowitz Professor of Psychology, 2004

Chair, Language and Communication Panel for ICIS Conference, 2004, 2006

Books for a Better Life Award for *Einstein Never Used Flashcards*
(Best Psychology Book in 2004)

Who's Who in America, 2003-

Invited Outside Examiner in Developmental Psychology for Swarthmore College, 1994, 2002, 2009, 2010

Chairperson, Maccoby Book Award, Division 7, APA - 2000

Temple University Great Teacher Award - 1999

Temple University Teaching Academy - 1999

American Psychological Association Judge for the International Science Fair, 1999

Fellow, American Psychological Association – Divisions 7, 5, & 1

Who's Who in American Science 1994-

Philadelphia Business Journal 40 under 40 award from as one of Philadelphia's outstanding leaders under 40 years of age, February 1993

Fellow American Psychological Association - Division 1, General Psychology, 1993

Psychology Roundtable - Invited participant, 1991

Center for Advanced Study in the Behavioral Sciences (nominated to submit application for fellowship, 1991)

Fellow, Wexner Heritage Foundation. Selected as one of ten women in Philadelphia area to participate in National Jewish Leadership Program, 1991-1994

Ford Foundation award to sponsor course on Child Development & Social Policy, co-taught at Haverford, Bryn Mawr and Swarthmore Colleges, Spring 1985, 1986

Sigma Xi, Swarthmore College Chapter, 1983

Invited to serve on interdisciplinary graduate school panel for Ethnography in Education Forum, University of Pennsylvania, 1980

Invited Junior Scholar to Interdisciplinary Institute on the Origins and Growth of Communication, Society for Research in Child Development, Summer, 1979

Pi Lambda Theta, University of Pennsylvania, 1977
Dean's Scholarship, University of Pennsylvania, 1977
University of Pittsburgh nominee for Rhodes, Danforth and Marshall Scholarships, 1975
Summa Cum Laude, University of Pittsburgh, 1975
Omicron Delta Kappa, University of Pittsburgh, 1975

Major Outreach Efforts

Huffington Post (<http://www.huffingtonpost.com/kathy-hirshpasek/>), Regular Columnist
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.

LEGO Global Research Network (Core Group and Advisor) – exploring global initiatives for playful learning

THE ULTIMATE BLOCK PARTY, (Co-founder) Central Park, New York City, October 3, 2010 to celebrate the arts and sciences of play [www.ultimateblockparty.com]. Over 50,000 people attended. Also in Toronto, June 2011 and Baltimore, 2011. 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.

LearnNow (Learning Resource Network, **Co-founder**). Web portal that links scientists with families, policy makers and educators to create a dialogue around the science of learning. (www.Learnnow.org)

Latin American School for Education and Cognitive Neuroscience (Steering Committee). Work with MacDonnell Foundation to partner with Latin American (LA) scientists to develop a two-week school in their countries to train young scholars and to introduce them to the international scientific community in the science of learning (<http://2015.laschool4education.com/>)

Disseminator of Psychological Research, APA Spokesperson, interviewed and quoted disseminating the work of developmental and educational psychology to hundreds of radio stations, numerous print media outlets (magazines such as *Time*, *Parenting*, *Parents*, *Newsweek*, *Wondertime*, *Child*, *New York Times*, etc.; newspapers all over the country). *London Times*, *NPR*

Harvard University Frontiers of Innovation Group on Play (Steering Committee): Using playful learning in education and outreach efforts to transform early cognitive and social outcomes for all children (http://developingchild.harvard.edu/activities/frontiers_of_innovation/).

Professional Employment:

1997- present Professor, Department of Psychology, and Director, Temple University Infant and Child Laboratory, Temple University

1990-1997 Associate Professor, Department of Psychology, and Director, Infant Laboratory, Temple University

1987-1990 Assistant Professor, Department of Psychology, and Director, Infant Language and Perception Laboratory, Temple University

1984-1987	Assistant Professor, Department of Psychology, and Director, Infant Language and Perception Laboratory, Haverford College
1982-1984	Assistant Professor, Department of Psychology, and Director, Infant Speech Perception Laboratory, Swarthmore College
1981-1985	Assistant Professor, Department of Psychiatry, Medical College of New Jersey, Rutgers University
1980-1984	Unisys Corporation (formerly, Sperry Univac, Inc.), Blue Bell, Pennsylvania Consultant research psychologist on software ease-of-use

Doctoral Dissertation

Phonics without sound: Reading acquisition by the congenitally deaf (1981)

Advisor: Lila Gleitman, Professor of Psychology

Books and Monographs

Verdine, B., Golinkoff, R. M., Hirsh-Pasek, K., & Newcombe, N. Spatial thinking: fundamental to school readiness. (in press). *Society for Research in Child Development Monograph* series.

Golinkoff, R. & Hirsh-Pasek, K. (2016) *Becoming Brilliant*. APA Press.

Hirsh-Pasek, K., Zosh, J., Golinkoff, R.M. Gray, J., Robb, M., and Kaufman, J. (2015) Putting education in educational apps: Lesson for the science of learning. *Psychological Science in the Public Interest*, 16, 1, 3-34.

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

Hirsh-Pasek, K., & Golinkoff, R. (2007) *Celebrate the scribble: Appreciating children's art*. Allentown, Crayola 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. (Eds.) (2006) *Action meets word: How children learn verbs*. New York: Oxford University Press

NICHD Early Child Care Research Network (2005) *Child Care and Child Development: Results from the NICHD Study of Early Child Care and Youth Development*. New York: Guilford Publications.

Hirsh-Pasek, K. , Golinkoff, R., (2003) *Einstein never used flashcards: How our children really learn and why they need to play more and memorize less*. Emmaus, Rodale Press (translations in Indonesian, Japanese, Chinese)

Golinkoff, R., Hirsh-Pasek, K., Akhtar, N., Bloom, L., Hollich, G., (2000) *Becoming word learner: A debate on lexical acquisition?* NY: Oxford University Press.

Hollich, G. Hirsh-Pasek, K. & Golinkoff, R. (2000) *Breaking the language barrier: An emergentist coalition model for the origins of word learning*. *Monographs for the Society for Research in Child Development*, Serial number 262

Golinkoff, R. & Hirsh-Pasek, K. (1999) *How babies talk: The magic and mystery of language acquisition*. New York: Dutton/Penguin (translated into French, Italian, Spanish)

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

Rescorla, L., Hyson, M., & Hirsh-Pasek, K., (Eds.) (1991) *Academic instruction in early childhood: Challenge or pressure?* In W. Damon (Gen. Editor) *New Directions in Developmental Psychology*, 53, New York: Jossey-Bass.

Research Articles Published or in Press

Toub, T., Verdine, B., Hirsh-Pasek, K. & Golinkoff, R.M. (under review). Blocks, puzzles and origami: From spatial play to STEM learning. In P. Kuhl (ed) OECD book.

Zosh, J., Verdine, B., Halberda, J., Hirsh-Pasek, K., Golinkoff, R.M., (under review). Preschoolers' approximate number system varies by socio-economic status.

Weisberg, D., Sobel, D., & Hirsh-Pasek, K. (under review) Children's developing explicit knowledge of science predicts their diagnostic reasoning.

Ranjan, V., Konishi, H., Ridge, K., Houston, D., Golinkoff, R.M., Hirsh-Pasek, K. & Schwartz, R. (under review) Novel word-object association at 21 months predicts language-specific outcomes in middle school. *Developmental Psychology*.

Russo, C., Kleeman, D., Golinkoff, R.M., and Hirsh-Pasek, K. (under review). Science to practice (and back): Bridging research and industry in children's media.

Verdine, B., Chang, A., Filipowicz, A., Golinkoff, R. M., Hirsh-Pasek, K., & Newcombe, N. (under review). Manipulating geometric forms in two-dimensional space predicts preschoolers' geometric-spatial and mathematical ability one year later.

Harris, J., George, N., Hirsh-Pasek, K., & Newcombe, N. (under review) Where did it go? Conception of motion in complex events. *Developmental Psychology*.

Mahajan, N., Song, L., Steuhling, A., Golinkoff, R.M., Hirsh-Pasek, K., Moynihan, N. (under review) Parents' and experts' awareness of learning opportunities in Children's Museum exhibits. *Journal of Applied Developmental Psychology*.

Harris, J., Newcombe, N.S. and Hirsh-Pasek, K. (under review). A twist in an old debate: The development of dynamic spatial transformations.

Hassinger-Das, B., Toub, T. S., Zosh, J. M., Michnick, J., Hirsh-Pasek, K., & Golinkoff, R. M. (Under review). More than just fun: A place for games in playful learning.

Verdine, B., Chang, A., Filipowicz, A., Golinkoff, R., Hirsh-Pasek, K., & Newcombe, N. How preschoolers manipulate geometric forms in space: The two-dimensional design assembly task. (under review)

Pruden, S., Goksun, T., Roseberry, S., Hirsh-Pasek, K., Golinkoff, R. M. (In revision for *Cognition*). Factors that influence the development of path categorization in infancy.

Pulverman, R., Golinkoff, R. M., Hirsh-Pasek, K., & Brandone, A. (under review). Novel words guide infants' attention when observing motion events.

Schneek, K., Pulverman, R., Marquez, M., Golinkoff, R.M., & Hirsh-Pasek, K. (under review) Sentence judgments reveal emerging sensitivity to Spanish lexicalization biases in advanced native English second language learners. *Language learning and development*.

Ma, W., Golinkoff, R. M., Song, L., Hirsh-Pasek, K. (in revision). Chinese children's comprehension of extensions of familiar verbs.

Pulverman, R., Golinkoff, R., Hirsh-Pasek, K. & Brandone, A. (under review) Novel Words Guide Infants' Attention When Observing Motion Events. *Infancy*

Toub, T. S., Hassinger-Das, B., Ilgaz, H., Weisberg, D. S., Nesbitt, K. T., Collins, M. F., Newman, K., Hadley, E. B., Rivera, B., Hirsh-Pasek, K., Golinkoff, R. M., Dickinson, D., & Nicolopoulou, A. (Under review). The language of play: Developing preschool vocabulary through play and shared book-reading

Damonte, J., Morini, G., Shi, R., Golinkoff, R. M., & Hirsh-Pasek, K. (in revision). Ten- to 12month-old infants segment a common bound morpheme from its stem.

Levine, D., Hirsh-Pasek, K., Pace, A., & Golinkoff, R. M. (in revision). Spotting the goal: How adults make sense of complex events.

Göksun, T., Erciyes, A., Hirsh-Pasek, K., & Golinkoff, R. (under review). Event perception and

language learning: Early interactions between language and thought. *In Social environment and cognition in language development: Studies in honor of Ayhan Aksu-Koç* (Eds: N. Kotrez, A. C. Küntay, Ş. Özçalışkan, & A. Özyürek). Trends in Language Acquisition Research (TiLAR) Series, John Benjamins.

Hassinger-Das, B., Hansen, N., Zosh, J. M., Dyson, N., Jordan, N. C., Hirsh-Pasek, K., & Golinkoff, R. M. (Submitted). The four pillars of learning: Fostering collaborations between psychology and math education. Manuscript submitted for publication.

Luo, R., Pace, A., Masek, L. R., Hirsh-Pasek, K., & Golinkoff, R. M., Identifying pathways between socioeconomic status and early language development: Implications for research, practice, and policy. Manuscript submitted to *Journal of Applied Research on Children*.

Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R. M. (In press). The case of brain science and play: A developing story. *Young Children*.

Hassinger-Das, B.¹, Toub, T. S.¹, Hirsh-Pasek, K., & Golinkoff, R. M. (In press). A matter of principle: Applying language science to the classroom and beyond. *Translational Issues in Psychological Science*. ¹Co-first author.

Zosh, J., Verdine, B., Halbersta, J., Hirsh-Pasek, K., & Golinkoff, R.M. (in press) Unraveling the relations between preschooler's approximate number system and mathematics achievement. A longitudinal investigation. *Developmental Science*.

Golinkoff, R. M., Soderstrom, M., Deniz Can, D., & Hirsh-Pasek, K. (in press). The eyes are a window on language acquisition: visual preference techniques. In A. M. B. deGroot & P. Hagoort (Eds.), *Research methods in psycholinguistics: a practical guide*. NY: Wiley Blackwell

Dore, R.A., Zosh, J.M, Hirsh-Pasek, K., Golinkoff, R.M. (in press) Plugging into word learning: The role of electronic toys and digital media in language development. In F. Blumberg & P. Brooks (Eds.) *Cognitive Development in Digital Contexts*. Elsevier.

Rajan, V., Gee., N., Golinkoff, R. M., & Hirsh-Pasek, K. Children's play, self-regulation, and human-animal interaction in early childhood learning. In R. Gee, A. H. Fine, & P. McCardle (Eds.). (in press). *How Animals Help Students Learn: Research and Practice for Educators and Mental-Health Professionals*. New York: Routledge, Taylor Francis Group.

Hassinger-Das, B., Zosh, J., Hirsh-Pasek, K., & Golinkoff, R. (in press). Toys out of school. In K. Peppler (Ed.), *Encyclopedia of out-of-school learning*. Thousand Oaks, CA: Sage.

Zosh, J., Hirsh-Pasek, K., Golinkoff, R.M. & Dore, R. (in press) A vision for the future: Guided play as a pathway to academic and creative success. In R. Beghetto & B. Sriraman (Eds.) *Creative contradictions in education: Cross disciplinary paradoxes and perspectives*. New York: Springer Publishing.

Göksun, T., Aktan-Erciyes, A., Hirsh-Pasek, K., & Golinkoff, R. (in press). Event perception and language learning: Early interactions between language and thought. *In Social environment and cognition in language development: Studies in honor of Ayhan Aksu-Koç* (Eds: N. Kotrez, A. C. Küntay, Ş. Özçalışkan, & A. Özyürek). Trends in Language Acquisition Research (TiLAR) Series, John Benjamins.

Luo, R., Pace A., Masek, L. R., Hirsh-Pasek, K., & Golinkoff, R. M. (in press). The family's role in the relation between socioeconomic status and early language development. *Journal of Family Medicine*.

Konishi, H., Stahl, A., Golinkoff, R.M. & Hirsh-Pasek, K. (in press) Individual differences in non-linguistic event categorization predicts later motion verb comprehension. *Journal of Experimental Child Psychology*.

Levine, D., Strother-Garcia, K., Hirsh-Pasek, K., & Golinkoff, R. M. (in press). Language development in the first year of life: What deaf children might be missing before cochlear implantation. *Otology & Neurotology*.

Hassinger-Das, B., Ridge, K., Parker, A., Golinkoff, R. M., Hirsh-Pasek, K. & Dickinson, D. (in

press). Playing *Snakes & Ladders*: building vocabulary knowledge in preschoolers. *Mind, Brain and Education*.

Zosh, J., Roseberry, S. L., Hirsh-Pasek, K., & Golinkoff, R. M. (in press). Putting the education back in educational apps: How content and context interact to promote learning. In R. Barr & D. Linebarger (Eds.), *Media exposure during infancy and early childhood*. NY: Springer.

Levine, D., Strother -Garcia, K., Hirsh-Pasek, K., & Golinkoff, R. M., (in press). Names for things and actions and events: Following in the footsteps of Roger Brown. In H. Cairns and E. Fernandez (Eds.), *Handbook of psycholinguistics*. New York: Wiley/Blackwell.

Infiesta, C., Song, L., Pulverman, R., Golinkoff, R. M., & Hirsh-Pasek, K., (in press). Does the owl fly out of the tree or does the owl exit the tree flying?: How second language learners cope with encoding events. *Language learning and development*.

Song, L., Nazzi, T., Moukawane, S., Golinkoff, R.M., Stahl. A., Ma, W., Hirsh-Pasek, K., Connell, M. (in press) Sleepy vs. Sleeping: Preschoolers' sensitivity to morphological cues for adjectives and verbs in English and French. *Proceedings of the 33rd Boston University Conference on Language Development*

Houston, D., Golinkoff, R., Ma, W. Hirsh-Pasek, K. (in press) Word learning in infant- and adult-directed speech. *Language Learning and Development*.

Konishi, H., Johanson, M., Damonte, J., Golinkoff, R. M., & Hirsh-Pasek, K. (in press). Applying lessons from the lab to the classroom: Using play to promote language development. [To be translated into German] In C. Kieferle, E. Reichert-Garschhammer, & F. Becker-Stoll, F. (Eds.) *Sprachliche bildung von anfang an - Strategien, konzepte und erfahrungen*. Göttingen, Germany: Vandenhoeck & Ruprecht.

Song, L., Pruden, S., Golinkoff, R.M., Hirsh-Pasek. K. (in press) Prelinguistic Foundations of Verb Learning: Infants Discriminate and Categorize Dynamic Human Actions. *Journal of Experimental Child Psychology*.

Resnick, I., Verdine, B., Golinkoff, R.M. & Hirsh-Pasek, K. (in press) Geometric toys in the attic? A corpus analysis of early exposure to geometric shapes. *Early Childhood Research Quarterly*.

Grob, R., Schleisinger, M., Pace, A., Hirsh-Pasek, K and Golinkoff, R.M. (in press) Playing with ideas: Evaluating a collective experimental intervention designed to enrich perceptions of play. *Child Development*.

Levine, D., Golinkoff, R.M. & Hirsh-Pasek, K. (in press) A Goal Bias in Action: The Boundaries Adults Perceive in Events Align with Sites of Actor Intent. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.

Paterson, S., Parish-Morris, J. Hirsh-Pasek, K., Golinkoff, R.M. (2016) Putting the development back into developmental disorders. *Journal of Cognition and Development*. 7:4, 568-583, DOI: 10.1080/15248372.2016.1200047

Song, L., Pruden, S.M., Golinkoff, R.M., & Hirsh-Pasek, K. (2016) Prelinguistic foundations of verb learning: Infants discriminate and categorize dynamic human actions. *Journal of Experimental Child Psychology*.

Reed, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2016). Meeting Children Where They Are: Adaptive Contingency Builds Early Communication Skills. In P. Witt (Ed.) *Communication and learning* (Vol. 16, Handbooks of communication science). Berlin: deGruyter Mouton. pp. 601-627.

Hassinger-Das, B.* Toub, T. S.* Hirsh-Pasek, K., & Golinkoff, R. M. (2016). A matter of principle: Applying language science to the classroom and beyond. Manuscript submitted for publication. *Co-first author

Zosh, J.M., Hirsh-Pasek, K., & Golinkoff, R. (2016). Guided play. In D. L. Couchenour & K. Chrisman (Eds.) *Encyclopedia of contemporary early childhood education* (pp. 645-646). Thousand Oaks, CA: Sage Reference. Thousand Oaks, CA: Sage Publications.

Konishi, H., Pruden, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2016). Categorization of dynamic, realistic motion events: Infants form categories of path before manner. *Journal of Experimental Child Psychology*. 10.1016/j.jecp.2016.07.002

Weisberg, D., Hirsh-Pasek, K., Golinkoff, R. G., Kittredge, A., & Klahr, D. (2016). Guided play: Principles and practices. *Current Directions*. 177-182.

Pace, A., Hirsh-Pasek, K. & Golinkoff, R.M. (2016) High quality language environments leads to high quality learning. In Jones, S. & Lesaux, N. *The Leading Edge of Early Childhood Education*, 45-67.

Toub, T. S., Rajan, V., Golinkoff, R., & Hirsh-Pasek, K. (2016) Playful learning: A solution to the play versus learning dichotomy. In D. Berch & D. Geary (Eds.), *Evolutionary perspectives on education and child development*. New York, NY: Springer. 117-145.

Konishi, H., Wilson, F., Golinkoff, R., Maguire, M. & Hirsh-Pasek, K. (2016) Late Japanese bilinguals' novel verb construal. *Language and Cognition. Development*, (pp. 323-326). Thousand Oaks, CA: Sage

Zosh, J.M., Hirsh-Pasek, K., Golinkoff, R.M., & Parish-Morris, J. (2016). Learning in the digital age: Putting education back in educational apps for young children. In *Encyclopedia on Early Childhood Development*. Retrieved from: <http://www.child-encyclopedia.com/technology-early-childhood-education/according-experts/learning-digital-age-putting-education-back>

Zosh, J. M., Hassinger-Das, B., Toub, T. S., Hirsh-Pasek, K., & Golinkoff, R. (2016). Playing with mathematics: How play supports learning and the Common Core state standards. *Journal of Mathematics Education at Teachers College*, 7(1), 45-49.

Pace, A., Levine, D., Morini, G., Hirsh-Pasek, K. & Golinkoff, R.M. (2016) The story of language acquisition: From words to world and back again. In L. Balter and C. Tamis-LeMonda C. (Eds.), *Child Psychology: A Handbook of Contemporary Issues*, 3rd Edition. 43-79.

Hadley, E. B., Dickinson, D. K., Golinkoff, R. M., & Hirsh-Pasek, K. (2016). Examining the acquisition of vocabulary knowledge depth among preschool-aged children. *Reading Research Quarterly* 51(2), 181-198 doi: 10.1002/rrq.130

Hirsh-Pasek, K. & Golinkoff, R.M. (2016) The preschool paradox: It's time to rethink our approach to early education. *SCIENCE*, 351, 1158.

Morhring, W. Ramsook, K. Hirsh-Pasek, K. Golinkoff, R.M., Newcombe, N. (2016) Where music meets space: Children's sensitivity to continuous pitch magnitudes is related to mental spatial transformations. *Cognition*

Levine, D., Strother-Garcia, K., Golinkoff, R. M., Hirsh-Pasek, K. (2016). Language development in the first year of life: What deaf children might be missing until cochlear implantation. *Journal of Otology & Neurotology*, 37, 56-62.

Hirsh-Pasek, K. & Golinkoff, R.M. (2016). Two missions in search of a shared culture. In D. Sobel & J. Jipson (Eds.) *Cognitive development in museum settings: Relating research and practice*. NY:Routledge, pp. 222-230.

Golinkoff, R.M., Can, D., Soderstrom, M., & Hirsh-Pasek, J. (2015) (Baby) talk to me: The social context of infant-directed speech and its effects on early language acquisition. *Current Directions in Psychological Science*. 24,5, 339-344.

Kanero, J., Hirsh-Pasek, K., & Golinkoff, R.M. Can a microwave heat up coffee? How English- and Japanese-speaking children express subjects in causal sentences. (2015). *Journal of Child Language*.

Ridge, K., Weisberg, D., Ilgaz, H., Hirsh-Pasek, K and Golinkoff, R.M. (2015) "Supermarket speak": Increasing conversations among Low-SES families. *Mind, Brain & Education*. 9, 3,

Zosh, J.M., Hirsh-Pasek, K., Golinkoff, R.M., & Parish-Morris, J. (2016). Learning in the digital age: Putting education back in educational apps for young children. In *Encyclopedia on Early Childhood Development*. Retrieved from: <http://www.child-encyclopedia.com/technology-early-childhood-education/according-experts/learning-digital-age-putting-education-back>

encyclopedia.com/technology-early-childhood-education/according-experts/learning-digital-age-putting-education-back 127-135.

Zosh, J., Filipowicz, A., Verdine, B., Golinkoff, R. M., & Hirsh-Pasek, K. (2015). Parental language with electronic and traditional shape sorters. *Mind, Brain & Education*, 9, 3, 136-144

Hirsh-Pasek, K., Adamson, L., Bakeman, R., Golinkoff, R.M., Pace, A., Yust, P. & Suma, K. (2015). The contribution of early communication to low-income children's language success. *Psychological Science*. 26, 1071-1083

Hirsh-Pasek, K., & Weinraub, M. (2015) Should we tell the parents? Balancing science and children's needs in a longitudinal study. In R. Sternberg & S. Fiske (Eds.) *Ethical Challenges in the Behavioral and Brain Sciences*. (pp.145-149) Cambridge, UK: Cambridge University Press

Weisberg, D. S., Kittredge, A. K., Hirsh-Pasek, K., Golinkoff, R. M., & Klahr, D. (2015). Making play work for education. *Phi Delta Kappan*, 96(8), 8-13. doi:10.1177/0031721715583955

Verdine, B.N., Lucca, K.R., Golinkoff, R. M., Newcombe, N.S., & Hirsh-Pasek, K. (2015) The shape of things: The origin of young children's knowledge of the names and properties of geometric forms. *Journal of Cognition and Development*. 12, 315-331

Zosh, J.M., Hirsh-Pasek, K., & Golinkoff, R. (2015). Guided play. In D. L. Couchenour & K. Chrisman (Eds.) *Encyclopedia of Contemporary Early Childhood Education*. Thousand Oaks, CA: Sage Reference

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Sample Blogs:

1. **On BOLD:** [http://bold.expert/educating-the-21st-century-child/?ct=t\(Jacobs Foundation Newsletter October 2016 10 31\)&mc_cid=2ba0ca4588&mc_eid=e74ed85535](http://bold.expert/educating-the-21st-century-child/?ct=t(Jacobs Foundation Newsletter October 2016 10 31)&mc_cid=2ba0ca4588&mc_eid=e74ed85535)

2. **On Stanford Social Innovation Review (SSIR)**
https://ssir.org/articles/entry/poor_kids_learn_like_rich_kids_and_all_the_kids_in_between
3. **On Stanford Social Innovation Review (SSIR)**
https://ssir.org/articles/entry/transforming_cities_into_learning_landscape
4. **At the Brookings Institution** <https://www.brookings.edu/experts/kathy-hirsh-pasek/>
5. **At the Huffington Post:** <http://www.huffingtonpost.com/author/kathy-hirshpasek>

Invited Papers

Hirsh-Pasek, K. & Golinkoff, R. M. Putting the education back in educational apps. Keynote address, SRCD Special Topics Meeting on Tech and Media in Children's Development. Irvine, CA. October 27, 2016

Hirsh-Pasek, K., Becoming Brilliant: What Science tells us about raising successful children. LaJolla Country Day School

Hirsh-Pasek, K. How high quality language environments create high quality learning environments. Colloquium, Stanford University, Palo Alto, CA October 26, 2016

Hirsh-Pasek, K., Becoming Brilliant: What Science tells us about raising successful children. Bay Area Discovery Museum, San Francisco, CA. October 25, 2016

Hirsh-Pasek, K. How high quality language environments create high quality learning environments. Colloquium, Berkeley Psychology, Berkeley, CA, October 24, 2016

Hirsh-Pasek, K. How high quality language environments create high quality learning environments. Colloquium, NYU Steinhardt School, New York City, October 19, 2016

Hirsh-Pasek, K. & Golinkoff, R.M. Putting the "education" back in educational apps. Part of the Growing up in a Digital World symposium (Chair, Hirsh-Pasek). IMBES Conference, Toronto, CA September 16, 2016

Hirsh-Pasek, K., Becoming Brilliant: RE-Imagining education for the 21st Century. Ounce of Prevention, Chicago, IL September 14, 2016

Hirsh-Pasek, K., Carving events for language. Maya Zuck Lecture at Washington University, St. Louis, MO. August 29, 2016.

Hirsh-Pasek, K., The role of play in summer learning. The National Academy of Sciences. Washington , DC., August 25, 2016

Hirsh-Pasek, K. Becoming Brilliant: What Science tells us about raising successful children. New Hampshire Department of Education. Durham, NH August 4, 2016

Hirsh-Pasek. K. Language development and family engagement in the digital age. New America Foundation, Washington DC August 2, 2016

Hirsh-Pasek, K. Panelist on Children's Development. IBM Watson and Sesame Workshop: Transforming education with cognitive computing. New York, May 23, 2016.

Hirsh-Pasek, K. Shape Up: Young children's knowledge of geometric forms and spatial ability. Hsin Yi Childhood Conference, Taipei, Taiwan, May 5, 2016.

Hirsh-Pasek, K. The Power of play: How play motivates children's academic and social development. Hsin Yi Childhood Conference, Taipei, Taiwan, May 5, 2016.

Hirsh-Pasek, K. The Power of play: How play motivates children's academic and social development. Cambridge University Keynote for the Educated Brain Conference, Cambridge, England, April 18, 2016

Hirsh-Pasek, K. Becoming Brilliant, LEGO Ideas Conference, Billund, Denmark, April 12, 2016

Hirsh-Pasek, K., Living in Pasteur's Quadrant: Navigating the uncharted waters between basic and applied research., Latin American School for Educational and Cognitive Neuroscience, Buenos Aires, Argentina, March 15, 2016

Hirsh-Pasek, K. Enhancing the communication foundation for language learning. VROOM Advisor Board Meeting, Austin, TX. March, 5, 2016

Hirsh-Pasek, K. & Golinkoff, R.M. Carving events for language. SILC Conference, San Diego, CA., January 15, 2016.

Hirsh-Pasek, K. & Golinkoff, R.M. Living in Pasteur's Quadrant: Navigating the uncharted waters between basic and applied research. December 10, 2015

Hirsh-Pasek, K. Putting the education back in "educational" apps. Keynote, Dust or Magic Conference. Lambertville, NJ. November 2, 2015.

Hirsh-Pasek, K. & Golinkoff, R.M. Guided play: A new pedagogical approach to high quality learning, Keynote, Ohio, Action for Children., October 15, 2015

Hirsh-Pasek, K. Putting the education back in "educational" apps. Distinguished Lecture, Keynote, American Psychological Association, Fitchburg, MA. October 9, 2015

Hirsh-Pasek, K. *Becoming Brilliant*, New Hampshire Forum on the Future, Manchester, NH, October 5, 2015

Hirsh-Pasek, K. & Golinkoff, R.M. Living in Pasteur's Quadrant: Navigating the uncharted waters between basic and applied research. Gallaudet University, Distinguished Lecture Series, Washington, D.C., September 28, 2015

Hirsh-Pasek, K. How high quality language environments create high quality learning environments. Keynote Speaker, National Head Start Association Leadership Meeting, Washington, D.C., September 28, 2015.

Hirsh-Pasek, K. How high quality language environments create high quality learning environments. PA Governor's Institute talks. June 16, 2015 (King of Prussia) 23, 2015 (Monroeville, PA)

Hirsh-Pasek, K. How high quality language environments create high quality learning environments. London's Child and Youth Network. London, Ontario, June 3, 2015.

Hirsh-Pasek, K. & Golinkoff, R.M. Living in Pasteur's Quadrant: Navigating the uncharted waters between basic and applied research. Association for Psychological Science. May 21, 2015.

Hirsh-Pasek, K., Taking playful learning out of the box. LEGO Ideas Conference, Billund, Denmark April 14-16, 2015

Hirsh-Pasek, K. Golinkoff, R. & Zosh, J. Guided play: A new pedagogical approach to high quality learning. Invited address at Society for Research in Child Development, Philadelphia, PA. March 21, 2015.

Hirsh-Pasek, K. & Golinkoff, R. Taking it to the streets: Developmental Science goes live. Invited address at Society for Research in Child Development, Philadelphia, PA., March 21, 2015.

Hirsh-Pasek, K., & Golinkoff, R.M. Carving events for language. SILC Conference, LaJolla, CA. January 29 and 30, 2015.

Hirsh-Pasek, K. It's a talk back. Engaging the whole nation in a giant conversation. Grade Level Reading Campaign, Washington, D.C., January 26, 2015.

Hirsh-Pasek, K. Putting the education back in "educational" apps. Sesame Street, New York, NY. February 3, 2015

Hirsh-Pasek, K. & Golinkoff, R.M. Carving events for language. SILC Conference, San Diego, CA. January 29, 2015.

Hirsh-Pasek, K. How high quality language environments create high quality learning environments. Leading Edge Conference, Harvard University. December 12, 2015.

Hirsh-Pasek, K. Language and literacy. Preparing our children for 3rd grade literacy. Reach out and read. Philadelphia, December 3, 2015

Hirsh-Pasek, K. It's a talk back. Engaging the whole nation in a giant conversation. Keynote Adress NAEYC International Conference, Dallas, TX. November 5, 2014

Hirsh-Pasek, K. Beyond the 30-million word gap: Building a foundation for communication is essential for early language. White House Conference, Washington, DC. October 16, 2014.

Hirsh-Pasek, K. Trading spaces: Where "universal" components in events meet language. Workshop in Language Acquisition. Princeton University, October 11-12, 2014

Hirsh-Pasek, K. Trading spaces: What babies can teach us about language and thought. Colloquium Carnegie Mellon. September 8, 2014

Hirsh-Pasek, K. & Golinkoff, R. Putting the education back in “educational” apps. Colloquium Carnegie Mellon. September 8, 2014

Hirsh-Pasek, K. The Power of play. Madison Wisconsin School System 4K Summer Summit. Madison, Wisconsin, August 19, 2014

Hirsh-Pasek, K. Speaker at Fostering Cognitive Development at Children’s Museums. Brown University, August 3-5, 2014.

Hirsh-Pasek, K. The power of playful learning: How our children really learn. Keynote address, University of Iowa, July 30, 2014.

Hirsh-Pasek, K. Fostering language development. National Council of La Raza (NCLR), Los Angeles, CA, July 21, 2014.

Hirsh-Pasek, K. Language and literacy. Preparing our children for 3rd grade literacy. Keynote address 14th Annual Cross-University Collaborative Mentoring Conference. New York, June 6, 2014.

Hirsh-Pasek, K. Putting the education back in educational apps. Fred Forward Conference, June 2, 2014.

Hirsh-Pasek, K. & Golinkoff, R. Putting the education back in “educational” apps. Association for Psychological Science, San Francisco, May 24, 2014.

Hirsh-Pasek, K. Language and literacy. Preparing our children for 3rd grade literacy. National Smart Start Conference, Greensboro, NC, May 7, 2014

Hirsh-Pasek, K. Language and literacy. Preparing our children for 3rd grade literacy. Educare Conference, Portland, ME April 30, 2014

Hirsh-Pasek, K. The power of playful learning: How our children really learn. Keynote address, Nevada Association for the Education of Young Children, April 18, 2014

Hirsh-Pasek, K. Predicting the future of learning. IDEAS Conference, LEGO, Billund, Denmark. April 9-10, 2014

Hirsh-Pasek, K. A conversation on playful learning with Kathy Hirsh-Pasek and Mitch Resnick. LEGO Ideas Conference on RE-defining play: Re-Imagining Learning. April 10, 2014.

Hirsh-Pasek, K. Where processing events meets language: Implications for first and second language learning. Latin American School for Education, Cognition and Neuroscience, Puenta del Este, Uruguay, March 12, 2014.

Hirsh-Pasek, K. Trading spaces: Where universal components in events meet language. SILC Workshop. University of San Diego, San Diego, CA. January 16-17, 2014.

Hirsh-Pasek, K. Language and literacy. Preparing our children for 3rd grade literacy. National Conference of State Legislators, Washington, DC December 6, 2013.

Hirsh-Pasek, K. Trading spaces: What babies can teach us about language and thought. Yale University. New Haven, CT. November 13, 2013

Hirsh-Pasek, K. Trading spaces: What babies can teach us about language and thought. Georgia State University. Atlanta, Georgia. November 11, 2013

Hirsh-Pasek, K. Language and literacy. Preparing our children for 3rd grade literacy. Virginia Early Childhood Foundation, Roanoke, VA. October 21, 2013

Hirsh-Pasek, K. Active, engaged, meaningful and interactive: A tweet about how humans learn. Digital Media and Early Learning: What we know and what we need to learn. New America Foundation Conference. October 15, 2013

Hirsh-Pasek, K. Language and literacy. Preparing our children for 3rd grade literacy. Capitol Area Head Start, Harrisburgh, PA. October 7, 2013

Hirsh-Pasek, K. Bridging the Thirty-Million-Word Gap. Commentator on White House Conference. October 4, 2013

Hirsh-Pasek, K. Language and literacy. Preparing our children for 3rd grade literacy. Wisconsin Department of Public Instruction. May 20, 2013.

Hirsh-Pasek, K. The power of playful learning: How our children really learn. Barnard Toddler Center. Barnard College. May 5, 2013

Hirsh-Pasek, K. Language and literacy: Why third grade reading starts at birth. Leading for literacy meeting. Washington, DC April 15, 2013

Hirsh-Pasek, K. Playful learning: Evidence based approaches to early learning and education. Harvard University School of Education guest lecture. April 13, 2013

Hirsh-Pasek, K. Einstein never used flashcards: Learning in and out of school, Family Action Network, Chicago, University of North Carolina Child and Family Development Program, April 11, 2013

Hirsh-Pasek, K. Playing around: Using play as a focus for intentional, collaborative learning April 4, 2013

Hirsh-Pasek, K. Playful learning: An evidence-based model of learning in and out of school. Dupage Children's Museum, Chicago, January 19, 2013

Hirsh-Pasek, K. Language for reading: Part of the equation in any 3rd grade reading guarantee. Ohio State Task force on education. January 8, 2013.

Hirsh-Pasek, K. Language for reading: Lessons from the crib. Zero to Three National Conference. Los Angeles, CA November 29, 2012.

Hirsh-Pasek, K. Language for reading: Lessons from the crib. Keynote, Kansas Head Start Conference. Witchita, KS. November 9, 2012.

Hirsh-Pasek, K. Knights and dragons, Blocks and shape sorters: Where play meets the science of learning. Keynote at MoMa (Museum of Modern Art) for Century of the Child Exhibit. New York, NY. October, 19, 2012.

Hirsh-Pasek, K. The power of playful learning: Promoting 21st Century Skills. Minneapolis Children's Museum. Minneapolis, MN. June 7, 2012.

Hirsh-Pasek, K. The 6Cs: From the science of learning to the science of teaching. Colloquium, University of Texas, Austin, April 20, 2012

Hirsh-Pasek, K. Trading Spaces: Where universal components in events meet language. Colloquium, University of Texas, Austin, April 20, 2012

Hirsh-Pasek, K. The Power of play. Together we will conference, Middleton, Connecticut. April 11, 2012.

Hirsh-Pasek, K. The Power of play. Montessori Regional Conference, Philadelphia, PA. March 24, 2012.

Hirsh-Pasek, K. Moving psychological science from the lab to the living room. The Latin American School for Education, Cognitive and Neural Sciences. Patagonia, Argentina. March 9, 2012.

Hirsh-Pasek, K. Playful learning: Exploring evidence-based approaches to early learning and education. The Latin American School for Education, Cognitive and Neural Sciences. Patagonia, Argentina. March 8, 2012.

Hirsh-Pasek, K. 6 Principles of language development that all pediatricians should know. Grand Rounds Cooper Medical Hospital. Camden, NJ. February 8, 2012.

Hirsh-Pasek, K. The power of playful learning: Promoting 21st Century Skills. Illinois Action for Children. Chicago, ILL. February 4, 2012.

Hirsh-Pasek, K. The power of playful learning: Promoting 21st Century Skills. Keynote address to Chicago business and policy leaders. Union League of Chicago. Chicago, February 3, 2012.

Hirsh-Pasek, K. The power of playful learning: Promoting 21st Century Skills. Annual Creativity Lecture. Fort Worth Children's Museum. Fort Worth, TX. January 12, 2012.

Hirsh-Pasek, K. Language for reading: Lessons from the crib for the classroom. Keynote, First Things First Meeting. Phoenix, AZ. January 10 and 11, 2012

Hirsh-Pasek, K. The Power of play. Early Childhood development Centre Conference, Niagra Canada, October 20, 2011.

Hirsh-Pasek, K. Playful learning: An evidence-based model of early education. Babes-Bolyai University, Romania, October 16, 2011

Hirsh-Pasek, K. & Golinkoff, R.M., Language for reading: Lessons from the crib for the classroom for bilingual speakers. Infants' Learning of Multiple Languages: Development in Context. NYU University, October 14, 2011

Golinkoff, R.M., Hirsh-Pasek, K. Trading spaces: Where universal components in events meet language. Infants' Learning of Multiple Languages: Development in Context. NYU University, October 14, 2011

Hirsh-Pasek, K. & Golinkoff, R.M. Moving psychological science from the lab to the living room and even to the streets! American Psychological Association Meeting in receipt of the Uri Bronfenbrenner Award, Washington, D.C, August 6, 2011

Hirsh-Pasek, K. The Importance of play. Renaissance Weekend. Jackson Hole, WY July 2, 2011

Hirsh-Pasek, K. Playful learning: An evidence-based model of early education. Birth to Five Policy Alliance. Chicago, ILL. July 20, 2011

Hirsh-Pasek, K. Language for reading: Lessons from the crib for the classroom. Birth to Five Policy Alliance. Chicago, ILL. July 19, 2011

Hirsh-Pasek, K. The Power of play. Ontario Catholic Elementary Teacher's Federation Conference, June 4, 2011.

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

Hirsh-Pasek, K. Language development supporting early reading. The Latin American School for Education, Cognitive and Neural sciences. University of Chile. San Pedro de Atacama, Chile. March, 2011.

Hirsh-Pasek, K. Trading spaces: What babies can teach us about language and thought. Colloquium, Brown University. Providence, RI, February, 2011.

Hirsh-Pasek, K., Playful learning: An evidence-based model of early education. Colloquium, Rutgers, Newark. February, 2011.

Hirsh-Pasek, K. Playing to learn. Learning to Play. Family Impact Seminar Institute of Government and Public Affairs. University of Illinois. Chicago, Illinois. February, 2011

Hirsh-Pasek, K. Einstein never used flashcards: The power of play. The Parent Connection. Duxbury, MA, November, 2010.

Hirsh-Pasek, K. Trading spaces: Where universal components in events meet language. Colloquium University of Maryland Human Development. College park, MD, October, 2010.

Hirsh-Pasek, K. E-books and ichats: The role of social of social interaction in language and literacy. NSF Science of Learning Meeting, Washington, DC, October, 2010.

Hirsh-Pasek, K. The Power of play. Elementary Teacher's Federation of Ontario Conference, Toronto, Ontario, August, 2010.

Hirsh-Pasek, K. A Mandate for Playful Learning. Early Childhood 2010, Washington, D.C., August, 2010

Hirsh-Pasek, K. What do mind in the making and Einstein have in common? Aspen Ideas Festival. July, 2010.

Hirsh-Pasek, K. A Mandate for playful learning in preschool: Preparing 21st Century children for a global world. Head Start Tenth National Research Conference, Washington, DC, June 2010.

Hirsh-Pasek, K. Playful learning and the devaluation of the word play in an achievement-oriented society. OpenEYE Campaign 2010 Conference, London, England, June 2010.

Hirsh-Pasek, K. A Mandate for playful learning in preschool: Preparing 21st Century children for a global world. New York State Association of Independent Schools Conference, Mohonk, NY June, 2010.

Hirsh-Pasek, K. & Golinkoff, R.M. How babies talk: Language development from 0 – 3 years. Frank Porter Graham Infant/Toddler Child Care Meeting, May 2010.

Hirsh-Pasek, K., Word learning: The view from the radical middle. University of Texas, Dallas, Center for Children and Families Public Forum, Dallas, TX. January 2010.

Hirsh-Pasek, K. Purposeful play: Preparing 21st Century children for a global world. University of Texas, Dallas, Center for Children and Families Public Forum, Dallas, TX. January 2010.

Hirsh-Pasek, K. A Mandate for playful Learning: Reviewing the evidence. Playful Learning: The Role of play in early childhood setting. A meeting sponsored by the *Administration for Children and Families, Office of Planning, Research, and Evaluation (ACF/OPRE)* with planning assistance from the *National Institute of Child Health and Human Development (NICHD)*, the *Office of Special Education Programs (OSEP)*, and the *Assistant Secretary of Planning and Evaluation (ASPE)* (December 2009).

Hirsh-Pasek, K. Language for reading. Discussant, Role of Language Workshop, National Research Council, Menlo Park, CA, October 2009

Hirsh-Pasek, K. Purposeful play: Preparing 21st Century children for a global world. Keynote, Early Childhood Teachers Association Conference, Queensland Australia, May 2009

Hirsh-Pasek, K. Playing with the arts. Learning, arts and the brain summit. Baltimore, MD, May, 2009

Hirsh-Pasek, .& Golinkoff, R.M. Playing for our future. Interactivity Conference, Association of Children's Museums. Philadelphia, PA, April 2009

Hirsh-Pasek, K. Purposeful play: Preparing 21st Century children for a global world. New York Department of Education, New York, NY. April 2009.

Hirsh-Pasek, K. Breaking the word barrier: The view from the radical middle. Colloquium. Concordia University, Montreal Quebec, March 12, 2009

Hirsh-Pasek, K. A Mandate for playful learning: Preparing children for the 21st Century. Colloquium, Concordia University, Montreal Quebec, March 12, 2009.

Hirsh-Pasek, K. Playing music or musical play. Learning from Young Children: Research in Early Childhood Music Conference, University of Delaware, Newark Delaware. January 2009

Hirsh-Pasek, K. & Golinkoff, R.M. A Mandate for playful learning: Preparing children for the 21st Century. Keynote. Jumpstart Conference. Chicago, IL. December 8, 2008

Hirsh-Pasek, K. A Mandate for playful learning: Preparing children for the 21st Century. 92nd Street YMCA, New York, November 14, 2008

Hirsh-Pasek, K. A Mandate for playful learning: Preparing children for the 21st Century. Keynote Central Agency for Jewish Education, Philadelphia, PA., November 4, 2008

Hirsh-Pasek, K. A Mandate for playful learning: Preparing children for the 21st Century. Connecticut Association for the Education of Young Children, September 27, 2008

Hirsh-Pasek, K. The 5Cs: The Power of play for children in the 21st Century. Sandbox Summit, New York, September 24, 2008

Hirsh-Pasek, K. Play power: Preparing children for the 21st Century. Chulalongkorn University, Bangkok, Thailand, July 16, 2008

Hirsh-Pasek, K. Play power: Preparing children for the 21st Century. Singapore, July 12, 2008

Hirsh-Pasek, K. & Golinkoff, R. Trading spaces: Where language meets “universal” components in events. SILC Conference on Spatial Language. Chicago, June 11-12, 2008

Hirsh-Pasek, K., Parish, J., Golinkoff, R.M., Multiple cues for word learning: Implications for autism. Center for Autism Research, Children’s Hospital of University of Pennsylvania, May 1, 2008

Hirsh-Pasek, K. Play Power. Keynote, Graduate Mentoring Conference. University of Pennsylvania, May 2008.

Hirsh-Pasek, K. The Power of Play. Keynote, Undergraduate Research Forum. West Chester College, April 2008.

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

Hirsh-Pasek, K. Play=Learning: Preparing the 21st century child for a global world, Keynote, Utah Early Childhood Education Conference, Orem, UT, March 8, 2008.

Hirsh-Pasek, K. Musings on mind, brain and education. Brains R Us: The Science of educating, San Diego, March 3, 2008

Hirsh-Pasek, K. Breaking the word barrier: The view from the radical middle. Boston University, December, 2007

Hirsh-Pasek, K. Breaking the word barrier: The view from the radical middle. Keynote address. Eastern Psychological Association. Philadelphia, March, 2007

Hirsh-Pasek, K. What's hot and what's not in child development: What preschools should do about it. Jewish Community Centers Association of North America Conference. Baltimore, MD., March 2007

Hirsh-Pasek, K. PLAY = LEARNING: How play fosters cognitive and socio-emotional learning. Conference on Science and Education. Santiago, Chile, March 2007

Hirsh-Pasek, K. Participant in Roundtable discussion at the biennial meetings of the Society for Research in Child Development, Boston, MA. (2007, March). Welch-Ross, M.K. & Fasig, L.G. (Chairs) *Cultivating a culture change: Developing strategies to advance the utilization of behavioral science.*

Hirsh-Pasek, K. Breaking the word barrier: The view from the radical middle. Vanderbilt University, February, 2007

Hirsh-Pasek, K. Breaking the word barrier: The view from the radical middle. Purdue University, February, 2007

Hirsh-Pasek, K. PLAY = LEARNING: Preparing the 21st century child for a global world. University of Wisconsin & Madison School District

Hirsh-Pasek, K., & Golinkoff, M. The role of play in learning. Harvard Learning and the brain conference. Boston, MA November, 2006

Golinkoff, R. & Hirsh-Pasek, K. How *do* babies learn to talk? Harvard Learning and the brain conference. Boston, MA, November, 2006

Hirsh-Pasek, K., & Golinkoff, M. The role of play in learning. Harvard Learning and the brain conference. Boston, MA November, 2006

Golinkoff, R. & Hirsh-Pasek, K. How *do* babies learn to talk? Harvard Learning and the brain conference. Boston, MA, November, 2006

Golinkoff, R & Hirsh-Pasek, K. Breaking the language barrier: The view from the radical middle. Boston Language Conference. November, 2006

Hirsh-Pasek, K. & Golinkoff, R. Breaking the language barrier: The view from the radical middle. Eleanor Saffran Cognitive Neuroscience Conference. Philadelphia, PA., September, 2006

Hirsh-Pasek, K. & Golinkoff, R. Learning: Preparing the 21st century child for a global world. Governor's Summit for Governor Tim Kaine's Smart Beginnings Summit. Richmond, VA., August 2006

Hirsh-Pasek, K. Play = Learning: Preparing the 21st century child for a global world. International Conference of Infant Studies, Kyoto Japan, June 2006

Hirsh-Pasek, K & Golinkoff, R. Creating lifelong learners. Florida Department of Education. May, 2006

Hirsh-Pasek, K., Four stories about literacy. Whole Child Conference. University of Maryland. May, 2006

Hirsh-Pasek, K. Play = Learning: How to facilitate learning in preschoolers. JoLyn Beeman Lecture. Wisconsin Division for Early Childhood. April, 2006

Hirsh-Pasek, K. Play = Learning. New York Public Library. New York. March, 2006

Hirsh-Pasek, K. Creating lifelong learners.; Where child development meets practice. Colloquium, Ursinus College, December 2006

Hirsh-Pasek, K. Breaking the language barrier. Bermuda Department of Child Development, November 2006

Hirsh-Pasek, K. The NICHD Study of Early Child Care and Youth Development: A sampler

in "Big Science" Colloquium, Villanova University, October 2006

Hirsh-Pasek, K. & Golinkoff, R. Building a strong foundation for life: How early learning experiences shape the lifelong learner. Keynote. Early Head Start: Zero to Three Conference. Washington, June 2005.

Hirsh-Pasek, K. & Golinkoff, R. PLAY = LEARNING. Conference organized by D. Singer, R. Golinkoff & K. Hirsh-Pasek. Yale University, June 2005

Golinkoff, R. & Hirsh-Pasek, K., A Rose is a Rose But a Scene is Not a Scene: Languages Encode Events Differently. Words and world conference. Lehigh University, June, 2005

Hirsh-Pasek, K. How babies talk. Invited speaker for City wide-event, Chicago Children's Museum, May, 2005

Hirsh-Pasek, K. The New Three Rs. Casey Journalism School, University of Maryland, March 2005; Central Pennsylvania Association for Young Children, Harrisburg, PA. March 2005

Hirsh-Pasek, K. The NICHD Study of Early Child Care and Youth Development: A sampler in "Big Science" Colloquium, Swarthmore College, November, 2004

Hirsh-Pasek, K. & Golinkoff, R., Creating lifelong learners: Utah State Department of Education. October 2004.

Hirsh-Pasek, K. Creating lifelong learners. University of Pennsylvania Literacy Network, October, 2004.

Hirsh-Pasek, K. & Golinkoff, R. Creating lifelong learners. Wisconsin Children's Museum, community forum on children's learning. October, 2004.

Hirsh-Pasek, K. & Golinkoff, R. Creating lifelong learners. Maryland Children's Museum, community forum on children's learning. September, 2004.

Hirsh-Pasek, K. & Golinkoff, R. Action meets words. Colloquium, Keio University, Tokyo August 2004.

Golinkoff, R. & Hirsh-Pasek, K. Breaking the language barrier. Colloquium, Keio University, Tokyo, 2004.

Golinkoff, R. M., Hirsh-Pasek, K., Meyer, M., Adde, D., Maguire, M., & Pulverman, R. 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 (August, 2004).

Hirsh-Pasek, K., Golinkoff, R. M., Pruden, S., & Salkind, S. 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" August, 2004)

Hirsh-Pasek, K. Preschool assessment: Closing the gap between science and practice. NAEYC Conference on Assessment. Washington, DC, June 2004

Hirsh-Pasek, K. A Revolutionary idea: how libraries can facilitate the new 3 Rs. Keynote, American Library Association Conference, Orlando Florida, June 2004.

Hirsh-Pasek, K. How babies talk: A workshop. Invited speaker at the First Annual Meeting of the Child Study Institute. Bucharest, Romania June, 2004

Hirsh-Pasek, K. The origins of verb learning: A case study in nature via nurture. Invited symposium for Conference in Human Development, (Newcombe, chair) Washington, DC, May, 2004

Hirsh-Pasek, K. Infant research in the public eye: Do we have a role to play in translating research for public consumption? Roundtable discussion. International Conference on Infant Studies, Chicago, April, 2004

Hirsh-Pasek, K. Cross-talk: Reconsidering domain specificity and domain generality in infant cognition. Roundtable discussion. International Conference on Infant Studies, Chicago, April, 2004

Hirsh-Pasek, K. How babies talk. Keynote, Head Start Teacher's Conference. Allentown, PA.
, May, 2004

Hirsh-Pasek, K. A revolutionary idea: How children's museums can facilitate the New 3 Rs.
Keynote, Interactivity: Association of Children's Museums, May 2004

Hirsh-Pasek, K. A Revolutionary idea: how libraries can facilitate the new 3 Rs. Keynote.
Pennsylvania Library Association, April 2004

Hirsh-Pasek, K. How early learning experiences shape the lifelong learner. Keynote, Terri Lynne
Lokoff Child Care Foundation National Award Ceremony, March 2004

Hirsh-Pasek, K. Preschool assessment: Closing the gap between science and practice.
Washington Policy Briefing on Capitol Hill, December 2003

Hirsh-Pasek, K. Where actions meet words: Foundations of verb learning. Yale University
Colloquium. December, 2003

Hirsh-Pasek, K. Where actions meet words: Foundations of verb learning. University of Michigan
Colloquium, November, 2003

Hirsh-Pasek, K. How early learning experiences shape the lifelong learner.
The 21st Century learner. Washington, DC. September, 2003

Hirsh-Pasek, K. How babies talk. Keynote, Bank Street School Conference.
June, 2003

Hirsh-Pasek, K. How babies talk. Keynote, at Child Care Council of Westchester.
October, 2002

Hirsh-Pasek, K. Child Care: A place where quality counts. Forum on Children and Families.
New York University. May, 2002

Hirsh-Pasek, K. Verb Learning in Infancy. Symposium discussant. International Conference
on Infant Studies, Toronto, April, 2002

Hirsh-Pasek, K. How children learn their first words. Colloquium at Michigan State
University. April 4, 2002

Hirsh-Pasek, K. The Story behind the headlines: Relationships between child care
quantity, quality, type and child outcomes. Grand Rounds, Psychiatry. Temple
University Hospital. Pediatrics. April, 2002

Hirsh-Pasek, K. The Story behind the headlines: Relationships between child care
quantity, quality, type and child outcomes. JCCA National Conference. Baltimore, MD
November, 2001

Hirsh-Pasek, K. The Story behind the headlines: Relationships between child care
quantity, quality, type and child outcomes. Grand Rounds, Psychiatry. Temple
University Hospital. October, 2001

Hirsh-Pasek, K. & Weinraub, M. The Story behind the headlines: Relationships between
child care quantity, quality, type and child outcomes. Mini Conference on child
care. Temple University, June, 2001

Hirsh-Pasek, K. Friedman, S., Brownell, C., Owen, M., Booth, C., Burchinal, M. Release of
the NICHD Public Data Set: From birth to 3. SRCD. Minneapolis, April, 2001

Hirsh-Pasek, K. Recent findings from the NICHD Study of Early Child Care. University
of Delaware, March, 2001

Hirsh-Pasek, K. Breaking the language barrier. Eunice Kennedy Schriver Center. Boston, 2000

Hirsh-Pasek, K. Findings from the NICHD Study of Early Child Care: Implications for
Jewish Preschools. National Conference for the Jewish Community Centers of
North America. Boston, MA, May, 2000

Hirsh-Pasek, K. & Golinkoff, R. Multiple cues to word learning: The story for object scope
and extendibility. Finding the words conference. Stanford University. Palo Alto,
CA. April, 2000.

Hirsh-Pasek, K. Breaking the language barrier. Colloquium, Bryn Mawr College, April, 2000

Hirsh-Pasek, K. Language development in the 21st Century Baby. Featured Presentation.

Embracing our children. Delaware Valley Association for the Education of Young Children. Philadelphia, February, 2000.

Hirsh-Pasek, K. Language development in the 21st Century Baby. Keynote. Dauphin County Library Association. Harrisburg, PA. December, 1999

Hirsh-Pasek, K., Golinkoff, R.M., & Hollich, G. The emergentist coalition model of word learning. In Attention to multiple cues offers insights to language researchers OR Why each blind man saw only part of the elephant. Symposium, (K. Hirsh-Pasek and R. Golinkoff, chairs). Boston Language Conference, Boston, MA November, 1999.

Hirsh-Pasek, K. Breaking the language barrier: How children learn their first words. Colloquium. Lehigh University. October, 1999.

Hirsh-Pasek, K. Breaking the language barrier: How children learn their first words. Carolina Consortium Discussant. Center for Developmental Science. University of North Carolina.. Raleigh, NC February, 1999

Hirsh-Pasek, K. Recent findings in the NICHD Study of Early Child Care: Language, Cognition and Beyond. Colloquium, Penn State University Intervention Studies. State College, PA, December, 1998

Hirsh-Pasek, K. Breaking the language barrier: How children learn their first words. Colloquium Penn State University, State College, PA. December, 1998

Hirsh-Pasek, K. Breaking the language barrier: How children learn their first words. Colloquium, Tel Aviv University. Tel Aviv, Israel, August, 1998

Hirsh-Pasek, K. (for the NICHD Study of Early Child Care Network) In Sickness and in Health. SEED Conference. Washington, DC. May, 1998.

Hirsh-Pasek, K. Breaking the language Barrier. Colloquium, Temple University. Philadelphia, April, 1998.

Hirsh-Pasek, K. & Golinkoff, R. Trends and transitions in language development. Developmental Neuropsychology Group. International Conference on Infancy Studies Conference, Atlanta. April, 1998.

Golinkoff, R. & Hirsh-Pasek, K. King Solomon was right: Biblical Injunctions against divided theories of word learning. International Conference on Infancy Studies. Featured Debate. Atlanta, April 1998

Hirsh-Pasek, K. Breaking the language barrier: How children learn their first words. Colloquium. University of Texas at Dallas. March, 1998

Hirsh-Pasek, K. What infants can teach us about language development. University of Berne, Berne, Switzerland. May, 1997

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

Golinkoff, R. & Hirsh-Pasek, K. Emerging cues for early word learning. Carnegie Mellon Conference on the Emergence of language. Pittsburgh, PA., May, 1997

Hollich, G., Hirsh-Pasek, K., & Golinkoff, R. The 3-D intermodal preferential looking paradigm. Conference examining the use of intermodal preferential looking paradigms in infant studies. Melbourne, Australia, December, 1996.

NICHD Early Childhood research network. Early child care and attachment. National Association for the Education of Young Children. Dallas, TX, November, 1996.

Hirsh-Pasek, K., Golinkoff, R., Heberle, J. & Rehill, J. Bridging the gap between social pragmatic and lexical constraints views of word learning: Can the Capulets live with the Montagues? Boston Language Conference, Boston, November, 1996.

Hirsh-Pasek, K. What infants can tell us about language acquisition: Building a rationalist constructivist view. Colloquium, University of New South Wales. Sydney, Australia. August, 1996.

Hirsh-Pasek, K. Infant child care and attachment security: Selective results from the NICHD

Study of early Childcare. Colloquium, Macquarie University. Sydney, Australia. August, 1996.

NICHD Early Child Care Research Network. Infant child care and attachment security: Results of the NICHD Study of Early Child Care. International Conference on Infancy Studies. Providence, RI. April, 1996.

Hirsh-Pasek, K. & Golinkoff, R., When does "Rabbit" mean rabbit? Word Acquisition Mini Conference. Buffalo, NY. October, 1995.

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

Hirsh-Pasek, K. Four decades later: Reconceptualizing the Skinner/Chomsky debate. American Behaviorist Association. Washington, DC. May, 1995.

Hirsh-Pasek, K. Recent trends in Developmental Psychology. Keynote Speaker For Central Agency For Jewish Education. November, 1994.

Hirsh-Pasek, K. Unlocking mysteries in language development: What infants can teach theorists. Colloquium: Rowan College. February, 1994.

Hirsh-Pasek, K. How infants make sense of language input. Cognitive Neuroscience Research Group of Philadelphia. March, 1994.

Hirsh-Pasek, K. & Golinkoff, R. In defense of lexical principles for early word learning. New York Child Language Meeting, April, 1993.

Hirsh-Pasek, K. Skeletal foundations for grammatical learning: What infants bring to the language learning task. Colloquium, Princeton University, March, 1993.

Hirsh-Pasek, K., Tucker, M. & Golinkoff, R. Dynamical systems theory: Reinterpreting "Prosodic Bootstrapping" and its role in language acquisition. Signal to Syntax Conference, Brown University, February, 1993.

Hirsh-Pasek, K. Infant Speech Perceptions. Colloquium, Rutgers University, March, 1992.

Hirsh-Pasek, K. Skeletal supports for grammatical learning: What the infant brings to the language learning task. Colloquium at Duke University. December, 1991.

Hirsh-Pasek, K., & Golinkoff, R. Lois Bloom's theory of language acquisition: A commentary. Piaget Society Meetings. May, 1991

Hirsh-Pasek, K. Language comprehension in infants and toddlers. Invited colloquium at Lehigh University, October, 1989.

Hirsh-Pasek, K. & Golinkoff, R. The origins of grammar. Invited colloquium at Salk Institute Language Group, July, 1989.

Hirsh-Pasek, K. & Golinkoff, R. The origins of grammar. Invited colloquium for Yerkes Primate Center Language Project, April, 1989.

Hirsh-Pasek, K. Kemler Nelson, D. & Jusczyk, P. Infants' sensitivity to acoustic correlates for phrase boundaries. New York Child Language Meeting, December, 1988.

Hirsh-Pasek, K. Looking for the origins of grammar: Evidence from infants. Sloan Cognitive Sciences Group at the University of Pennsylvania, November, 1988.

Hirsh-Pasek, K. & Golinkoff, R. Comprehension: A new look at some old themes. National Institute of Mental Health Conference on the Biobehavioral Foundations of Language Development, June, 1988.

Hirsh-Pasek, K. The origins of grammar: Evidence from comprehension. Colloquium at Carnegie Mellon University, May, 1988.

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

Hirsh-Pasek, K. & Golinkoff, R. From evidence to explanation: Using comprehension data

to inform theories of language acquisition. Boston Language Conference, October, 1987.

Hirsh-Pasek, K. The Hurried child: From myth to research to public policy. Forum for Family in Crisis, Temple University, September, 1987.

Golinkoff, R. & Hirsh-Pasek, K. The origins of grammar. New York Child Language Meeting, March, 1987.

Hirsh-Pasek, K., Golinkoff, R., Braidy, S. & McNally, L. "Daddy Throw": On the existence of implicit negative evidence for subcategorization errors. Boston Language Conference, October, 1986.

Hirsh-Pasek, K. Syntax in infancy: What prelinguistic infants might know about grammar. Colloquium, Bryn Mawr College Psychology Department, February, 1986.

Hirsh-Pasek, K. & Freyd, P. Taking the Latin and Greek out of English: Morphological analysis by hearing and deaf readers. Boston University Language Conference, October, 1984. Also presented at University of Pennsylvania Graduate School of Education, Literacy Center, Colloquium, Nov, 1984.

Hirsh-Pasek, K. Taking the Latin & Greek out of English: What successful deaf readers gain from attention to morphological cues. National Technical Institute for the Deaf, April, 1984.

Hirsh-Pasek, K. Silent Reading: What deaf people can teach us about the reading process. Colloquium, Bryn Mawr College, Human Development, October, 1983.

Hirsh-Pasek, K. Phonics without sound: Reading acquisition by the congenitally deaf. Colloquia, University of Pennsylvania Graduate School of Education, May, 1981, University of Delaware School of Education, April, 1981 and Rutgers Medical School - Reading Disabilities Clinic, November, 1981.

Hirsh-Pasek, K. What did the brain say to the mind? A study of the detection and report of ambiguity by young children. Colloquium at Literacy Society of the University of Pennsylvania, 1978

Papers Presented at Professional Meetings

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

Verdine, B.N., Marzouk, M.A., Brezack, N.G., Tonob, T., 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.* Poster presented at Spatial Cognition 2016, Philadelphia, PA.

Sweig Wilson, M., (Lead Presenter), Pace, A., Luo, R., de Villiers, J., Iglesias, A., Hirsh-Pasek, K., & Golinkoff, R. (October 2016). Discriminant validity of a computerized language assessment with language-impaired preschool children. Poster to be presented at the DEC Conference, Louisville, KY.

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 accepted at the Jean Piaget Society 46th Annual Meeting, Chicago, IL.

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.* Poster presented at the 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?* Poster presented at the 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*. Poster presented at the 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*. Poster presented at the 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. *Developing a Computer-Administered Language Assessment for Diverse Children Ages 3 to 6*. (2015, October). Poster accepted to the Division for Early Childhood's Annual International Conference on Young Children with Special Needs and Their Families, Atlanta, GA

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., Pace, A., Yust, P., & Levine, D. (2015, March). *More than a Word Gap: Socioeconomic Differences in Language Processes*. In A. Pace (Chair of symposium), *Applying Developmental Science to Assess Language in Diverse Preschoolers*. 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, Pennsylvania.

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, Pennsylvania.

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, Pennsylvania.

Pace, A., Golinkoff, R. M., Hirsh-Pasek, K., Yust, P., Reed, J., Toub, T. S., Adamson, L. B., Bakeman, R., Owen, M., & Cadle, C. (March, 2015). *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, PA.

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, Pennsylvania.

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, Pennsylvania.

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, Pennsylvania.

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?* Poster to be presented at the Eastern Psychological Association Conference, 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.* Poster to be presented at the Society for Research in Child Development

Conference, Philadelphia, PA

Brezack, N., Marzouk, M., Verdine, B.N., & Golinkoff, R.M. (2015, March). *Exploring the development of toddler's shape knowledge*. Presented at the University of Delaware Cognitive Science Graduate Student Conference, Newark, DE.

Marzouk, M., Medford, J., Cody, J., Rosen, A., Tonob, D., Curran, J., Verdine, B.N., Golinkoff, R.M., Hirsh-Pasek, K. (2015, March). *Behaviors in a spatial assembly task correlate with later spatial and mathematics success*. Presented at the University of Delaware Cognitive Science Graduate Student Conference, Newark, DE.

Marzouk, M., Scudlark, R.M.L., Verdine, B.N., Golinkoff, R.M., & Hirsh-Pasek, K. (2015, March). *Teaching toddlers shapes: Parental interactions during play and the influence of play materials*. Presented at the University of Delaware Cognitive Science Graduate Student Conference, Newark, DE.

Pace, A., Yust, P., de Villiers, J., Iglesias, A., Wilson, M., Hirsh-Pasek, K., Golinkoff, R., Takahesu Tabori, A., Strother-Garcia, K., Ridge, K. Examining the Validity of a Computer-Based Language Assessment for Preschool Children. (November 2014). Poster to be presented at the 39th Annual Boston University Conference on Language Development, Boston, MA.

Konishi, H., Kanero, J., Freeman, M. R., Golinkoff, R. M., & Hirsh-Pasek, K. (2014). Six principles of language development: Implications for second language learners. *Developmental Neuropsychology*, 39(5), 404-420.

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*. Poster session presented at *Shaping the Developing Brain: Prenatal through Early Childhood, Fifth Annual Aspen Brain Forum*, New York, New York.

Pace, A., Yust, P., de Villiers, J., Iglesias, A., Wilson, M. S., Golinkoff, R. M., Hirsh-Pasek, K. Takahesu Tabori, A., Ridge, K., Strother-Garcia, K. *The Relationship Between Home Literacy Environment & Language Products & Processes in Diverse Preschoolers*. (2014, November). Poster to be presented at the American Speech-Language-Hearing Association Conference, Orlando, FL

Pace, A., Yust, P., de Villiers, J., Iglesias, A., Wilson, M. S., Golinkoff, R. M., Hirsh-Pasek, K. Takahesu Tabori, A., Ridge, K., Strother-Garcia, K. Evaluating the Reliability & Validity of a Computer-Based Language Assessment. (2014, November). Seminar to be presented at the 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). Under review. 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 12th 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 12th 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.

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*. Paper presented at the 44th annual meeting of the Jean Piaget Society, San Francisco, CA

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.

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*. 121st Annual Convention of the American Psychological Association, Honolulu, HI.

Johanson, M. A., Freeman, M., Aravind, A., Ridge, K. E., Mahajan, N., Damonte, J. C., Golinkoff, R. M., Hirsh-Pasek, K., de Villiers, J., Iglesias, A., & Wilson, M. (2013, July). *A Computer-Based Assessment of 3-6 Year Old Children's Language Abilities*. Poster presented at the American Speech-Language-Hearing Association Schools Conference, Long Beach, CA.

Zosh, J.M., Filipowicz, A., Fombi, J., Verdine, B., Hirsh-Pasek, K., & Golinkoff, R. (2013). *Promoting spatial learning in preschoolers: Electronic vs. traditional toys*. Paper presented at 2013 Annual Conference of The Association for the Study of Play (TASP)/Conference of The American Association for the Child's Right to Play (IPA/USA), Newark, DE.

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*. Poster present at the 25th APS Annual Convention, Washington, D.C.

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.

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 D. D. Dickinson (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 D. Dickinson (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.

Athanasiopoulou, 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.

Athanasiopoulou, 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 – in different ways. Boston Language Conference, Boston, MA.

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

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.

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.

Damonte, J. C., Ranganathan, S., Stahl, A., Shi, R., Golinkoff, R. M., & Hirsh-Pasek, K. (2012, June). *Can infants segment a common morpheme /ing/ to identify a novel word?* Poster presented at the 18th Biennial 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

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

Konishi, H., Kosko, C., Golinkoff, R. & Hirsh-Pasek, K. (2012, May). *Individual Differences on a Nonlinguistic Categorization Task Relate to Later Verb Comprehension*. (2012, May) APS Annual Convention, Chicago, Illinois.

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

Pandey, J., Parish-Morris, J., Hirsh-Pasek, K., Golinkoff, R.M., Pulverman, R., Schultz, R.T., & Paterson, S. (Submitted for 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.

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*. Poster presented at the American Psychological Society, Chicago, IL.

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

Verdine, B., Filipowicz, A., Athanasopoulou, A., Chang, A., Golinkoff, R., and 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.

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

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.

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.

Gardner, M., Heiney-Gonzalez, D., Golinkoff, R.M. & Hirsh-Pasek. K. (2011, August) Understanding How Adults Choose Toys for ChildrenUnderstanding How Adults Choose Toys for Children, 119th Annual Convention of the American Psychological Association (APA)Society for Consumer Psychology (SCP)

Parish-Morris, J., Hirsh-Pasek, K., Pulverman, R., Golinkoff, R.M., Schultz, R., Paterson, S., (2100, May) Understanding intentions predicts relational vocabulary in preschoolers with ASD., San Diego, CA.

Parish-Morris, J., Hirsh-Pasek, K., & Golinkoff, R.M. (2011, June). Motion Categorization in Persons with Autism Spectrum Disorder. Presentation at the 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.

Terranova, J., Halberstadt, C., Hou, L., Athanasopoulou, A., McManaman, M. T., Rose, A., Neifert, C., Wong, W., Chang, A., 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.

Terranova, J., Halberstadt, C., Hou, L., McManaman, M. T., Athanasopoulou, A., Stahl, A., Wong, W., Chang, A., 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.

Rosenberry, 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.

Rosenberry, 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.

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. Poster presentation at the International Conference for Infant Studies, Baltimore, Maryland.

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.* Poster to be presented at the XVIIth International Conference on Infant Studies, Baltimore, MD.

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

Roseberry, S., Hirsh-Pasek, K., Golinkoff, R.M. (2010, March). Honey, we shrunk the Sesame characters! Going beyond symbols to increase language learning. Paper to be presented in S. Roseberry and K. Hirsh-Pasek (chairs) *Why can't young children learn from television? Two potential explanations.* The XVIIth 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. Paper to be presented in S. Roseberry and T. Göksun (chairs) *When representational systems collide: Aligning space and language.* The XVIIth International Conference on Infant Studies, Baltimore, MD.

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

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

Stahl, A., Tynan, E., Song, L., Wong, W., Golinkoff, R., & Hirsh-Pasek, K. (2010, March). Manner, interrupted: Infants detect manner changes in occlusion events. Poster session presented at the International Conference on Infant Studies, Baltimore, MD.

Wong, W., Dewson, G., Monahan, M., Shi, T., Stahl, A., Golinkoff, R., 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.* Poster presented at International Conference on Infant Studies, Baltimore, MD.

Wong, W., McManaman, M. T., Stahl, A., Golinkoff, R., Newcombe, N., & Hirsh-Pasek, K. (2010, March). *Triangles as pizza slices, circles in clocks: Representational complexity in children's recognition of shapes.* Poster session presented at the International Conference on Infant Studies.

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.* Poster to be presented at the XVIIth International Conference on Infant Studies, Baltimore, MD.

Song, L., Golinkoff, R., 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.* Poster presented at International Conference on Infant Studies, Baltimore, MD.

Goksun, T., Hirsh Pasek, K., Imai, M., Konishi, H., Golinkoff, R.M. (2009, November) The “where” of events: How do English- and Japanese-reared infants discriminate grounds in dynamic events? Boston Language Conference. Boston, MA

Tynan, E., Stahl, A., Ma, A., Song, L., Rocek, L., Marshall, J., Marshall, S., Golinkoff, R. M., Hirsh- Pasek, K. (2009, November) The path to language: Infants categorize paths in real-world events. Boston Language Conference. Boston, MA.

Song, L., Nazzi, T., Moukawane, S., Golinkoff, R.M., Stahl, A., Ma, W., Hirsh-Pasek, K. (2009, November) Sleepy vs. sleeping: Preschoolers' sensitivity to morphological cues for adjectives and verbs in English and French. Boston Language Conference. Boston, MA.

Song, L., Infiesta, C., Golinkoff, R. M., Seston, R., Pulverman, R., & Hirsh-Pasek, K. (2009, May). *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 Second Conference of the International Mind, Brain and Education Society, 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? Poster presentation, International Conference for Autism Research, Chicago, IL.

Göksun, T., Hirsh-Pasek, K., Fisher, K., Misitzis, Y., Ferrara, K., & Golinkoff, R. M. (2009, April). *Forces are in action: Causal understanding of preschoolers.* Poster to be presented at Society for Research on Child Development, Denver, CO.

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

Göksun, 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.* Poster to be presented at Society for Research on Child Development, Denver, CO.

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

Gardner, M., Peet, A., Smith, L., Golinkoff, R., Hirsh-Pasek, K., & Hotchkiss, L. (2009, March). Gift Giving to Small Children: A Post-Modern Perspective. 4th International Research Days on Marketing Communications.

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.

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.

Infiesta, C., Song, L., Golinkoff, R. M., Pulverman, R., & Hirsh-Pasek, K. (2009, March). *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

Parish-Morris, J., Hirsh-Pasek, K., & Maller, B. (2008, October) Electronic Console Books: Independent Effects on Dialogic Language in Parents and Children

Roseberry, S., Hirsh-Pasek, K., Golinkoff, R.M., Pruden, S.M. Finding the path: Infants notice path not distance in dynamic displays. The role of experience in relational categorization. T. Göksun and S. Pruden (chairs) Foundations for processing events and learning relational terms. International Association for the Study of Child Language, Edinburgh, Scotland, July 2008.

Gokson, T., Roseberry, S. Hirsh-Pasek. K., & Golinkoff, R. Foundations for processing events and learning relational terms. IASCL, Edinburgh, Scotland, July, 2008.

Wong, W., Uribe-Zarain, X., Fisher, K., Golinkoff, R. M., & Hirsh-Pasek, K. Parents' views of the benefits claimed in educational toy advertising. Poster presented at the 7th International Conference on Interaction Design & Children, Chicago, June, 2008

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

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

Ma, W., Golinkoff, R. M., Houston, D., & Hirsh-Pasek, K. Word-Learning in Infant- and Adult-directed Speech. Poster presented at the International Conference on Infant Studies, Vancouver, Canada. March 2008.

Goksun, T., Hirsh-Pasek, K., Roseberry, S., & Golinkoff, R.M. Processing events and relational terms: Figures are more prominent than grounds. Poster to be presented at the 16th International Conference on Infant Studies, Vancouver, Canada. March 2008.

Parish-Morris, J., Hirsh-Pasek, K., & Golinkoff, R.M. Once Upon a Time: Parents Talk Differently to Boys and Girls During Storybook Reading. Poster to be presented at the 16th International Conference on Infant Studies, Vancouver, Canada. March 2008.

Roseberry, S., Hirsh-Pasek, K., Golinkoff, R.M., & Parish-Morris, J. Educational television? Children's potential to learn verbs from television. Poster to be presented at the 16th International Conference on Infant Studies, Vancouver, Canada. March 2008

Roseberry, S., Goksun, T., Hirsh-Pasek, K., Shallcross, W.L., & Golinkoff, R.M. Where you're going trumps what you're doing: Infants prefer paths over manners in dynamic displays. Poster to be presented at the 16th International Conference on Infant Studies, Vancouver, Canada March 2008.

Shallcross, W.L., Hirsh-Pasek, K., Golinkoff, R. M., Newcombe, N., Lloyd, M., Goksun, T., & Roseberry, S. Building talk: Parental utterances during construction play. Poster presented at the 16th International Conference on Infant Studies, Vancouver, Canada. March 2008.

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

Song, L., Seston, R., Ma, W., Shallcross, W., Golinkoff, R. M., Shipley, T., Hirsh-Pasek, K., Infants' Sensitivity to Geometric Features of Path in Spatial Events. The XVIth Biennial International Conference on Infant Studies, Vancouver, Canada March 2008.

Roseberry, S., Hirsh-Pasek, K., Golinkoff, R.M., & Parish-Morris, J. Educational television? Children's potential to learn verbs from television. Poster to be presented at the 16th International Conference on Infant Studies, Vancouver, Canada. March, 2008.

Parish-Morris, J., Hirsh-Pasek, K., & Golinkoff, R.M. Once Upon a Time: Parents Talk Differently to Boys and Girls During Storybook Reading. Poster to be presented at the

16th International Conference on Infant Studies, Vancouver, Canada. March 2008.

Parish-Morris, J., Collins, M. & Hirsh-Pasek, K. Talking books: What do children comprehend? Boston Language Conference, November, 2007

Pruden, S., Shallcross, W. & Hirsh-Pasek, K. Foundations of verb learning: Comparison helps infants abstract event components. Boston Language Conference, November, 2007

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

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

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

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

Pruden, S., M., Jones, M.C., Seston, R., Hirsh-Pasek, K. & Golinkoff, R.M. Two views are better than one: Comparison helps infants abstract event components. SRCD, Boston, MA, March 2007

Goksun, T., Jones, M., Hirsh-Pasek, K., Roeper, T., Golinkoff, R.M. & Roseberry, S. Finding the missing piece: Ellipsis as a clue to grammatical development. SRCD, Boston, MA March 2007.

Ma, W., Golinkoff, R.M., & Hirsh-Pasek, K. Why do Chinese children learn more verbs? SRCD, Boston MA, March 2007

Pruden, S.M., & Hirsh-Pasek, K. Foundations of verb learning: Labels promote action category formation, Boston Language Conference, November 2006.

Pulverman, R., Maguire, M. J., Hirsh-Pasek, K., & Golinkoff, R. M. On the beaten path: Multiple cues converge to make verb learning easier in Spanish. Poster session to be presented at the XVth Biennial International Conference on Infant Studies, Kyoto, Japan. June 2006

Pulverman, R., Golinkoff, R. M., Hirsh-Pasek, K., Brandone, A. C., & Seston, R. Linguistic input directs infants' attention to facilitate word learning. Paper to be presented at the XVth Biennial International Conference on Infant Studies, Kyoto, Japan., June 2006

Ma, W., McDonough, C., Lannon, R., Golinkoff, R. M., Hirsh-Pasek, K., Tardif, T. A mental image is worth a thousand verbs: Imageability predicts verb learning. Paper to be presented at the Jean Piaget Society Conference. Baltimore, MD., June, 2006

Göksun, T., Jones, M. C., Hirsh-Pasek, K., Roeper, T., & Golinkoff, R. M. What's Missing? Sensitivity to Ellipsis Signals Grammatical Categories. Conference on Human Development, Kentucky, April, 2006.

Seston, R., Brandone, A., Moynihan, N., Golinkoff, R. M., Hirsh-Pasek, K., & Song, L. Bodies, Active Minds: Learning Opportunities in Children's Museums. Eastern Psychological Association. March, 2006.

Brandone, A., Seston, R., Golinkoff, R. M., & Hirsh-Pasek, K. The Story of 'ing': Young Children Expect to Hear 'ing' on Verbs but not on Nouns. Eastern Psychological Association. March, 2006

Shipley, T. Pruden, S., Pulverman, R., Golinkoff, R., & Hirsh-Pasek, K. When action meets word: Representation and verb learning. Symposium at Psychonomics. Toronto, November, 2005

Pruden, S. & Hirsh-Pasek, K., Foundations of verb learning: Labels promote action category formation. Boston Language Conference, November, 2005.

Brandone, A., Addy, R., Pulverman, R., Golinkoff, R., & Hirsh-Pasek, K. One-for-one and two-for-two: Anticipating parallel structure between event and language. Boston Language Conference, November, 2005.

Jones, M.C., Parish, J., Brandone, A., Hirsh-Pasek, K., Golinkoff, R.M., Hansell, N., & Kogan, M. The Role of Labels and Syntax in Early Verb Learning. Poster session alternate at the Cognitive Development Society Fourth Biennial Meeting. San Diego, CA. October, 2005

Pulverman, R., Golinkoff, R. M., & Hirsh-Pasek, K. The relationship between event processing and lexical acquisition: A cross-linguistic study of infants' attention to motion events. In S. Özçaliskan & A. H. Özyürek (Chairs), From non-linguistic to linguistic representations: Children's encoding of motion at the perceptual, gestural, and linguistic levels. Symposium conducted at the Xth International Congress for the Study of Child Language, Berlin, Germany. July, 2005

Pruden, S. & Hirsh-Pasek, K. On the path to verb learning. In R. Golinkoff & K. Hirsh-Pasek (chairs) : Action Packed for Words, SRCD, Atlanta, April, 2005.

Hirsh-Pasek, K., Golinkoff, R. Maguire, M., & Imai, M. Facilitating verb learning: What makes verbs so difficult to learn? In K. Hirsh-Pasek and R. Golinkoff (chairs): It's not about Nouns and Verbs, SRCD, Atlanta, April, 2005.

Pruden, S., Hansell, N., Albertson, G. & Hirsh-Pasek, K. Finding the invariant path and manner in motion events: Do labels help? SRCD, Atlanta, April, 2005

Pulverman, R., Brandone, A., Salkind, S., Golinkoff, R., & Hirsh-Pasek, K., The necessity for a recovery criterion in infant habituation experiments. SRCD, Atlanta, April, 2005.

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

Pruden, S.M. Hirsh-Pasek K. Maguire, M., & Meyer M. (2004) Foundations of Verb Learning: Infants Categorize Path and Manner in Motion Events. Boston University Conference on Language Development, Boston, MA. November, 2004

Maguire, M., Pruden, S., Hirsh-Pasek, K., Meyer, M., & Hansell, N. Two-year-olds use grammar to learn novel verbs. International Conference on Infant Studies, Chicago, April, 2004.

Pruden, S., Hansell, N., Albertson, G. & Hirsh-Pasek, K. Finding the invariant path and manner in motion events: Do labels help? International Conference on Infant Studies, April, 2004.

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

Pruden, S., Maguire, M., Meyer, M., Hansell, N. & Hirsh-Pasek, K. Categorization of path and manner in infancy: Building a conceptual foundation for verb learning. International Conference on Infant Studies, Chicago, April, 2004

Pulverman, R., Golinkoff, R. & Hirsh-Pasek, K. Starting out on the right path: Seven-month olds' attention to potential verb referents in nonlinguistic events. Boston Language Conference, November, 2003.

Pruden, S., Hirsh-Pasek, K., Maguire, M. & Golinkoff, R. Foundations of verb learning: Infants categorize path and manner in action events. Boston Language Conference, November, 2003.

Meyer, M., Leonard, S., Hirsh-Pasek, K., Imai, E., Haryu, E., Pulverman, R., Addy, D. Golinkoff, R. making a convincing argument: A crosslinguistic comparison of noun and verb learning in Japanese and English. Boston Language Conference, November, 2003

Pence, K., Winn, M., Golinkoff, R., & Hirsh-Pasek, K. More verbs to come: The developing focus on verbs in parent's speech to infants. Boston Language Conference, November, 2003.

Pulverman, R., Sootsman, J. Golinkoff, R. M., Hirsh-Pasek, K. Cognitive prerequisites of verb learning: infants' attention to manner and path. Presented at International Cognitive Linguistics Conference, University of La Rioja, Logrono, Spain. July, 2003.

Addy, D., Golinkoff, R.M., Sootsman, J.L., Pence, K., Pulverman, R., Salkind, S., & Hirsh-Pasek, K. Understanding /ing/: Sensitivity to grammatical morphemes precedes their production. Paper Presentation at the 33rd Annual Meeting of the Jean Piaget Society, Chicago, IL. June 2003

Hennon, E., Hirsh-Pasek, K. & Golinkoff, R. Speaker Intention? Autistic children may learn words without it. Society for Research in Child Development, Tampa, Fla., April 2003

Pruden, S., Pulverman, R., Maguire, M., Hirsh-Pasek, K., & Golinkoff, R. Pathways to verb learning: preverbal infants form action categories. Society for Research in Child Development, Tampa, Fla., April 2003

Maguire, M., Pruden, S. Hirsh-Pasek, K. & Golinkoff, R. Keeping it simple: Mapping words onto actions. Society for Research in Child Development, Tampa, Fla., April 2003

Pulverman, R., Sootsman, J., Golinkoff, R., Hirsh-Pasek, K., Attention to manner and path in nonlinguistic event processing: English-speaking infants learn to mind their manners. Society for Research in Child Development, Tampa, Fla., April 2003

Salkind, S., Golinkoff, R., & Hirsh-Pasek, K. Lights, Camera, Action! Infants and Toddlers Create Action Categories. International Conference on Infant Studies. Toronto, April, 2002

Pulverman, R. Golinkoff, R. Sootsman, J.L. & Hirsh-Pasek, R. Infants' non-linguistic processing of motion events: One-year-old English-speakers are interested in manner. Stanford Language Conference Palo Alto, CA, April, 2002

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

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

Hennon, E., Hirsh-Pasek, K. & Golinkoff, R. Slutzky, C., Sootsman, J. Reconciling competing theories of word learning: developmental changes from 10 to 24 months. Society for Research in Child Development, Minneapolis, MN, April 2001

Hennon, E., Hirsh-Pasek, K., Golinkoff, R., Rocroi, C., Arnold, K., Hollich, G. From proper nouns to categories: Infants learn how words work. International Conference on Infant Studies. Brighton, UK July, 2000

Hirsh-Pasek, K., & Golinkoff, R. & Hollich, G. Language learning at the radical middle: The emergentist coalition model of word learning. International Conference on Infant Studies. Brighton, UK July, 2000

Arnold, K., Golinkoff, R. Hirsh-Pasek, K., Driscoll, K., Hollich, G., Hennon, B., The whole is greater than the sum of its parts: Investigating the object scope principle. Boston Language Conference. Boston, MA. October, 1999.

Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. Mapping referents to words: Multiple cues to word learning. Society for Research in Child Development, Albuquerque, NM., April, 1999

NICHD Study of Early Child Care. Does child care quality matter? Society for Research in Child Development, Albuquerque, NM., April, 1999

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

Hennon, E., Rocroi, C., Chung, H.L., Hirsh-Pasek, K. & Golinkoff, R. Testing the principle of extendibility: Are new words learned as proper nouns or category labels? Society for Research in Child Development, Albuquerque, NM., April, 1999

Hirsh-Pasek, K., Weinraub, M. & Jaeger, L. The effects of early child care: An update from the NICHD Study of early Child Care. Delaware Valley Association for the Education of Young Children. Philadelphia, March 19, 1999

Hirsh-Pasek, K., Hollich, G., Golinkoff, R. & Rocroi, C. Advancing the preferential looking paradigm: When less is more. American Psychological Society, Washington. May, 1998.

Golinkoff, R., Chung, H., Hirsh-Pasek, K., Rocroi, C. & Hollich, G., McKiney, M. & Hennon, E. What's new in word learning?: A new theory and a new method. American Psychological Society, Washington. May, 1998.

Golinkoff, R., Hoskins, S. Chung, H. Hirsh-Pasek, K., Rocroi, C. 32-35 month olds can discriminate novel minimal pairs. American Psychological Society, Washington. May, 1998.

Hollich, G., Hirsh-Pasek, K., Golinkoff, R., Brand, R., Hankey, C., Rocroi C., & Hennon, B. Breaking the word barrier: How infants learn their first words. International Conference on Infant Behavior, Atlanta, April, 1998.

NICHD Early Child Care Research Network: Mother-child interaction and cognitive outcomes associated with early child care: Results of the NICHD Study. Society for Research in Child Development, April, 1997.

Hirsh-Pasek, K., Golinkoff, R., Rehill, J., Wiley, J., & Brand, R. Mapping words to referents: Multiple cues for word learning. Society for Research in Child Development, April, 1997.

Golinkoff, R. M., Hirsh-Pasek, K., Reeves, L. & Shuff-Bailey, M. Changes in the young child's construal of the meaning of object words. International Conference on Infant Studies. In Symposium entitled, "When does 'apple' mean apple?" How do young children interpret words? Organized by R.M. Golinkoff, S. Gelman & K. Hirsh-Pasek. Providence, RI, April 1996.

Rehill, J., Heberle, J., Hirsh-Pasek, K. & Golinkoff, R. Don't throw out directives. Reinterpreting the relationship between language input and output. International Conference on Infancy Studies. Providence, RI, April, 1996.

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

Tucker, M. & Hirsh-Pasek, K. Infant sensitivity to Western tonal music. Society For Research in Child Development. Indianapolis, April, 1995.

The Early Child Care Research Network. Child Care in the 1990s: The NICHD Study of Early child care. Society For Research in Child Development. Indianapolis, April, 1995.

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

Hirsh-Pasek, K., Golinkoff, R., Hermon, G. & Kaufman, D. Evidence from comprehension for early knowledge about pronouns. Stanford Child Language Research Forum, Palo Alto, CA, April, 1994.

Tucker, M. & Hirsh-Pasek, K. Dynamic Systems Theory and language acquisition. Society For Research in Child Development, New Orleans, March, 1993

Golinkoff, R. & Hirsh-Pasek, K. A lexical principals approach to word learning. Society for Research in Child Development, New Orleans, March, 1993.

Golinkoff, R., Aliota, A., Hirsh-Pasek, K., Kaufman, D., Infants learn lexical items better in

infant-directed than in adult-directed speech. Boston Language Conference, October, 1992.

Hirsh-Pasek, K., Weinraub, M. & Kaufman, D., The effects of otitis media on language acquisition: A new wave of research. Discussant for L. Feagans symposium on otitis media & day care. International Conference on Infancy Studies, May. 1992.

Golinkoff, R.M., Dizoff, J., Yasik, A. & Hirsh-Pasek, K., How children identify nouns vs. verbs. International Conference on Infancy Studies, May. 1992.

Sevek, R., Savage Rumbaugh, S., Hirsh-Pasek, K. & Golinkoff, R. Word learning in the pan paniscus chimpanzee. Society for Research in Child Development, April, 1991.

Jacket, R., Golinkoff, R., & Hirsh-Pasek, K. Principles proposed for noun acquisition can be extended to verbs. Society for Research in Child Development, April, 1991.

Hirsh-Pasek, K., Kemler-Nelson, D., Jusczyk, P. & Tucker, M. The selective listening paradigm: How infants might discover the units of language. Boston Language Conference, October, 1990.

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

Golinkoff, R. & Hirsh-Pasek, K. The comprehension-production debate: Where does it stand? International Conference on Infancy Studies, April, 1990.

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

Hirsh-Pasek, K. Infants' perception of fluent speech: Implications for language acquisition. Society for Research in Child Development, April, 1989

Hirsh-Pasek, K., Hyson, M., Rescorla, L. & Cone, J. Hurrying children: How does it affect their academic, social, creative and emotional development? Society for Research in Child Development, April, 1989.

Golinkoff, R., Bailey, L., Wenger, N. & Hirsh-Pasek, K. Conceptualizing constraints: Why and how many? Society for Research in Child Development, April, 1989.

Hyson, M., Hirsh-Pasek, K., Rescorla, L., Cone, J. & Mortell-Boinske, L. Academic environments in early childhood: Challenge or pressure? Symposium at National Association for the Education of Young Children Conference, November, 1988.

Hirsh-Pasek, K., Naigles, L., Golinkoff, R., Gleitman, L. & Gleitman, H. Syntactic Bootstrapping: Evidence from comprehension, Boston Language Conference, October, 1988.

Rescorla, L., Hirsh-Pasek, K., & Hyson, M. Academic expectations in parents of preschoolers. Biennial Conference on Human Development, April, 1988.

Hirsh-Pasek, K. & Golinkoff, R. Kiss keys: Infants' comprehension of constituent structure. International Conference on Infancy Studies, Washington, D.C., April, 1988.

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

Hirsh-Pasek, K., Kemler Nelson, D., Jusczyk, P., Woodward, A., Piwoz, J. & Kennedy, L. The perception of major phrase boundaries by prelinguistic infants. Society for Research in Child Development, April, 1987.

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

Hirsh-Pasek, K., Kemler Nelson, D., Jusczyk, P., & Wright, K. A moment of silence: How the prosodic cues in motherese might assist language learning. International Conference

on Infancy Studies, April, 1986.

Hirsh-Pasek, K., Golinkoff, R. Fletcher, A. deGaspe Beaubien, F. & Cauley, K. In the beginning: One word speakers comprehend word order. Boston Language Conference, October, 1985.

Golinkoff, R., Hirsh-Pasek K., Baduirai, C. & Lavallee, A. What's in a word?: The young child's predisposition to use lexical contrast. Boston Language Conference, October, 1985

Hirsh-Pasek, K., Kemler Nelson, D., Jusczyk, P., Wright, K. & Druss, B. Clauses are perceptual units for prelinguistic infants. Boston Language Conference, October, 1985

Hirsh-Pasek, K., Golinkoff, R. & Gordon, L. Word order comprehension in a new paradigm: Did Big Bird Tickle Cookie Monster? Boston Language Conference, October, 1984.

Hirsh-Pasek, K. & Freyd, P. Vocabulary development: How deaf individuals can learn to use the information given. International Reading Association Conference, May, 1984.

Golinkoff, R., Hirsh-Pasek, K. & Cauley, K. Mapping lexical space: A new approach to language comprehension. International Conference on Infant Studies, April, 1984.

Treiman, R. & Hirsh-Pasek, K. Individual differences in reading style among dyslexic boys. Boston Language Conference, October, 1983.

Hirsh-Pasek, K. & Freyd, P. The deaf person's ability to analyze morphological regularities. Symposium, "Deaf readers: Clues to the role of sound in reading" (Hanson, V. & Hirsh-Pasek, K., co-chairs), American Psychological Association Conference, August, 1983.

Treiman, R. & Hirsh-Pasek, K. The role of phonological recoding for deaf readers. Symposium "Deaf readers: Clues to the role of sound in reading" (Hanson & Hirsh-Pasek), American Psychological Association Conference, August, 1983.

Hirsh-Pasek, K. What second generation deaf readers bring to the reading task: A focus on word identification strategies. International Reading Association Conference, May, 1983.

Hirsh-Pasek, K. The reading process: What it is and how to make it compatible with a human mind? Eastern Regional Conference for Teachers of the Deaf, November, 1982.

Hirsh-Pasek, K. What deaf children bring to the reading task: Another case for metalinguistics and reading. Boston Language Conference, October, 1982.

Treiman, R., Hirsh-Pasek, K. & Schneiderman, M. Brown and Hanlon revisited: Mothers' sensitivity to ungrammatical forms. Southeastern Conference for Society for Research in Child Development, April, 1982.

Hirsh-Pasek, K. & Schneider, M. Abbreviations in limited lexicons. Eastern Psychological Association, April, 1981.

Hirsh-Pasek, K. & Treiman, R. Doggerel: Motherese in a new context. Society for Research in Child Development Eastern Regional Conference, April, 1980.

Hirsh-Pasek, K. & Treiman, R. Reading in the congenitally deaf. Boston Language Conference, September, 1979.

Grants and Research Support

Awarded:

Institute for Educational Studies

R305A140385 September 2014- July 2018; \$708,187 (Temple portion)

Spatial Training in Preschool: Identifying Malleable Factors

PI: Golinkoff, Co-PI: Hirsh-Pasek

Institute for Educational Studies

R305A150435. August 1, 2015- July 31, 2018: \$1,483,000.00 (Temple portion \$750,000.00)

Increasing Vocabulary in preschoolers: Play-based initiatives
PI: Hirsh-Pasek; Co-PIs: Golinkoff and Dickinson

Bezos Family Foundation:

September 2015-August 2017; \$200,000.00
Enhancing the Communication Foundation for Language Development in Early Childhood.
PI. Hirsh-Pasek

William Penn Foundation

September 2015-August 2017; \$383,901.00
Enhancing the Communication Foundation for Language Development in Early Childhood

William Penn Foundation

September 2015-September 2017; \$572,000
Urban Thinkscape
Enhancing platforms for learning in urban settings

Institute for Educational Studies

R305A100215, July 2011 – July 2015; \$2,897,846.00 (\$812,109 Temple portion)
Title: Using developmental science to design a computerized preschool language assessment.
PI: Golinkoff, Co-PIs: Hirsh-Pasek, Aglesias, deVilliers, Wilson.

Institute for Educational Studies

R305A090525, July 2011-July 2014; \$ 1,531,803.00; (\$791,099 Temple portion)
Increasing vocabulary in preschoolers: Using cognitive science to guide teaching
PI: Dickinson; Co-PIs – Hirsh-Pasek and Golinkoff

Mattell Corporation

May 2011 – May 2012; \$15,000
Title: Exploring contextual and play material constraints on creative thinking and problem solving in early childhood
PIs: Hirsh-Pasek, K. Fisher, K., Glazek, K & Golinkoff, R.

National Institute of Child Health and Human Development

R01 HD050199-03 Spatial language August 2006- September 2012, \$974,000.
Title: Developmental and neural investigations of space and language, PI:A. Chatterjee; Co-PIs: Hirsh-Pasek & Golinkoff

National Institutes of Health Stimulus Grant

1RC1HD0634970-01, September 2009- August 31, 2012, \$888,035
Title: Shape up! Preschoolers' geometric sense predicts future mathematics achievement Co-PI:

National Science Foundation

SMA-1058081 August 1, 2010 – July 31, 2012, \$74,981
Title: Translational Science Initiatives: The Ultimate Block Party and Beyond
The goal of this research is to work with the NSF Science of Learning Centers to develop new and broader initiatives for science outreach that build on the Ultimate Block Party and LEARN.

National Science Foundation

DRL-1044384 August 1, 2010 – July 31, 2011, \$49,999
Title: Impact of informal learning: Moving the conversation forward

The goal of this research is to launch and evaluate a new form of translational science that brings together those working in university and museum settings.

National Science Foundation Supplement Grant

SBE-0541957, September 2009- September 2011, \$300,000

Title: Spatial-Temporal Processing and Social Cognition:

Contributions to Language Development in Children with Autism

PI: Hirsh-Pasek with Julia Parish

National Science Foundation

BCS064259 May 2007- May 2011, \$400,000

Title: The path to verb learning. PI; Hirsh-Pasek; Co-PIs Golinkoff, Shipley

Connections Academy Grant: 2005, \$33,067

Title: An analysis of the effectiveness of the Commonwealth Connections Academy.

National Science Foundation. 1999-2005, \$196,000

Title: The Origins of Verb Learning. PIs: Hirsh-Pasek & Golinkoff

National Science Foundation: 1996-2000, \$450,000

Title: The Origins of Word Learning. PIs: Hirsh-Pasek & Golinkoff

National Institute of Child Health and Human Development

Research grant from National Institute of Child Health and Human Development 1989 - 2003. (1989 \$136,204; 1990 \$348,261; 1991 \$482,612; 1992 \$672,130; 1993 \$760,805; 1994 \$725,524; 1995 \$707,910, 1996 \$632,020; 1997 \$756,267; 1998 \$781,771, 1999 \$748,436; 2000 \$1,042,655; 2001 \$832,686; 2002 – 2005.

Title: NICHD Study of Early Child Care and Youth Development. PI: Weinraub, Co-PI: Hirsh-Pasek

Spielberg's Religious Person's Foundation 2000-2002, \$200,000

JCCA grant on developing a moral curriculum for preschool children.

Biomedical Research Support Grant 1992, \$1500

Title: Effects of dyadic vs. polyadic contexts on maternal language input to children.

Biomedical Research Support Grant, 1989 – 1990, \$2,800

Title: Speech perception by infants: Clues to language learning.

Biomedical research support grant 1989 – 1990, \$2,800

Title: Language comprehension in normal & cerebral palsied children:

National Institute of Mental Health 1987-1990, \$160,000

Title: Language comprehension in the motorically handicapped. PIs: Hirsh-Pasek & Golinkoff

Spencer Foundation, 1986-1989 \$150,000

Title: Academic environments in early childhood: Challenge or Pressure. PIs: Hirsh-Pasek. Hyson and Rescorla

Pew Memorial Trust 1985, \$5,000; 1986, \$5,000; 1987, \$5,000

Title: Language comprehension.

National Institute of Mental Health 1982-1984, \$94,000

Title: A new look at language comprehension. PI: Golinkoff and Hirsh-Pasek

National Institute of Mental Health 1979-1980, \$7,000

Title: Reading by the congenitally deaf. PIs: Treiman & Hirsh-Pasek

Courses Taught

Cognitive Development	Introduction to Psychology
Cognitive Psychology	Language Development
Developmental Psychology	Psychology of Language
Developmental Psychology and Social Policy	Psychology of Reading
Educational Psychology	Research Methods
Honors Cognition	Social Cognition
Honors Method Course	Social Development
Rethinking Innateness	Statistics

Service to the Profession

Offices: Treasurer, International Society of Infant Studies. 2004-2010

Journal Reviews

Associate Editor, *Child Development*. Editorial Board, *Infancy & Child Development*. Ad hoc reviewer for Science, Psychological Science, *Journal of Child Language*, *Developmental Psychology*, *Child Development*, *Journal of Educational Psychology*, *Journal of Applied Developmental Psychology*, *Language and Speech Memory and Language*, *Early Childhood Research Quarterly* and for publishers such as Lawrence Erlbaum, Freeman Press & Oxford University Press.

Grant Reviews

Ad hoc reviewer for NIH, NIMH and NSF.

Review Panel NIH 2003

Conference Reviews

Reviewer Boston University Conference on language development, 2006-

Reviewer ISBD, 2007-

Chair, ICIS review panel for language and communication, 2004, 2006

ICIS Review panel 1998, 2001

Chair, Review panel SRCD, 1997, 2008

Ad hoc reviewer for Piaget Society meetings, for Society for Research in Child Development, for American Psychological Association, Division 7 and or International Conference on Infancy Studies.

Consulting

Fred Rogers advisory board: 2011- present

Crayola, 2007-2009

Sesame Workshop, 2006-present

Cartoon Network, 2005-2008

America's Promise, 2004-present

CIVITAS – Advisory board

EBs Adventures, 2004

Please Touch Museum, 2004-present
Toy consultant: Fischer-Price, Play and Learn Council, Highlights, K'NEX
Media consultant for American Psychological Society and American Psychological Association
Consultant for MBC Broadcasting on Language related issues for medical profession
Advisory Board Oxford University Press – Counterpoints Series
Advisory Board, North Carolina Child Development research Collaborative
Advisory Board Please Touch Museum project on “humanities” for preschooler
Brilliant Beginnings - a California based company interested in
enriching young children and their parents.
Creative Consultant for Jewish Community Centers of North America
on grant to on ethics in preschool children (funded by Steven Spielberg)
School District of Philadelphia, Head Start and Get Set Program, 1989
Medical Broadcasting Company, Kidspeak. A video on language development, developed by Pfizer Pharmaceuticals and the American Academy of Pediatrics, released August, 1996; consultant for their web site on language development, July 1997 \
Yerkes Primate Center, Atlanta, GA, on language comprehension in the pygmy chimpanzee, 1989-1991.
Katzenbach School for the Deaf, West Trenton NJ, on reading by deaf students, 1981-1985
Educational Director, Electric Schoolhouse, 1999 - 2000
Solomon Schechter Day Schools, Educational Consultant, 1999

University Service

Honorary Degree Committee 2009- present
Dean Search Committee – Education- 2010-2011; 2012-2013
Great Teachers Committee – 2009-present
Search Committees in Education and Communication Sciences, 2007
Graduate Board of the University 2002- present
Graduate Board of CLA 2004-2007
Great Teacher’s Award Committee: 1999-2002; 2009-present
Family Studies Committee: 2001-2002
Honors Search Committee 1993 - 1994
University Fellowship Committee 1993 - 1994
Linguistic Committee, 1987 - present, Subcommittee on Curriculum Development
University Senate Disciplinary Committee, 1988 - present
University Biomedical Research Grant Committee, 1991-Present
McNair Faculty In-Training Program - advisor 1994

College Service

Graduate Committee for CLA, (2004- 2006)
Dean’s Strategic Planning committee (2003-2004)
College of Arts and Sciences Advisory Committee on Collaborative Programs with the College of Education and the School District of Philadelphia, 1988 - 1992. Designing and hoping to implement co-operation at preschool level & early elementary level in science curriculum.
Committee on Issues in Ethnic Diversity

Departmental Service

Chair, Honors Program, 1989 –
Personnel Committee, 2009-
Chair, Awards Committee, 2007–
Undergraduate Director, 2005-2006
Personnel Committee 2004-present
Cognitive Search Committee 2003
Chair, Alumni development, 2001- present
Chair, Cognitive Division 1991 - 1995
Psychology Cognitive Search Committee, 1987 - 1988
Psychology Subcommittee on Undergraduate and Honors Curriculum, 1987 - present
Graduate Board 1991 - 1995
Teaching Effectiveness Committee 1991 - 1993
Dissertation Award Committee 1994
Substantive, Quantitative, Administrative Search Committee 1995

Community Service

Numerous workshops for community groups and interviews with local and national news media on topics of language development, hurried children and day care. Appearances on 20/20; Good Morning America, ABC News; as well as in print in NYTimes, Washington Post, People Magazine, Parents, Child.

Numerous benefit concerts of children's music for area libraries, schools and hospitals.

Board of Directors, Jewish Community Center, Kaiserman Branch, 1988-1991; Executive Board, Young Leadership Council, Federation of Jewish Agencies, 1980-1984, Co-chairperson, Psychological Services Division, Federation Allied Jewish Appeal, 1985-1987; Vice-President, JCC Camps, 1982-1984. CAJE: Committee on Early Childhood, 1994-present; Jewish Continuity Committee, 1997 - present, Advisory Board, Electric School House (1998-2000); Vice president Ardmore Civic Association 2002-present; DVAEC, 2004-present; CIVITAS Board of Advisors, 2004-present, Fisher Price, Play and Learn Council, 2004-present, America's Promise, Advisory Council, Advisor, Family and Work Institute, Consultant – Cartoon Network; Sesame Workshop.

Professional Organizations

Society for Research in Child Development
American Psychological Association
General Member
Fellow Divisions 1 & 7 (General, Developmental)
Jean Piaget Society
American Psychological Society
International Society for Infant Studies

Dissertation Committee Service

Junko Konero, Chair Committee
Dani Levine, Chair Committee
Jessa Reed (2015) Chair Committee. On the role of social development in language development.
Nate George (2014), Chair Committee. On language and force dynamics.
Justin Harris, (2013) (Co-Chair Committee) On force dynamics.
Tilbe Goksun, (2010) (Chair of Committee) On relational language in figure and ground.
Sara Roseberry, (2010) (Chair of Committee) On social foundations of verb learning.
Parish, Julia. (2011) (Chair of Committee) On relational language in autism.
Kelly Fisher, (2011) (Chair of Committee) On playful learning.

Pruden, Shannon (2007), (Chair of Committee) On early verb learning.

Tran, Henry (2006), (on committee) On sensitive caregiving.

Reilly, Jamie (2005), (on committee) On word processing.

Ramey, Chris, (2004) (on committee) On the nature of concepts

Maguire, Mandy, Chair of Committee: (December 2004) On early verb learning

Hennon, E. Chair of Committee: (August 2002) On language development in autistic children

Danielle Horvath (on committee): graduated May 2002

Satlow, E. (2000) On representation

Morris, A. (2000) Role of family context in the development of children's emotion regulation

Hollich, G. Chair of Committee (1999) Multiple cues for word learning

Reimer, Michele (1997) On shyness

Sanderson, Hal. (May, 1996) Cooperative Learning in Secondary Mathematics

Lee, Enhui. (September, 1995) Autobiographical Memory

Tucker, Michael. (August, 1995) Systems & Structure in Infant Music Perception: Can infants detect intervals in western tonal scale

Reeves, Loretta. (1994) Problem Solving

Schmidt, Susan (1994) Parental influence in families of adolescent drug users. (College of Education).

Krupinsky, Elizabeth. (1992) Determining the mechanisms for the effect of feedback circles on observer performance in the visual search task of detecting nodules in chest radiograms.

Page, Jane. Verb learning. (1991) Presented towards fulfillment of Ph.D. degree in Linguistics at Temple University

Jacobson, Hanna. (1990) Story Schema, Memory capacity and metacognition: The illumination of a thought. (Temple University School of Education).

Richman, Elizabeth. (1990) The Hurried child: What is the father's role in fostering academic environments? (Presented toward the fulfillment of the Ph.D. degree in Human Development at Bryn Mawr College).

Hodgson, Judith, L. (1989) The influence of contextual factors on the comprehension of spatial prepositions by pre-school children. Presented towards fulfillment of the Ph.D. degree in psychology at the University of Queensland, Queensland, Australia.

Spies, Carolyn. (1988) Three year olds' knowledge of the appearance-reality distinction. Presented towards fulfillment of the Ph.D. degree in Psychology at Temple University.

Creative Works

Co-creator of "An Ethical Start, " JCCA moral development preschool program:
Musical CD: books and curriculum currently in use at 50 sites around North America

Wrote and produced five albums of children's music with Mona Goldman-Zakheim: Jumpin' in a Puddle, released November, 1987, Staying Up, released November, 1988, Hugs and Kisses, released March 1990, Around the World, released January, 1991, Making a Difference For K.I.D.S., released February, 1993.

"Can't Stop Us Now," requested by Mayor and Mrs. Dinkins of New York to serve as a theme song to keep children in school.

Commissioned by Early Learning Center to write music and lyrics for audiocassette designed to raise money for K.I.D.S. (Kids in Distressed Situations). 1992-1993.

April 1994. Performed at the White House for Easter Day festivities.

Participant in The Human Language Series: a documentary on language processes aired on PBS, February 1995.

Creator & Co-Producer of Captain Tikkun series: an educational alternative to the Power Rangers. A moral-value thematic-based preschool program.

Creator & Co-producer of an Ethical Start: Curricular project with JCCA to develop ethical program for early childhood programs across North America 1999-present