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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

AERA Fellow, April 2020
SIMMS/Mann Whole Child Award, October 2019
Fellow of the Cognitive Science Society, December 2018
IDEO Award for Innovation in Early Childhood Education, June 2018
Outstanding Public Communication for Education Research Award, AERA, 2018
Living Now Book Awards, Bronze Medal for *Becoming Brilliant*, 2017
Society for Research in Child Development Distinguished Scientific Contributions to Child Development Award, 2017
President, International Congress on Infant Studies, 2016-2018
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
NCECDTL Research to Practice Consortium Member 2016-present
Academy of Education, Arts and Sciences Bammy Award Top 5 Finalist “Best Education Professor,” 2013
Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the service of science and society. August 2011
Featured in Chronicle of Higher Education (February 20, 2011): *The Case for play*.
Featured in the *New York Times* (January 5, 2011) *Effort to Restore Children’s Play Gains Momentum* (article on play and the Ultimate Block Party; most emailed article of the day).
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
Commencement Speaker, Temple University – May 2007
Alliance Research Council for America’s Promise 2005-present

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 Future Faculty in 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

Professional Employment:

1997- present	Professor, Department of Psychology, and Director, Temple University Infant and Child Laboratory, Temple University
2016 – present	Senior Fellow Brookings Institution
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

Major Outreach Efforts

Regular Blog Contributor, Brookings Institute.

Co-Founder, Learning Science Exchange (LSX). With New America and sponsored by the Jacobs Foundation increases scientific outreach with midcareer fellows from 4 sectors of science, journalism, policy and entertainment.

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

Steering Committee Member, Latin American School for Education and Cognitive Neuroscience. 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.

Core Group and Advisor, LEGO Global Research Network. Exploring global initiatives for playful learning.

Founder, Learning Landscapes: A collection of projects aimed at transforming city scapes into opportunities for playful learning: THE ULTIMATE BLOCK PARTY; SUPERMARKET SPEAKS: URBAN THINKSCAPE

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

APA Spokesperson, Disseminator of Psychological Research. 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*

Steering Committee Member, Harvard University Frontiers of Innovation Group on Play.
Using playful learning in education and outreach efforts to transform early cognitive and social outcomes

Books, Monographs and Special Issues

- Iglesias, A., de Villiers, J., Golinkoff, R. M., Hirsh-Pasek, K., & Wilson, M. S. (in preparation). *User's manual for the Quick Interactive Language Screener - ES™ (QUILS-ES™): A measure of vocabulary, syntax, and language acquisition skills in young bilingual children.* Baltimore: Brookes Publishing Co.
- Golinkoff, R. M., de Villiers, J., Hirsh-Pasek, K., Iglesias, A., & Wilson, M. (2017). *User's Manual for the Quick Interactive Language Screener.* Baltimore, Brookes Publishing.
- Golinkoff, R. M., Hirsh-Pasek, K., Grob, R., & Schlesinger, M. (Eds.) (2017). Bringing developmental science into the world. *Child Development (Special Section)*, 88(5),1403–1408.
- Verdine, B., Golinkoff, R. M., Hirsh-Pasek, K., & Newcombe, N. (2017). Spatial thinking: fundamental to school readiness. *Society for Research in Child Development Monograph series*, 324(82), 1.
- Golinkoff, R., & Hirsh-Pasek, K. (2016). *Becoming Brilliant: What Science tells us about raising successful children.* APA Press.
- Hirsh-Pasek, K., Zosh, J., Golinkoff, R. M., Gray, J., Robb, M., & 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: 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, Turkish).
- Golinkoff, R., Hirsh-Pasek, K., Akhtar, N., Bloom, L., Hollich, G., Smith, L., Tomasello, M., & Woodward, A. (Eds.) (2000). *Becoming a 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*, 65(3), 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

- Meyer, M., Zosh, J., Hirsh-Pasek, K., Golinkoff, R., & Radesky, J. (revise and resubmit). How educational are “educational” apps for young children? App store content analysis using the Four Pillars of Learning Framework. *Journal of Children and Media*.
- Blinkoff, E., Levine, D., Golinkoff, R. M., & Hirsh-Pasek, K. (under review). *The importance of infusing language into the early childhood classroom: An American Psychological Association Division 15 education practice brief proposal*. American Psychological Association.
- Hadley, E. B., Dedrick, R. F., Dickinson, D. K., Kim, E. S., Hirsh-Pasek, K., & Golinkoff, R. M. (under review). Why don't children learn more words? Exploring the relations between child and word characteristics and preschoolers' word-learning. *Journal of Educational Psychology*.
- Bower, C. A., Zimmermann, L., Verdine, B. N., Pritulsky, C., Golinkoff, R. M., & Hirsh-Pasek, K. (under review). Spatial training with a digital app vs. concrete materials: Effects on low-income preschoolers' spatial and mathematics skills. *Journal of Experimental Child Psychology*.
- Kanero, J., Golinkoff, R. M., Choi, S., Holmes, K., & Hirsh-Pasek, K. (under review). The past, present, and future of the language and thought debate. *Cognition*.
- Shah, P. E., Hirsh-Pasek, K., Kashdan, T. B., Harrison, K., Rosenblum, K., Weeks, H. M., Singh, P., & Kaciroti, N. (under review). *Daily television exposure, parent conversation during shared television viewing and socioeconomic status: Associations with Curiosity at Kindergarten*.
- Masek, L., Paterson, S., Golinkoff, R. M., Bakeman, R., Adamson, L., Owen, M., Pace, A., & Hirsh-Pasek, K. (under review). *Beyond talk: Contributions of quantity and quality of communication to language success across socio-economic strata*.
- Evans, N., Hopkins, E., Schleisinger, M., Golinkoff, R. M., & Hirsh-Pasek, K. (under review). *Creativity in childhood: Review and critique*.
- Singh, L., Göksun, T., Ramachandran, S., Lam, Y., Hirsh-Pasek, K., & Golinkoff, R. M. (under review). Semantic alignment: How monolingual and bilingual children view motion events. *Cognition*.
- Ma, W., Golinkoff, R. M., Lee, J., & Hirsh-Pasek, K. (under review). *Can Mandarin-speaking children use syntactic bootstrapping to recognize nouns and verbs in infant-directed speech?*
- Ma, W., Luo, R., Golinkoff, R. M., & Hirsh-Pasek, K. (under review). *Verb acquisition is more than verb production: Typicality affects Chinese children's verb extensions*.
- Garcia-Strother, K., Golinkoff, R. M., Brezack, N., & Hirsh-Pasek, R. (under review). *Exploring preschoolers' understanding of derived forms*.
- Scott, M.E., Chen, Y., Kanero, J., Saji, N., Imai, M., Golinkoff, R. M., & Hirsh-Pasek, K. (under review). *The role of socioeconomic status in color category boundary narrowing: replication and extension*.
- Masek, L., McMillan, B. T. M., Golinkoff, R. M., & Hirsh-Pasek, K. (under review). *The roots of conversation: Measuring interactions between caregivers and infants*.
- Young-Suk, K., Dore, R., Minkyung, C., & Golinkoff, R. M. (under review). *Theory of mind contributes more to comprehending narratives than expository writing in 4th graders*.
- Masek, L. R., McMillan, B. T. M., Paterson, S. J., Tamis-LeMonda, C.S., Golinkoff, R. M., & Hirsh-Pasek, K. (under review). *Where language meets attention: how contingent interactions promote learning*.
- Alper, R. M., Luo, R., Hirsh-Pasek, K., Mogul, M., Chen, Y., Masek, L., Paterson, S., Pace, A., Adamson, L., Bakeman, R., Golinkoff, R., & Owen, M. (under review). *The Duet Project: A preliminary randomized controlled trial of an early language intervention for at-risk families*.
- Kim, Y-S., Dore, R., Cho, M., Golinkoff, R. M., & Amendum, S. (under review). *Recalling Narrative and expository texts: What role does theory of mind play?*
- Kanero, J., Hirsh-Pasek, K., Choi, S., Holmes, K. J., & Golinkoff, R. M. (under review).

- Reframing the language and thought debate: a developmental perspective.*
- Bower, C., Gaudreau, C. M., Pritulsky, C., Hirsh-Pasek, K., & Golinkoff, R. M. (under review). *Playing for the future: spatial thinking belongs in preschool.*
- Masek, L., Paterson, S., Hirsh-Pasek, K., Golinkoff, R. M., Bakeman, R., Adamson, L. B., Owen, M. T., & Pace, A. (under review). *Beyond talk: The relative contributions of quantity and quality of language and communication input on language success in a diverse sample.*
- Luo, R., Pace A., Masek, L. R., Hirsh-Pasek, K., & Golinkoff, R. M. (under review). The relation between socioeconomic status and early language development: Implications for research, practice, and policy. *Journal of Applied Research on Children.*
- Hadley, E. B., Dedrick, R. F., Dickinson, D. K., Kim, E. S., Hirsh-Pasek, K., & Golinkoff, R. M. (under review). Exploring the relations between child and word characteristics and preschoolers' word-learning. *Journal of Applied Developmental Psychology.*
- Avelar, D., Levine, D., Kaliakin, M., Flambaum, S., Hirsh-Pasek, K., & Golinkoff, R. M. (under review). *Children's use of media and video chat during COVID-19.*
- Luo, R. Pace, A., Levine, D., Iglesias, A., de Villiers, J., Golinkoff, R., Wilson, M. S., & Hirsh-Pasek, K. (in press). Home literacy environment and existing knowledge mediate the link between socioeconomic status and language learning skills in dual language learners. *Early Childhood Research Quarterly.*
- Evans, N.S., Schlesinger, M. A., Hopkins, E. J., Jaeger, G. J., Golinkoff, R. M., & Hirsh-Pasek, K. (in press). Are preschoolers creative? A review of the literature. In S. W. Russ, J. D. Hoffmann, & J. C. Kaufman (Eds.), *The Cambridge handbook of lifespan development of creativity*. Cambridge, UK: Cambridge University Press.
- Masters, A., Levine, D., Golinkoff, R. M., & Hirsh-Pasek, K. (under review). Parenting and children's cognitive and language development. In A. S. Morris & J. Mendez-Smith (Eds.), *The Cambridge handbook of parenting*. Cambridge, England: Cambridge University Press.
- Avelar, D., Odean, R., Konishi, H., Hirsh-Pasek, K., & Golinkoff, R. M. (under review.) *Above, below, and everything in between: Spatial preposition comprehension in young children.*
- Zosh, J., Verdine, B., Halberda, J., Hirsh-Pasek, K., & Golinkoff, R. M. (under review). *Preschoolers' approximate number system varies by socio-economic status.*
- Singh, L., Morini, G., & Golinkoff, R. M. (under review). Limitations of the laboratory and the role of variability in language learning. A commentary on a paper by J. F. Werker. *Applied Psycholinguistics.*
- Rajan, V., Konishi, H., Ridge, K., Houston, D., Golinkoff, R. M., Hirsh-Pasek, K., Eastman, N., & Schwartz, R. (under review). *Novel word learning at 21 months predicts language-specific outcome in later childhood.*
- Pulverman, R., Golinkoff, R. M., Hirsh-Pasek, K., & Brandone, A. (under review). *Novel words guide infants' attention when observing motion events.*
- deVilliers, J., Iglesias, A., Golinkoff, R. M., Hirsh-Pasek, K., & Wilson, M. (in press). *Assessing dual language learners of Spanish and English: Development of the QUILS: ES.*
- Pritulsky, C., Morano, C., Odean, R., Bower, C., Hirsh-Pasek, K., & Golinkoff, R. M. (in press). Spatial thinking: Why it belongs in the preschool classroom. *Translational Issues in Psychological Science.*
- Blinkoff, E., Levine, D., Avelar, D., Golinkoff, R. M., & Hirsh-Pasek, K. (in press). Language development: overview. In J. B. Benson (Ed.), *Encyclopedia of Infant and Early Childhood Development* (2nd ed.): Elsevier.
- Hassinger-Das, B., Hansen, N., Zosh, J. M., Talarowski, M., Zmich, K., Golinkoff, R. M., & Hirsh-Pasek, K. (in press). Play-and-Learn spaces: Leveraging library spaces to promote play and learning. *Library & Information Science Research*, 42.
- Dore, R.A., Hassinger-Das, B. Hirsh-Pasek, K., & Golinkoff, R.M. (in press). Translating research into effective partnerships. *IEEE CIS Newsletter on Cognitive and Developmental Systems.*

- Ma, W., Zhou, P., Golinkoff, R. M., Hirsh-Pasek, K. (in press). Syntactic cues to the noun and verb distinction in Mandarin child-directed speech. *First Language*.
- Levine, D., Avelar, D., Golinkoff, R. M., Houston, D., & Hirsh-Pasek, K. (in press). Foundations of language development in deaf and hard-of-hearing infants: Cognitive and social processes. In M. Marschark & H. Knoors (Eds.), *The Oxford handbook of deaf studies in learning and cognition*.
- Levine, D., Hirsh-Pasek, K., & Golinkoff, R. M. (in press). Infant word learning and emerging syntax. In J. Lockman & C. S. Tamis-LeMonda (Eds.), *The Cambridge handbook of infant development*.
- Loeb, D., Reed, J., Hirsh-Pasek, K., & Golinkoff, R. M. (in press). Tuned in: musical rhythm and social skills in adults. *Psychology of Music*.
- Bower, C. A., Foster, L., Zimmermann, L., Verdine, B. N., Marzouk, M., Islam, S., Golinkoff, R. M., & Hirsh-Pasek, K. (in press). Three-year-olds' spatial language comprehension and links with mathematics and spatial performance. *Developmental Psychology*.
- Pace, A., Luo, R., Levine, D., Iglesias, A., de Villiers, J., Golinkoff, R. M., Wilson, M., & Hirsh-Pasek, K. (in press). Competencies within and across languages in dual language learners: The role of exposure and process. *Child Development*.
- Pritulsky, C., Morano, C., Odean, R., Bower, C., Hirsh-Pasek, K., & Michnick Golinkoff, R. (2020). Spatial thinking: Why it belongs in the preschool classroom. *Translational Issues in Psychological Science*, 6(3), 271–282. <https://doi.org/10.1037/tps0000254>
- Gaudreau, C., King, Y. A., Dore, R. A., Puttre, H., Nichols, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2020). Preschoolers benefit equally from video chat, pseudo-contingent video, and live book reading: Implications for storytime during the coronavirus pandemic and beyond. *Frontiers in Psychology*, 11, 1-17. DOI: [10.3389/fpsyg.2020.02158](https://doi.org/10.3389/fpsyg.2020.02158)
- Schlesinger, M. A., Hassinger-Das, B., Zosh, J. M., Sawyer, J., Evans, N., & Hirsh-Pasek, K. (2020). Cognitive behavioral science behind the value of play: Leveraging everyday experiences to promote play, learning, and positive interactions. *Journal of Infant, Child, and Adolescent Psychotherapy*, 19(2), 202-216. DOI: [10.1080/15289168.2020.1755084](https://doi.org/10.1080/15289168.2020.1755084)
- Bower, C., Odean, R., Verdine, B. N., Medford, J. R., Marzouk, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). Associations of 3-year-olds' block-building complexity with later spatial and mathematical skills. *Journal of Cognition and Development*, 21. DOI: [10.1080/15248372.2020.1741363](https://doi.org/10.1080/15248372.2020.1741363)
- Bustamante, A. S., Schlesinger, M., Begolli, K., Golinkoff, R. M., Shahidi, N., Zonji, S., Riesen, C., Evans, N., & Hirsh-Pasek, K. (2020). More than Just a Game: Transforming Social Interaction and STEM play with Parkopolis. *Developmental Psychology*, 56(6), 1041–1056. <https://doi.org/10.1037/dev0000923>
- Bower, C., Zimmermann, L., Verdine, B., Toub, T. S., Islam, S., Foster, L., Evans, N., Odean, R., Cibischino, A., Pritulsky, C., Hirsh-Pasek, K., & Golinkoff, R. M. (2020). Piecing together the role of a spatial assembly intervention in preschoolers' spatial and mathematics learning: Influences of gesture, spatial language, and socioeconomic status. *Developmental Psychology*, 56(4), 686–698.
- Levine, D., Blinkoff, E., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). "Languagizing" the preschool classroom: Six principles. In M. Daszkiewicz & A. Dąbrowska (Eds.), *In the search for language pedagogical paradigm* (pp. 163-171). Krakow: Impuls.
- Dore, R. A., Shirilla, M., Hopkins, E., Collins, M., Scott, M., Schatz, J., Lawson-Adams, J., Valladares, T., Foster, L., Puttre, H., Toub, T.S., Hadley, E., Golinkoff, R.M., Dickinson, D., & Hirsh-Pasek, K. (2020). Education in the app store: Using a mobile game to support U.S. preschoolers' vocabulary learning. *Journal of Children and Media*.
- Neale, D.*, Morano, C.*, Verdine, B. N., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). "Why are there big squares and little squares?" Preschoolers' questions about shapes as an indicator of domain awareness. In L. P. Butler, S. Ronfard, & K. H. Corriveau (Eds.), *The questioning child: Insights from psychology and education*. Cambridge, UK: Cambridge University Press, pp. 164-183.

- Hassinger-Das, B. Hassinger-Das, B., Hansen, N., Zosh, J. M., Talarowski, M., Zmich, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). Play-and-Learn spaces: Leveraging library spaces to promote play and learning. *Library & Information Science Research*, 42(1).
- Pace, A., Levine, D., Carver, L., Golinkoff, R., & Hirsh-Pasek, K. (2020). Keeping the end in mind: Preliminary brain and behavioral evidence for a broad endpoint bias in pre-linguistic infants. *Infant Behavior and Development*, 58, 101425.
- Levine, D., Pace, A., Luo, R., Hirsh-Pasek, K., Golinkoff, R. M., de Villiers, J., Iglesias, A., & Wilson, M. S. (2020). Evaluating socioeconomic gaps in preschoolers' vocabulary, syntax, and language process skills with the Quick Interactive Language Screener (QUILS). *Early Childhood Research Quarterly*, 50, 114-128.
- Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R. (2020). The balancing act of guided play. *NAECY Each and Every Child: Teaching Preschool with an Equity Lens*, 33-36.
- Schlesinger, M. A., Hassinger-Das, B., Zosh, J. M., Golinkoff, R. M., & Hirsh-Pasek, K. (2019). "When I was little, I loved to play" Describing play experiences using a community-based lens. *Scottish Educational Review*, 51(2), 90-107.
- Loeb, D., Reed, J., Golinkoff, R., & Hirsh-Pasek, K. (2019). Tuned in: Musical rhythm and social skills in adults. *Psychology of Music*. doi: 10.1177/0305735619850880.
- Goldstein, T. R., Lerner, M. D., Paterson, S., Jaggi, L., Toub, T. S., Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Stakeholder perceptions of the effects of a public school-based theatre program for children with ASD. *Journal of Learning Through the Arts*, 15(1). <https://escholarship.org/uc/item/5qg6j1n5>
- Konishi, H., Brezack, N., Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Crossing to the other side: language influences children's perception of event components. *Cognition*, 192. doi: 10.1016/j.cognition.2019.104020.
- Rajan, V., Konishi, H., Ridge, K., Houston, D., Golinkoff, R. M., Hirsh-Pasek, K., Eastman, N., & Schwartz, R. (2019). Novel word learning at 21 months predicts receptive vocabulary outcomes in later childhood. *Journal of Child Language*, 46(4), 617-631.
- Morris, A., Hassinger-Das, B., Zapata, M., & Hirsh-Pasek, K. (2019). Opportunities to enrich caregiver-child interactions. *Zero to Three*, 40(2), 52-58.
- Dickinson, D. K., Collins, M. F., Nesbitt, K., Toub, T. S., Hassinger-Das, B., Burke Hadley, E., Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Effects of teacher-delivered book reading and play on vocabulary learning and self-regulation among low-income preschool children. *Journal of Cognition and Development*, 20, 136-164.
- Dickinson, D., Nesbitt, K., Collins, M., Hadley, E., Newman, K., Rivera, B., Ilgez, H., Nicolopoulou, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Teaching for breadth and depth of vocabulary knowledge: Learning from explicit and implicit instruction and the storybook texts. *Early Childhood Research Quarterly*, 47, 341-356.
- Dore, R., Shrilla, M., Hopkins, E., Collins, M., Scott, M., Schatz, J., Lawson-Adams, J., Valladares, T., Foster, L., Puttre, H., Spiewal, T., Hadley, E., Golinkoff, R. M., Dickinson, D., & Hirsh-Pasek, K. (2019). Education in the app store: Using a mobile game to support preschoolers vocabulary learning. *Journal of Children and Media*, 13(4), 452-471.
- Verdine, B., Zimmermann, L., Foster, L., Marzouk, M., Golinkoff, R. M., Hirsh-Pasek, K., & Newcombe, N. (2019). Effects of geometric toy design on parent-child interactions and spatial language. *Early Childhood Research Quarterly*, 46, 126-141.
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Recent Blogs

1. Brookings: [Should schools reopen? Balancing COVID-19 and learning loss for young children.](#) July 21, 2020.
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5. Child and Family Blog: [Play could help reduce 'Covid-19 Slump' in learning.](#) April 25, 2020.
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7. The Hechinger Report: [There are policy solutions that can end the war on childhood, and the discussion should start this campaign session.](#) March 17, 2020.
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10. Brookings: [Thank you, Mr. Rogers: An escape hatch for the holidays.](#) November 27, 2019.
11. Center for Scholars & Storytellers: [The power of human: Re-inventing technology to prompt more social connection.](#)
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16. Brookings: [Neglect of children at the border has long-term consequences.](#) June 28, 2019.
17. Brookings: [Screen time for children: Good, bad, or it depends?](#) February 6, 2019.
18. Brookings: [The science of toys: A guide for the perplexed shopper.](#) December 10, 2018.
19. The Child and Family Blog: [Let's redesign public spaces for learning through play.](#) December 2018.
20. Brookings: [Beyond the midterms: Helping students overcome the impact of No Child Left Behind.](#) November 21, 2018.
21. Brookings: [A prescription for play: The pediatrician's case for resuscitating play.](#) August 21, 2018.
22. Brookings: [The New Humanism: Technology should enhance, not replace, human interactions.](#) June 11, 2018.
23. Brookings: [Learning about learning: Meaning matters.](#) May 30, 2018.
24. Brookings: [Talking with children matters: Defending the 30 million word gap.](#) May 21, 2018.
25. Brookings: [Meet executive function: How to learn in the age of information overload.](#) March 1, 2018.
26. Brookings: [Funding childhood poverty programs is key to social mobility.](#) December 28, 2017.
27. Brookings: [Chemical warfare on children's brains: Where environmental toxins meet education.](#) November 13, 2017.
28. Brookings: [Brain matter matters: Should we intervene well before preschool?](#) August 21, 2017.
29. Brookings: [The premature death of the whole-child approach to preschool: Rich curriculum is not incompatible with a playful pedagogy.](#) June 8, 2017.

30. Brookings: [Realizing the promise of high quality early education](#). March 27, 2017.
31. Brookings: [Lessons from Ben Franklin: Using Learning Landscapes to rethink modern libraries](#). March 21, 2017.
32. Education Week: [Spatial Skills: A Neglected Dimension of Early STEM Education](#). February 16, 2017.
33. Brookings: [Why DeVos should embrace early childhood](#). February 9, 2017.
34. Brookings: [Urban Thinkscape: Using the city as an agent of change](#). January 5, 2017.
35. BOLD - Blog on Learning and Development: [Educating the 21st Century Child](#). October 5, 2016.
36. Stanford Social Innovation Review (SSIR): [Poor kids learn like rich kids and all the kids in between](#). October 10, 2016.
37. Stanford Social Innovation Review (SSIR): [Transforming cities into learning landscapes](#). September 26, 2016.
38. Info About Kids.org: [The gift of the 6C's](#). December 6, 2016.

Invited Papers and Addresses

- Hirsh-Pasek, K. (2020, August 26). [Learning Sciences Exchange \(LSX\) Summit: Innovative ways to communicate the science of early learning](#). Online event by New America.
- Hirsh-Pasek, K. (2020, June 3). [Children and Screens: Summer of COVID-19--Tots and Tech?](#) Virtual Workshop, [Children and Screens: Institute of Media and Child Development](#).
- Hirsh-Pasek, K. (2020, June 3). *Language and Cognitive Development for 0-3*. Featured Talk, Texas School Ready Early Childhood Summer Institute Conference. Children's Learning Institute, Houston, TX.
- Hirsh-Pasek, K. (2020, May 22). *Future Learning Landscapes: Will education at home continue after Covid-19?* #NextGenEdu Webinar (partnered with UNICEF, [Acumen Academy](#), [BRAC](#) and others).
- Hirsh-Pasek, K. (2020, May 21). [A Deep Dive into Curiosity and Creativity](#). Slate School's Education Idea Lab, Virtual Panel.
- Hirsh-Pasek, K. (2020, May 19). *COVID-19's impact on families and children*. Heider College of Business, Creighton University, Omaha, NE.
- Hirsh-Pasek, K. (2020, May 12). *Digital Media and the Psychology of Learning – How Do We Educate Children*. Developing Digital Competence in Early Childhood Education and Care: 7th Congress – State Institute of Early Childhood Research, Munich, Germany. (Conference canceled)
- Hirsh-Pasek, K. (2020, April 17). *Re-Imagining education: The role of playful learning in and out of school*. Early Literacy Symposium, University of Florida, Gainesville, FL. (Symposium canceled)
- Hirsh-Pasek, K. (2020, March 6). *A Prescription for play*. Delaware Valley Association for the Education of Young Children, Philadelphia, PA.
- Hirsh-Pasek, K. (2020, March 5). *How high quality language environments create high quality learning environments*. National Bureau of Economic Research, Boston, MA.
- Hirsh-Pasek, K. (2020, February 12). *Re-imagining education in and out of school: Playful Learning*. Manchester, NH.
- Hirsh-Pasek, K. (2019, November 22). *Re-imagining children's programming through playful learning*. Nickelodeon, NY.
- Hirsh-Pasek, K., & Masek, L. (2019, November 14-16). *The art of conversation: A commentary on Kapengut & Nobel*. The Future of Children Conference, Princeton University.
- Hirsh-Pasek, K. (2019, November 9). *Re-Imagining Education in and out of school: Playful Learning*. Keynote Address, Victorian Albert Museum Conference on Play.
- Hirsh-Pasek, K. (2019, November 1). *A Communication Foundation: Building Blocks for Lifelong Literacy*. Keynote Address, Center for Children and Families, University of Texas at Dallas.
- Hirsh-Pasek, K. (2019, October 21). *Outsmarting the robots: What if we taught in the way human brains learn?* Outsmarting the Robots Workshop, Grand Rapids, MI.
- Hirsh-Pasek, K. (2019, October 18). *Re-Imagining Education: The role of playful learning in and out*

- of school. Summit Education Initiative, Akron, OH.
- Hirsh-Pasek, K. (2019, October 16). *Playful Learning Landscapes: Transforming cityscapes into opportunities for playful learning*. Featured Speaker, Conscious Cities Conference, New York City.
- Hirsh-Pasek, K. (2019, September 4). *How high quality language environments create high quality learning environments*. Keynote Address, Cognitive Psychology Section and the Developmental Psychology Section Joint Conference 2019, British Psychological Society, Stoke on Trent, England.
- Hirsh-Pasek, K. (2019, August 25). *How high quality language environments create high quality learning environments*. National Conference of State Legislators, Denver, CO.
- Hirsh-Pasek, K. (2019, August 6). *#Screentime: The complex relationship between humans and digital gadgets*. Seattle, WA.
- Hirsh-Pasek, K. (2019, June 4). *The earliest conversations*. Touchstones webinar (900 attendees).
- Hirsh-Pasek, K. (2019, June 3). *Raising the flag on quality: Where the science of learning meets the classroom*. Appletree meeting, Washington, DC.
- Hirsh-Pasek, K. (2019, May 21). *Principles of language learning*. Ecole Normal Superior, Paris, France.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2019, April 3). *Playful Learning Landscapes*. LEGO Ideas Conference, Billund, Denmark.
- Hirsh-Pasek, K. (2019, March 29). *Becoming Brilliant: Re-imagining Education*. French Ministry of Education and UNESCO Congress on Cognitive Science in the Classroom, Paris, France.
- Hirsh-Pasek, K. (2019, March 7-8). *A Prescription for Play*. Keynote Address, New Zealand Tertiary College Conference, Christchurch and Auckland, NZ.
- Hirsh-Pasek, K. (2018, December 12). *How high quality language environments create high quality learning environments*. MIND Institute Distinguished Lecture, UC Davis, Davis, CA.
- Hirsh-Pasek, K. (2018, November 21). *A Prescription for Play: Why play fosters social and cognitive development*. Grand Rounds Cooper Hospital Pediatrics Unit, Camden, NJ.
- Hirsh-Pasek, K. & Golinkoff, R. M. (2018, November 4). *Helping children learn language: Why Bother?* Boston Language Conference Sunday Symposium, Boston, MA.
- Hirsh-Pasek, K. (2018, October 19). *Putting the education back in educational apps*. SRCDD Special Conference on Curiosity, Philadelphia, PA.
- Hirsh-Pasek, K. (2018, October 15). *Partners and Prompts in social media*. Digital Media and Developing Minds Conference, Cold Stone Harbor, NY.
- Hirsh-Pasek, K. (2018, September 28). *How high quality language environments create high quality learning environments*. First 1000 Days Florida Summit, Palm Beach, FL.
- Hirsh-Pasek, K. (2018, September 26). *Becoming Brilliant: What Science tells us about raising successful children*. Ed Leadership Forum, Phoenix, AZ.
- Hirsh-Pasek, K. (2018, September 7). *Living in Pasteur's Quadrant: Navigating the uncharted waters between basic and applied research*. Colloquium, Georgetown, University, Washington, DC.
- Hirsh-Pasek, K. (2018, September 6). *A Prescription for Play*. Brookings Institution Panel, Washington, DC.
- Hirsh-Pasek, K. (2018, August 27). *A Prescription for Play: Why play fosters social and cognitive development*. First things first, Phoenix, AZ.
- Hirsh-Pasek, K. (2018, July 20). *How high quality language environments create high quality learning environments*. Gessel Institute, Yale University.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2018, July 2). *Why science, practice, journalism and policy should play together*. International Congress on Infant Studies Presidential Address, Philadelphia, PA.
- Hirsh-Pasek, K. (2018, June 20). *Why science, practice, journalism and policy should play together*. Latin American School for Education, Cognition and Neuroscience.
- Hirsh-Pasek, K. (2018, May 15). *Living in Pasteur's Quadrant: Navigating the uncharted waters between basic and applied research*. Colloquium Cambridge University, Cambridge, UK.

- Hirsh-Pasek, K. (2018, May 11). *How high quality language environments create high quality learning environments*. Keynote Address, Early Education Conference for the British Association for Early Childhood. Birmingham, UK.
- Hirsh-Pasek, K. (2018, April 25). *Living in Pasteur's Quadrant: Navigating the uncharted waters between basic and applied research*. Center for Children, Youth, Families and Schools Lincoln, Nebraska.
- Hirsh-Pasek, K. (2018, April 21). *A Prescription for Play*. Lehigh Valley Association of Independent Colleges, Allentown, PA.
- Hirsh-Pasek, K. (2018, April 18). *A Prescription for Play*. West Chester School District, West Chester, PA.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2018, February 7). *Guided play: How PBS and Ready to Learn can move the needle from science to practice*. Washington, DC.
- Hirsh-Pasek, K. (2017, December 1). *How high quality language environments create high quality learning environments*. Keynote Address, Annual Zero to Three Conference, San Diego.
- Hirsh-Pasek, K. (2017, October 13). *Edible Science: A Journey in making psychology accessible, digestible and usable*. Cognitive Development Society, Portland, OR.
- Hirsh-Pasek, K. (2017, September 26). *Becoming Brilliant: Re-Imagining Education for the 21st Century*. EDCRUNCH Conference, Moscow, Russia.
- Hirsh-Pasek, K. (2017, September 16). *A Prescription for Play*. American Academy of Pediatricians.
- Hirsh-Pasek, K. (2017, September 15). *Urban Thinkscape: Transforming cityscapes into opportunities for playful learning*. National Walking Summit, St. Paul.
- Hirsh-Pasek, K. (2017, September 6). *Guided play in early education: Becoming Brilliant*. Early Childhood Investigations, Webinar.
- Hirsh-Pasek, K. (2017, August 2). *Re-Imagining Education: The role of playful learning in and out of school*. Talk at Amazon.com, Seattle Washington.
- Hirsh-Pasek, K. (2017, July 27). *Learning Landscapes*. Harvard University, Frontiers of Innovation.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2017, June 20). *Re-Imagining Education: The role of playful learning in and out of school*. Plenary talk at mini Conference on Playful Learning: Philadelphia, PA.
- Hirsh-Pasek, K. (2017, May 25). *Becoming Brilliant: What Science tells us about raising successful children*. World Bank, Washington, DC.
- Hirsh-Pasek, K. (2017, May 22). *Re-Imagining Education: The role of playful learning in and out of school*. Distinguished Lecture, University of Washington, Seattle WA.
- Hirsh-Pasek, K. (2017, May 10). *Powerful play: Enhancing knowledge and skill development by gently guiding play*. NAEYC Webinar, Washington, DC.
- Hirsh-Pasek, K. (2017, May 5). *Living in Pasteur's Quadrant: Navigating the uncharted waters between basic and applied research*. Colloquium, Northwestern University, Chicago, IL.
- Hirsh-Pasek, K. (2017, March 2-3). *Learning at the Bottom of the Pyramid: Focus on Early Childhood*. Learning at the Bottom of the Pyramid Conference, University of Pennsylvania, Philadelphia, PA.
- Hirsh-Pasek, K. (2017, February 8). *PLAY: Rethinking how we educate our children*. Simms/Mann Institute, Los Angeles.
- Hirsh-Pasek, K. (2016, December 11). *Becoming Brilliant: What Science tells us about raising successful children*. Tokyo, Japan.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2016, October 27). *Putting the education back in educational apps*. Keynote Address, SRCD Special Topics Meeting on Tech and Media in Children's Development, Irvine, CA.
- Hirsh-Pasek, K. (2016, October 26). *Becoming Brilliant: What Science tells us about raising successful children*. LaJolla Country Day School, San Diego, CA.
- Hirsh-Pasek, K. (2016, October 26). *How high-quality language environments create high quality learning environments*. Colloquium, Stanford University, Palo Alto, CA.
- Hirsh-Pasek, K. (2016, October 25). *Becoming Brilliant: What Science tells us about raising successful children*. Bay Area Discovery Museum, San Francisco, CA.

- Hirsh-Pasek, K. (2016, October 24). *How high quality language environments create high quality learning environments*. Colloquium, Berkeley Psychology, Berkeley, CA.
- Hirsh-Pasek, K. (2016, October 19). *How high quality language environments create high quality learning environments*. Colloquium, NYU Steinhart School, New York City.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2016, September 16). *Putting the “education” back in educational apps*. Part of the Growing up in a Digital World symposium (Chair, Hirsh-Pasek). IMBES Conference, Toronto, CA.
- Hirsh-Pasek, K. (2016, September 14). *Becoming Brilliant: RE-Imagining education for the 21st Century*. Ounce of Prevention, Chicago, IL.
- Hirsh-Pasek, K. (2016, August 29). *Carving events for language*. Maya Zuck Lecture at Washington University, St. Louis, MO.
- Hirsh-Pasek, K. (2016, August 25). *The role of play in summer learning*. The National Academy of Sciences, Washington, DC.
- Hirsh-Pasek, K. (2016, August 4). *Becoming Brilliant: What Science tells us about raising successful children*. New Hampshire Department of Education, Durham, NH.
- Hirsh-Pasek, K. (2016, August 2). *Language development and family engagement in the digital age*. New America Foundation, Washington, DC.
- Hirsh-Pasek, K. (2016, May 23). Panelist on Children’s Development. IBM Watson and Sesame Workshop: Transforming education with cognitive computing, New York.
- Hirsh-Pasek, K. (2016, May 5). *Shape Up: Young children’s knowledge of geometric forms and spatial ability*. Hsin Yi Childhood Conference, Taipei, Taiwan.
- Hirsh-Pasek, K. (2016, May 5). *The Power of play: How play motivates children’s academic and social development*. Hsin Yi Childhood Conference, Taipei, Taiwan.
- Hirsh-Pasek, K. (2016, April 18). *The Power of play: How play motivates children’s academic and social development*. Cambridge University Keynote for the Educated Brain Conference, Cambridge, England.
- Hirsh-Pasek, K. (2016, April 12). *Becoming Brilliant*. LEGO Ideas Conference, Billund, Denmark.
- Hirsh-Pasek, K. (2016, March 15). *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.
- Hirsh-Pasek, K. (2016, March, 5). *Enhancing the communication foundation for language learning*. VROOM Advisor Board Meeting, Austin, TX.
- Hirsh-Pasek, K. & Golinkoff, R. M. (2016, January 15). *Carving events for language*. SILC Conference, San Diego, CA.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2015, December 10). *Living in Pasteur’s Quadrant: Navigating the uncharted waters between basic and applied research*.
- Hirsh-Pasek, K. (2015, November 2). *Putting the education back in “educational” apps*. Keynote, Dust or Magic Conference, Lambertville, NJ.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2015, October 15). *Guided play: A new pedagogical approach to high quality learning*. Keynote Address, Action for Children, Ohio.
- Hirsh-Pasek, K. (2015, October 9). *Putting the education back in “educational” apps*. Distinguished Lecture, Keynote Address, American Psychological Association, Fitchburg, MA.
- Hirsh-Pasek, K. (2015, October 5). *Becoming Brilliant*. New Hampshire Forum on the Future, Manchester, NH.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2015, September 28). *Living in Pasteur’s Quadrant: Navigating the uncharted waters between basic and applied research*. Gallaudet University, Distinguished Lecture Series, Washington, D.C.
- Hirsh-Pasek, K. (2015, September 28). *How high quality language environments create high quality learning environments*. Keynote Speaker, National Head Start Association Leadership Meeting, Washington, D.C.
- Hirsh-Pasek, K. (2015, June 16). *How high quality language environments create high quality learning environments*. PA Governor’s Institute talks, King of Prussia.
- Hirsh-Pasek, K. (2015, June 23). *How high quality language environments create high quality*

- learning environments*. PA Governor's Institute talks, Monroeville, PA.
- Hirsh-Pasek, K. (2015, June 3). *How high quality language environments create high quality learning environments*. London's Child and Youth Network, London, Ontario.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2015, May 21). *Living in Pasteur's Quadrant: Navigating the uncharted waters between basic and applied research*. Association for Psychological Science.
- Hirsh-Pasek, K. (2015, April 14-16). *Taking playful learning out of the box*. LEGO Ideas Conference, Billund, Denmark.
- Hirsh-Pasek, K., Golinkoff, R., & Zosh, J. (2015, March 21). *Guided play: A new pedagogical approach to high quality learning*. Invited Address at Society for Research in Child Development, Philadelphia, PA.
- Hirsh-Pasek, K., & Golinkoff, R. (2015, March 21). *Taking it to the streets: Developmental Science goes live*. Invited Address at Society for Research in Child Development, Philadelphia, PA.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2015, January 29-30). *Carving events for language*. SILC Conference, LaJolla, CA.
- Hirsh-Pasek, K. (2015, January 26). *It's a talk back. Engaging the whole nation in a giant conversation*. Grade Level Reading Campaign, Washington, D.C.
- Hirsh-Pasek, K. (2015, February 3). *Putting the education back in "educational" apps*. Sesame Street, New York, NY.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2015, January 29). *Carving events for language*. SILC Conference, San Diego, CA.
- Hirsh-Pasek, K. (2015, December 12). *How high quality language environments create high quality learning environments*. Leading Edge Conference, Harvard University.
- Hirsh-Pasek, K. (2015, December 3). *Language and literacy. Preparing our children for 3rd grade literacy*. Reach Out and Read, Philadelphia.
- Hirsh-Pasek, K. (2014, November 5). *It's a talk back. Engaging the whole nation in a giant conversation*. Keynote Address, NAEYC International Conference, Dallas, TX.
- Hirsh-Pasek, K. (2014, October 16). *Beyond the 30-million word gap: Building a foundation for communication is essential for early language*. White House Conference, Washington, DC.
- Hirsh-Pasek, K. (2014, October 11-12). *Trading spaces: Where "universal" components in events meet language*. Workshop in Language Acquisition, Princeton University.
- Hirsh-Pasek, K. (2014, September 8). *Trading spaces: What babies can teach us about language and thought*. Colloquium, Carnegie Mellon.
- Hirsh-Pasek, K., & Golinkoff, R. (2014, September 8). *Putting the education back in "educational" apps*. Colloquium, Carnegie Mellon.
- Hirsh-Pasek, K. (2014, August 19). *The Power of play*. Madison Wisconsin School System 4K Summer Summit, Madison, Wisconsin.
- Hirsh-Pasek, K. (2014, August 3-5). Speaker at Fostering Cognitive Development at Children's Museums, Brown University.
- Hirsh-Pasek, K. (2014, July 30). *The power of playful learning: How our children really learn*. Keynote address, University of Iowa.
- Hirsh-Pasek, K. (2014, July 21). *Fostering language development*. National Council of La Raza (NCLR), Los Angeles, CA.
- Hirsh-Pasek, K. (2014, June 6). *Language and literacy: Preparing our children for 3rd grade literacy*. Keynote Address, 14th Annual Cross-University Collaborative Mentoring Conference, New York.
- Hirsh-Pasek, K. (2014, June 2). *Putting the education back in educational apps*. Fred Forward Conference.
- Hirsh-Pasek, K., & Golinkoff, R. (2014, May 24). *Putting the education back in "educational" apps*. Association for Psychological Science, San Francisco.
- Hirsh-Pasek, K. (2014, May 7). *Language and literacy: Preparing our children for 3rd grade literacy*. National Smart Start Conference, Greensboro, NC.
- Hirsh-Pasek, K. (2014, April 30). *Language and literacy: Preparing our children for 3rd grade*

- literacy*. Educare Conference, Portland, ME.
- Hirsh-Pasek, K. (2014, April 18). *The power of playful learning: How our children really learn*. Keynote Address, Nevada Association for the Education of Young Children.
- Hirsh-Pasek, K. (2014, April 9-10). *Predicting the future of learning*. IDEAS Conference, LEGO, Billund, Denmark.
- Hirsh-Pasek, K. (2014, April 10). A conversation on playful learning with Kathy Hirsh-Pasek and Mitch Resnick. LEGO Ideas Conference on RE-defining play: Re-Imagining Learning.
- Hirsh-Pasek, K. (2014, March 12). *Where processing events meets language: Implications for first and second language learning*. Latin American School for Education, Cognition and Neuroscience, Punta del Este, Uruguay.
- Hirsh-Pasek, K. (2014, January 16-17). *Trading spaces: Where universal components in events meet language*. SILC Workshop. University of San Diego, San Diego, CA.
- Hirsh-Pasek, K. (2013, December 6). *Language and literacy: Preparing our children for 3rd grade literacy*. National Conference of State Legislators, Washington, DC.
- Hirsh-Pasek, K. (2013, November 13). *Trading spaces: What babies can teach us about language and thought*. Yale University. New Haven, CT.
- Hirsh-Pasek, K. (2013, November 11). *Trading spaces: What babies can teach us about language and thought*. Georgia State University. Atlanta, Georgia.
- Hirsh-Pasek, K. (2013, October 21). *Language and literacy: Preparing our children for 3rd grade literacy*. Virginia Early Childhood Foundation, Roanoke, VA.
- Hirsh-Pasek, K. (2013, October 15). *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.
- Hirsh-Pasek, K. (2013, October 7). *Language and literacy: Preparing our children for 3rd grade literacy*. Capitol Area Head Start, Harrisburg, PA.
- Hirsh-Pasek, K. (2013, October 4). *Bridging the Thirty-Million-Word Gap*. Commentator on White House Conference.
- Hirsh-Pasek, K. (2013, May 20). *Language and literacy: Preparing our children for 3rd grade literacy*. Wisconsin Department of Public Instruction.
- Hirsh-Pasek, K. (2013, May 5). *The power of playful learning: How our children really learn*. Barnard Toddler Center, Barnard College.
- Hirsh-Pasek, K. (2013, April 15). *Language and literacy: Why third grade reading starts at birth*. Leading for literacy meeting. Washington, DC.
- Hirsh-Pasek, K. (2013, April 13). *Playful learning: Evidence based approaches to early learning and education*. Guest Lecture, Harvard University School of Education.
- Hirsh-Pasek, K. (2013, April 11). *Einstein never used flashcards: Learning in and out of school*. Family Action Network, Chicago, University of North Carolina Child and Family Development Program.
- Hirsh-Pasek, K. (2013, April 4). *Playing around: Using play as a focus for intentional, collaborative learning*.
- Hirsh-Pasek, K. (2013, January 19). *Playful learning: An evidence-based model of learning in and out of school*. Dupage Children's Museum, Chicago.
- Hirsh-Pasek, K. (2013, January 8). *Language for reading: Part of the equation in any 3rd grade reading guarantee*. Ohio State Task force on education.
- Hirsh-Pasek, K. (2012, November 29). *Language for reading: Lessons from the crib*. Zero to Three National Conference, Los Angeles, CA.
- Hirsh-Pasek, K. (2012, November 9). *Language for reading: Lessons from the crib*. Keynote, Kansas Head Start Conference, Wichita, KS.
- Hirsh-Pasek, K. (2012, October 20). *The Power of play*. Early Childhood Development Centre Conference, Niagara, Canada.
- Hirsh-Pasek, K. (2012, October 19). *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.

- Hirsh-Pasek, K. (2012, June 7). *The power of playful learning: Promoting 21st century skills*. Minneapolis Children's Museum, Minneapolis, MN.
- Hirsh-Pasek, K. (2012, April 20). *The 6Cs: From the science of learning to the science of teaching*. Colloquium, University of Texas, Austin.
- Hirsh-Pasek, K. (2012, April 20). *Trading Spaces: Where universal components in events meet language*. Colloquium, University of Texas, Austin.
- Hirsh-Pasek, K. (2012, April 11). *The power of play*. Together We Will Conference, Middleton, Connecticut.
- Hirsh-Pasek, K. (2012, March 24). *The power of play*. Montessori Regional Conference, Philadelphia, PA.
- Hirsh-Pasek, K. (2012, March 9). *Moving psychological science from the lab to the living room*. The Latin American School for Education, Cognitive and Neural Sciences. Patagonia, Argentina.
- Hirsh-Pasek, K. (2012, March 8). *Playful learning: Exploring evidence-based approaches to early learning and education*. The Latin American School for Education, Cognitive and Neural Sciences, Patagonia, Argentina.
- Hirsh-Pasek, K. (2012, February 8). *6 Principles of language development that all pediatricians should know*. Grand Rounds Cooper Medical Hospital, Camden, NJ.
- Hirsh-Pasek, K. (2012, February 4, 2012). *The power of playful learning: Promoting 21st century skills*. Illinois Action for Children, Chicago, IL.
- Hirsh-Pasek, K. (2012, February 3). *The power of playful learning: Promoting 21st century skills*. Keynote Address to Chicago business and policy leaders, Union League of Chicago, Chicago.
- Hirsh-Pasek, K. (2012, January 12). *The power of playful learning: Promoting 21st century skills*. Annual Creativity Lecture, Fort Worth Children's Museum, Fort Worth, TX.
- Hirsh-Pasek, K. (2012, January 10-11). *Language for reading: Lessons from the crib for the classroom*. Keynote Address, First Things First Meeting, Phoenix, AZ.
- Hirsh-Pasek, K. (2011, October 16). *Playful learning: An evidence-based model of early education*. Babes-Bolyai University, Romania.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2011, October 14). *Language for reading: Lessons from the crib for the classroom for bilingual speakers*. *Infants' Learning of Multiple Languages: Development in Context*, NYU.
- Golinkoff, R. M., & Hirsh-Pasek, K. (2011, October 14). *Trading spaces: Where universal components in events meet language*. *Infants' Learning of Multiple Languages: Development in Context*, NYU.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2011, August 6). *Moving psychological science from the lab to the living room and even to the streets!* American Psychological Association Meeting in receipt of the Urie Bronfenbrenner Award, Washington, D.C.
- Hirsh-Pasek, K. (2011, July 20). *Playful learning: An evidence-based model of early education*. Birth to Five Policy Alliance, Chicago, IL.
- Hirsh-Pasek, K. (2011, July 19). *Language for reading: Lessons from the crib for the classroom*. Birth to Five Policy Alliance, Chicago, IL.
- Hirsh-Pasek, K. (2011, July 2). *The importance of play*. Renaissance Weekend, Jackson Hole, WY.
- Hirsh-Pasek, K. (2011, June 4). *The power of play*. Ontario Catholic Elementary Teacher's Federation Conference.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2011, March). *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.
- Hirsh-Pasek, K. (2011, March). *Language development supporting early reading*. The Latin American School for Education, Cognitive and Neural Sciences, University of Chile, San Pedro de Atacama, Chile.
- Hirsh-Pasek, K. (2011, February). *Trading spaces: What babies can teach us about language and thought*. Colloquium, Brown University, Providence, RI.
- Hirsh-Pasek, K. (2011, February). *Playful learning: An evidence-based model of early education*.

- Colloquium, Rutgers, Newark.
- Hirsh-Pasek, K. (2011, February). *Playing to learn, learning to play*. Family Impact Seminar Institute of Government and Public Affairs, University of Illinois, Chicago, Illinois.
- Hirsh-Pasek, K. (2010, November). *Einstein never used flashcards: The power of play*. The Parent Connection, Duxbury, MA.
- Hirsh-Pasek, K. (2010, October). *Trading spaces: Where universal components in events meet language*. Colloquium University of Maryland Human Development. College Park, MD.
- Hirsh-Pasek, K. (2010, October). *E-books and ichats: The role of social of social interaction in language and literacy*. NSF Science of Learning Meeting, Washington, DC.
- Hirsh-Pasek, K. (2010, August). *The power of play*. Elementary Teacher's Federation of Ontario Conference, Toronto, Ontario.
- Hirsh-Pasek, K. (2010, August). *A mandate for playful learning*. Early Childhood 2010, Washington, D.C.
- Hirsh-Pasek, K. (2010, July). *What do mind in the making and Einstein have in common?* Aspen Ideas Festival.
- Hirsh-Pasek, K. (2010, June). *A mandate for playful learning in preschool: Preparing 21st century children for a global world*. Head Start Tenth National Research Conference, Washington, DC.
- Hirsh-Pasek, K. (2010, June). *Playful learning and the devaluation of the word play in an achievement-oriented society*. OpenEYE Campaign 2010 Conference, London, England.
- Hirsh-Pasek, K. (2010, June). *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.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2010, May). *How babies talk: Language development from 0 – 3 years*. Frank Porter Graham Infant/Toddler Child Care Meeting.
- Hirsh-Pasek, K. (2010, January). *Word learning: The view from the radical middle*. University of Texas, Dallas, Center for Children and Families Public Forum, Dallas, TX.
- Hirsh-Pasek, K. (2010, January). *Purposeful play: Preparing 21st century children for a global world*. University of Texas, Dallas, Center for Children and Families Public Forum, Dallas, TX.
- Hirsh-Pasek, K. (2009, December). *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).
- Hirsh-Pasek, K. (2009, October). *Language for reading*. Discussant, Role of Language Workshop, National Research Council, Menlo Park, CA.
- Hirsh-Pasek, K. (2009, May). *Purposeful play: Preparing 21st century children for a global world*. Keynote Address, Early Childhood Teachers Association Conference, Queensland, Australia.
- Hirsh-Pasek, K. (2009, May). *Playing with the arts*. Learning, arts and the brain summit, Baltimore, MD.
- Hirsh-Pasek, K., & Golinkoff, R. M. (2009, April). *Playing for our future*. Interactivity Conference, Association of Children's Museums, Philadelphia, PA.
- Hirsh-Pasek, K. (2009, April). *Purposeful play: Preparing 21st century children for a global world*. New York Department of Education, New York, NY.
- Hirsh-Pasek, K. (2019, March 12). *Breaking the word barrier: The view from the radical middle*. Colloquium, Concordia University, Montreal, Quebec.
- Hirsh-Pasek, K. (2009, March 12). *A mandate for playful learning: Preparing children for the 21st century*. Colloquium, Concordia University, Montreal Quebec.
- Hirsh-Pasek, K. (2009, January). *Playing music or musical play*. Learning from Young Children: Research in Early Childhood Music Conference, University of Delaware, Newark, Delaware.

- Hirsh-Pasek, K., & Golinkoff, R. M. (2008, December 8). *A mandate for playful learning: Preparing children for the 21st century*. Keynote Address, Jumpstart Conference, Chicago, IL.
- Hirsh-Pasek, K. (2008, November 14). *A mandate for playful learning: Preparing children for the 21st century*. 92nd Street YMCA, New York.
- Hirsh-Pasek, K. (2008, November 4). *A mandate for playful learning: Preparing children for the 21st century*. Keynote Central Agency for Jewish Education, Philadelphia, PA.
- Hirsh-Pasek, K. (2008, September 27). *A mandate for playful learning: Preparing children for the 21st century*. Connecticut Association for the Education of Young Children.
- Hirsh-Pasek, K. (2008, September 24). *The 5Cs: The Power of play for children in the 21st century*. Sandbox Summit, New York.
- Hirsh-Pasek, K. (2008, July 16). *Play power: Preparing children for the 21st century*. Chulalongkorn University, Bangkok, Thailand.
- Hirsh-Pasek, K. (2008, July 12). *Play power: Preparing children for the 21st century*. Singapore.
- Hirsh-Pasek, K., & Golinkoff, R. (2008, June 11-12). *Trading spaces: Where language meets "universal" components in events*. SILC Conference on Spatial Language, Chicago.
- Hirsh-Pasek, K., Parish, J., & Golinkoff, R. M. (2008, May 1). *Multiple cues for word learning: Implications for autism*. Center for Autism Research, Children's Hospital of University of Pennsylvania.
- Hirsh-Pasek, K. (2008, May). *Play Power*. Keynote Address, Graduate Mentoring Conference, University of Pennsylvania.
- Hirsh-Pasek, K. (2008, April). *The Power of play*. Keynote. Address, Undergraduate Research Forum, West Chester College.
- Golinkoff, R. M., Hirsh-Pasek, K., Goksun, T., Roseberry, S., Pulverman, R., & Pruden, S. (2008, April). *Foundations of verb learning: How infants view motion events*. Princeton University Mini-Conference on Language Acquisition (organizer: A. Goldberg).
- Hirsh-Pasek, K. (2008, March 8). *Play=Learning: Preparing the 21st century child for a global world*. Keynote Address, Utah Early Childhood Education Conference, Orem, UT.
- Hirsh-Pasek, K. (2008, March 3). *Musings on mind, brain and education*. Brains R Us: The Science of Educating, San Diego.
- Hirsh-Pasek, K. (2007, December). *Breaking the word barrier: The view from the radical middle*. Boston University.
- Hirsh-Pasek, K. (2007, March). *Breaking the word barrier: The view from the radical middle*. Keynote Address, Eastern Psychological Association, Philadelphia.
- Hirsh-Pasek, K. (2007, March). *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.
- Hirsh-Pasek, K. (2007, March). *PLAY = LEARNING: How play fosters cognitive and socio-emotional learning*. Conference on Science and Education, Santiago, Chile.
- Hirsh-Pasek, K. (2007, March). Participant in Roundtable discussion at the biennial meetings of The Society for Research in Child Development. Welch-Ross, M. K. & Fasig, L. G. (Chairs) *Cultivating a culture change: Developing strategies to advance the utilization of behavioral science*, Boston, MA.
- Hirsh-Pasek, K. (2007). *Breaking the word barrier: The view from the radical middle*. Vanderbilt University, February.
- Hirsh-Pasek, K. (2007, February). *Breaking the word barrier: The view from the radical middle*. Purdue University.
- 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. (2006, November). *The role of play in learning*. Harvard Learning and the Brain Conference, Boston, MA.
- Golinkoff, R., & Hirsh-Pasek, K. (2006, November). *How do babies learn to talk?* Harvard Learning and the Brain Conference, Boston, MA.
- Golinkoff, R., & Hirsh-Pasek, K. (2006, November). *Breaking the language barrier: The view*

- from the radical middle*. Boston Language Conference.
- Hirsh-Pasek, K., & Golinkoff, R. (2006, September). *Breaking the language barrier: The view from the radical middle*. Eleanor Saffran Cognitive Neuroscience Conference, Philadelphia, PA.
- Hirsh-Pasek, K., & Golinkoff, R. (2006, August). *Learning: Preparing the 21st century child for a global world*. Governor's Summit for Governor Tim Kaine's Smart Beginnings Summit, Richmond, VA.
- Hirsh-Pasek, K. (2006, June). *Play = Learning: Preparing the 21st century child for a global world*. International Conference of Infant Studies, Kyoto, Japan.
- Hirsh-Pasek, K., & Golinkoff, R. (2006, May). *Creating lifelong learners*. Florida Department of Education.
- Hirsh-Pasek, K. (2006, May). *Four stories about literacy*. Whole Child Conference, University of Maryland.
- Hirsh-Pasek, K. (2006, April). *Play = Learning: How to facilitate learning in preschoolers*. JoLyn Beeman Lecture, Wisconsin Division for Early Childhood.
- Hirsh-Pasek, K. (2006, March). *Play = Learning*. New York Public Library, New York.
- Hirsh-Pasek, K. (2006, December). *Creating lifelong learners: Where child development meets practice*. Colloquium, Ursinus College.
- Hirsh-Pasek, K. (2006, November). *Breaking the language barrier*. Bermuda Department of Child Development.
- Hirsh-Pasek, K. (2006, October). *The NICHD Study of Early Child Care and Youth Development: A sampler in "Big Science."* Colloquium, Villanova University.
- Hirsh-Pasek, K., & Golinkoff, R. (2005, June). *Building a strong foundation for life: How early learning experiences shape the lifelong learner*. Keynote Address, Early Head Start: Zero to Three Conference, Washington.
- Hirsh-Pasek, K., & Golinkoff, R. (2005, June). *PLAY = LEARNING*. Conference organized by D. Singer, R. Golinkoff, & K. Hirsh-Pasek, Yale University.
- Golinkoff, R., & Hirsh-Pasek, K. (2005, June). *A Rose is a Rose But a Scene is Not a Scene: Languages encode events differently*. Words and World Conference, Lehigh University.
- Hirsh-Pasek, K. (2005, May). *How babies talk*. Invited speaker for City wide-event, Chicago Children's Museum.
- Hirsh-Pasek, K. (2005, March). *The New Three Rs*. Casey Journalism School, University of Maryland.
- Hirsh-Pasek, K. (2005, March). *The New Three Rs*. Central Pennsylvania Association for Young Children, Harrisburg, PA.
- Hirsh-Pasek, K. (2004, November). *The NICHD Study of Early Child Care and Youth Development: A sampler in "Big Science."* Colloquium, Swarthmore College.
- Hirsh-Pasek, K., & Golinkoff, R. (2004, October). *Creating lifelong learners*. Utah State Department of Education.
- Hirsh-Pasek, K. (2004, October). *Creating lifelong learners*. University of Pennsylvania Literacy Network.
- Hirsh-Pasek, K., & Golinkoff, R. (2004, October). *Creating lifelong learners*. Wisconsin Children's Museum, Community Forum on Children's Learning.
- Hirsh-Pasek, K., & Golinkoff, R. (2004, September). *Creating lifelong learners*. Maryland Children's Museum, Community Forum on Children's Learning.
- Hirsh-Pasek, K., & Golinkoff, R. (2004, August). *Action meets words*. Colloquium, Keio University, Tokyo.
- Golinkoff, R., & Hirsh-Pasek, K. (2004). *Breaking the language barrier*. Colloquium, Keio University, Tokyo.
- Golinkoff, R. M., Hirsh-Pasek, K., Meyer, M., Adde, D., Maguire, M., & Pulverman, R. (2004, August). *Understanding the paradox of verb learning*. Presented in a symposium entitled, "Universal and language-specific factors influencing early verb learning". International Congress of Psychology, Beijing, China.

- Hirsh-Pasek, K., Golinkoff, R. M., Pruden, S., & Salkind, S. (2004, August). *Foundations for verb learning: Infants detect and categorize "paths" and "manners."* Presented in a symposium entitled, "Universal and language-specific factors influencing early verb learning". International Congress of Psychology, Beijing, China.
- Hirsh-Pasek, K. (2004, June). *Preschool assessment: Closing the gap between science and practice.* NAEYC Conference on Assessment, Washington, DC.
- Hirsh-Pasek, K. (2004, June). *A revolutionary idea: how libraries can facilitate the new 3 Rs.* Keynote Address, American Library Association Conference, Orlando, Florida.
- Hirsh-Pasek, K. (2004, June). *How babies talk: A workshop.* Invited speaker at the First Annual Meeting of the Child Study Institute, Bucharest, Romania.
- Hirsh-Pasek, K. (2004, May). *The origins of verb learning: A case study in nature via nurture.* Invited symposium for Conference in Human Development, (Newcombe, chair) Washington, DC.
- Hirsh-Pasek, K. (2004, April). *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, IL.
- Hirsh-Pasek, K. (2004, April). *Cross-talk: Reconsidering domain specificity and domain generality in infant cognition.* Roundtable discussion, International Conference on Infant Studies, Chicago.
- Hirsh-Pasek, K. (2004, May). *How babies talk.* Keynote Address, Head Start Teacher's Conference, Allentown, PA.
- Hirsh-Pasek, K. (2004, May). *A revolutionary idea: How children's museums can facilitate the new 3 Rs.* Keynote Address, Interactivity: Association of Children's Museums.
- Hirsh-Pasek, K. (2004, April). *A revolutionary idea: how libraries can facilitate the new 3 Rs.* Keynote Address, Pennsylvania Library Association.
- Hirsh-Pasek, K. (2004, March). *How early learning experiences shape the lifelong learner.* Keynote Address, Terri Lynne Lokoff Child Care Foundation National Award Ceremony.
- Hirsh-Pasek, K. (2003, December). *Preschool assessment: Closing the gap between science and practice.* Washington Policy Briefing on Capitol Hill.
- Hirsh-Pasek, K. (2003, December). *Where actions meet words: Foundations of verb learning.* Yale University Colloquium.
- Hirsh-Pasek, K. (2003, November). *Where actions meet words: Foundations of verb learning.* Colloquium, University of Michigan.
- Hirsh-Pasek, K. (2003, September). *How early learning experiences shape the lifelong learner.* The 21st Century learner, Washington, DC.
- Hirsh-Pasek, K. (2003, June). *How babies talk.* Keynote Address, Bank Street School Conference.
- Hirsh-Pasek, K. (2002, October). *How babies talk.* Keynote Address, at Child Care Council of Westchester.
- Hirsh-Pasek, K. (2002, May). *Child Care: A place where quality counts.* Forum on Children and Families, New York University.
- Hirsh-Pasek, K. (2002, April). *Verb Learning in Infancy.* Symposium discussant, International Conference on Infant Studies, Toronto.
- Hirsh-Pasek, K. (2002, April 4). *How children learn their first words.* Colloquium, Michigan State University.
- Hirsh-Pasek, K. (2002, April). *The Story behind the headlines: Relationships between child care quantity, quality, type and child outcomes.* Grand Rounds, Psychiatry, Temple University Hospital, Pediatrics.
- Hirsh-Pasek, K. (2001, November). *The Story behind the headlines: Relationships between child care quantity, quality, type and child outcomes.* JCCA National Conference, Baltimore, MD.
- Hirsh-Pasek, K. (2001, October). *The Story behind the headlines: Relationships between child care quantity, quality, type and child outcomes.* Grand Rounds, Psychiatry. Temple University Hospital.

- Hirsh-Pasek, K., & Weinraub, M. (2001, June). *The Story behind the headlines: Relationships between child care quantity, quality, type and child outcomes*. Mini Conference on child care, Temple University.
- Hirsh-Pasek, K., Friedman, S., Brownell, C., Owen, M., Booth, C., & Burchinal, M. (2001, April). *Release of the NICHD Public Data Set: From birth to 3*. SRCD, Minneapolis.
- Hirsh-Pasek, K. (2001, March). *Recent findings from the NICHD Study of Early Child Care*. University of Delaware.
- Hirsh-Pasek, K. (2000, Boston). *Breaking the language barrier*. Eunice Kennedy Schriver Center.
- Hirsh-Pasek, K. (2000, May). *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.
- Hirsh-Pasek, K., & Golinkoff, R. (2000, April). *Multiple cues to word learning: The story for object scope and extendibility*. Finding the Words Conference, Stanford University, Palo Alto, CA.
- Hirsh-Pasek, K. (2000, April). *Breaking the language barrier*. Colloquium, Bryn Mawr College.
- Hirsh-Pasek, K. (2000, February). *Language development in the 21st century baby*. Featured Presentation, Embracing our children, Delaware Valley Association for the Education of Young Children, Philadelphia.
- Hirsh-Pasek, K. (1999, December). *Language development in the 21st century baby*. Keynote Address, Dauphin County Library Association, Harrisburg, PA.
- Hirsh-Pasek, K., Golinkoff, R. M., & Hollich, G. (1999, November). *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.
- Hirsh-Pasek, K. (1999, October). *Breaking the language barrier: How children learn their first words*. Colloquium, Lehigh University.
- Hirsh-Pasek, K. (1999, February). *Breaking the language barrier: How children learn their first words*. Carolina Consortium Discussant, Center for Developmental Science, University of North Carolina, Raleigh, NC.
- Hirsh-Pasek, K. (1998, December). *Recent findings in the NICHD Study of Early Child Care: Language, cognition and beyond*. Colloquium, Penn State University Intervention Studies, State College, PA.
- Hirsh-Pasek, K. (1998, December). *Breaking the language barrier: How children learn their first words*. Colloquium Penn State University, State College, PA.
- Hirsh-Pasek, K. (1998, August). *Breaking the language barrier: How children learn their first words*. Colloquium, Tel Aviv University, Tel Aviv, Israel.
- Hirsh-Pasek, K. (1998, May). *In sickness and in health*. For the NICHD Study of Early Child Care Network, SEED Conference, Washington, DC.
- Hirsh-Pasek, K. (1998, April). *Breaking the language Barrier*. Colloquium, Temple University, Philadelphia.
- Hirsh-Pasek, K., & Golinkoff, R. (1998, April). *Trends and transitions in language development*. Developmental Neuropsychology Group, International Conference on Infancy Studies Conference, Atlanta.
- Golinkoff, R., & Hirsh-Pasek, K. (1998, April). *King Solomon was right: Biblical injunctions against divided theories of word learning*. International Conference on Infancy Studies, Featured Debate, Atlanta.
- Hirsh-Pasek, K. (1998, March). *Breaking the language barrier: How children learn their first words*. Colloquium, University of Texas at Dallas.
- Hirsh-Pasek, K. (1997, May). *What infants can teach us about language development*. University of Berne, Berne, Switzerland.
- Tucker, M., Hirsh-Pasek, K., & Hollich, G. (1997, May). *A change is afoot: Emergentist theories in language acquisition*. Aarhus, Denmark, Conference on Downward Causation.
- Golinkoff, R., & Hirsh-Pasek, K. (1997, May). *Emerging cues for early word learning*. Carnegie Mellon Conference on the Emergence of Language, Pittsburgh, PA.

- Hollich, G., Hirsh-Pasek, K., & Golinkoff, R. (1996, December). *The 3-D intermodal preferential looking paradigm*. Conference examining the use of intermodal preferential looking paradigms in infant studies, Melbourne, Australia.
- NICHD Early Child Care Research Network. (1996, November). *Early child care and attachment*. National Association for the Education of Young Children, Dallas, TX.
- Hirsh-Pasek, K., Golinkoff, R., Heberle, J., & Rehill, J. (1996, November). *Bridging the gap between social pragmatic and lexical constraints views of word learning: Can the Capulets live with the Montagues?* Boston Language Conference, Boston.
- Hirsh-Pasek, K. (1996, August). *What infants can tell us about language acquisition: Building a rationalist constructivist view*. Colloquium, University of New South Wales, Sydney, Australia.
- Hirsh-Pasek, K. (1996, August). *Infant child care and attachment security: Selective results from the NICHD Study of early Childcare*. Colloquium, Macquarie University, Sydney, Australia.
- NICHD Early Child Care Research Network. (1996, April). *Infant childcare and attachment security: Results of the NICHD Study of early childcare*. International Conference on Infancy Studies, Providence, RI.
- Hirsh-Pasek, K., & Golinkoff, R. (1995, October). *When does "Rabbit" mean rabbit?* Word Acquisition Mini Conference, Buffalo, NY.
- Golinkoff, R. M., & Hirsh-Pasek, K. (1995, August). *Let the mute speak: What infants can tell us about language acquisition*. American Psychological Association, New York.
- Hirsh-Pasek, K. (1995, May). *Four decades later: Reconceptualizing the Skinner/Chomsky debate*. American Behaviorist Association, Washington, DC.
- Hirsh-Pasek, K. (1994, November). *Recent trends in Developmental Psychology*. Keynote Speaker, Central Agency For Jewish Education.
- Hirsh-Pasek, K. (1994, February). *Unlocking mysteries in language development: What infants can teach theorists*. Colloquium, Rowan College.
- Hirsh-Pasek, K. (1994, March). *How infants make sense of language input*. Cognitive Neuroscience Research Group of Philadelphia.
- Hirsh-Pasek, K., & Golinkoff, R. (1993, April). *In defense of lexical principles for early word learning*. New York Child Language Meeting.
- Hirsh-Pasek, K. (1993, March). *Skeletal foundations for grammatical learning: What infants bring to the language learning task*. Colloquium, Princeton University.
- Hirsh-Pasek, K., Tucker, M., & Golinkoff, R. (1993, February). *Dynamical systems theory: Reinterpreting "Prosodic Bootstrapping" and its role in language acquisition*. Signal to Syntax Conference, Brown University.
- Hirsh-Pasek, K. (1992, March). *Infant speech perceptions*. Colloquium, Rutgers University.
- Hirsh-Pasek, K. (1991, December). *Skeletal supports for grammatical learning: What the infant brings to the language learning task*. Colloquium, Duke University.
- Hirsh-Pasek, K., & Golinkoff, R. (1991, May). *Lois Bloom's theory of language acquisition: A commentary*. Piaget Society Meetings.
- Hirsh-Pasek, K. (1989, October). *Language comprehension in infants and toddlers*. Invited Colloquium, Lehigh University.
- Hirsh-Pasek, K., & Golinkoff, R. (1989, July). *The origins of grammar*. Invited Colloquium, Salk Institute Language Group.
- Hirsh-Pasek, K., & Golinkoff, R. (1989, April). *The origins of grammar*. Invited Colloquium, Yerkes Primate Center Language Project.
- Hirsh-Pasek, K., Kemler Nelson, D., & Jusczyk, P. (1988, December). *Infants' sensitivity to acoustic correlates for phrase boundaries*. New York Child Language Meeting.
- Hirsh-Pasek, K. (1988, November). *Looking for the origins of grammar: Evidence from infants*. Sloan Cognitive Sciences Group at the University of Pennsylvania.
- Hirsh-Pasek, K., & Golinkoff, R. (1988, June). *Comprehension: A new look at some old themes*. National Institute of Mental Health Conference on the Biobehavioral Foundations of Language Development.

- Hirsh-Pasek, K. (1988, May). *The origins of grammar: Evidence from comprehension*. Colloquium, Carnegie Mellon University.
- Golinkoff, R., & Hirsh-Pasek, K. (1987, October). *A new picture of language development: Evidence from comprehension*. Boston Language Conference.
- Hirsh-Pasek, K., & Golinkoff, R. (1987, October). *From evidence to explanation: Using comprehension data to inform theories of language acquisition*. Boston Language Conference.
- Hirsh-Pasek, K. (1987, September). *The hurried child: From myth to research to public policy*. Forum for Family in Crisis, Temple University.
- Golinkoff, R., & Hirsh-Pasek, K. (1987, March). *The origins of grammar*. New York Child Language Meeting.
- Hirsh-Pasek, K., Golinkoff, R., Braid, S., & McNally, L. (1986, October). *"Daddy Throw": On the existence of implicit negative evidence for subcategorization errors*. Boston Language Conference.
- Hirsh-Pasek, K. (1986, February). *Syntax in infancy: What prelinguistic infants might know about grammar*. Colloquium, Bryn Mawr College Psychology Department.
- Hirsh-Pasek, K., & Freyd, P. (1984, October). *Taking the Latin and Greek out of English: Morphological analysis by hearing and deaf readers*. Boston University Language Conference. Also presented at University of Pennsylvania Graduate School of Education, Literacy Center, Colloquium (1984, November).
- Hirsh-Pasek, K. (1984, April). *Taking the Latin & Greek out of English: What successful deaf readers gain from attention to morphological cues*. National Technical Institute for the Deaf.
- Hirsh-Pasek, K. (1983, October). *Silent Reading: What deaf people can teach us about the reading process*. Colloquium, Bryn Mawr College, Human Development.
- 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. (1978). *What did the brain say to the mind? A study of the detection and report of ambiguity by young children*. Colloquium, Literacy Society of the University of Pennsylvania.

Papers Presented at Professional Meetings

- Levine, D., Pritulsky, C., Puttre, H., Golinkoff, R. M., Hirsh-Pasek, K., de Villiers, J., & Iglesias, A. (2021, July). *Reliability and validity of a new tablet-based language screener for two-year-olds*. Poster to be presented at the 15th Congress of the International Association for the Study of Child Language, Philadelphia, PA.
- Hirsh-Pasek, K. (2021, July). *Beyond serve and return: Fluid and connected conversations create high quality input*. Part of a Symposium to be conducted at the 15th Congress of the International Association for the Study of Child Language, Philadelphia, PA.
- Golinkoff, R. M., & Hirsh-Pasek, K. (2021, July). *Expanding the options for pre-K vocabulary interventions*. Part of a Symposium to be conducted at the 15th Congress of the International Association for the Study of Child Language, Philadelphia, PA.
- Golinkoff, R. M., & Hirsh-Pasek, K. (2021, July). *How caregiver talk relates to back-and-forth conversation and implications for later child language*. Poster to be presented at the 15th Congress of the International Association for the Study of Child Language, Philadelphia, PA.
- Evans, N., Schlesinger, M. A., Hopkins, E. J., Todaro, R., Golinkoff, R. M., & Hirsh-Pasek, K. (2020, December). *Does exploration fuel young children's creative problem solving during play?* Paper presented at the Society for Research in Child Development Special Topic Meeting: Learning through Play and Imagination, St Louis, MO.
- Levine, D., Golinkoff, R. M., Iglesias, A., Pritulsky, C., Jackson, E., de Villiers, J., & Hirsh-Pasek, K. (2020, November). *A downward extension of the Quick Interactive Language*

- Screener: Examining language development at age 2.* American Speech-Language-Hearing Association, San Diego, CA.
- Gaudreau, C. M., Puttre, H., Araneta, G., Kaliakan, M., Hirsh-Pasek, K., & Golinkoff, R. M. (2020, November). *Asking and answering: Questions promote active learning of novel words.* Talk, Boston University Conference on Language Development, Boston, MA. (Virtual due to Covid-19)
- Gaudreau, C., Pritulsky, C., Kaliakin, M., Puttre, H., Fazio, H., Hirsh-Pasek, K., Golinkoff, R. M. (2020, August). *Where's the glorp? Toddlers point more to questions than declaratives.* American Psychological Association, Washington D.C. (Virtual due to Covid-19)
- Wilson, M. S., de Villiers, J., Levine, D., Jackson, E., Pritulsky, C., Iglesias, A., Golinkoff, R. M., Hirsh-Pasek, K. (2020, July). *The Quick Interactive Language Screener (QUILS) discriminates language ability in 6-year-olds.* Poster presented at the Schools Connect Conference of the American Speech-Language-Hearing Association, Dallas, TX.
- Alper, R. M., Beiting, M., Luo, R., Jaen, J., Peel, M., Levi, O., Robinson, C., Knappenberger, J., & Hirsh-Pasek, K. (2020, July). One is not enough: Understanding variability in early language interaction quality using parent self-efficacy and developmental knowledge profiles. In L. R. Masek (Chair), *Building contingency: How caregiver and child characteristics relate to interactions that support infant language.* Symposium conducted at the International Congress on Infant Studies, Glasgow, UK.
<https://infantstudies.org/program/>
- Rumper, B., Alper, R. M., Luo, R., Chen, Y., Hirsh-Pasek, K., & Golinkoff, R. M. (2020, July). *Building bridges: Adapting home-based early language intervention for the Early Head Start classroom.* Poster session to be presented at the International Congress of Infant Studies, Glasgow, U.K. <https://infantstudies.org/program/>
- Hadley, E. B., Dedrick, R. F., Dickinson, D. K., Hirsh-Pasek, K., & Golinkoff, R. M. (2020, July). *The influence of child and word characteristics on preschoolers' word-learning.* Paper to be presented at the annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA. (Meeting canceled)
- Golinkoff, R. M., Singh, L., Goksun, T., & Hirsh-Pasek, K. (2020, June). *Effects of bilingualism on infants' sensitivity to ground information.* Experiments in Linguistic Meaning Conference (ELM) Philadelphia, PA.
- Hassinger-Das, B., Palti, I., Hirsh-Pasek, K., & Golinkoff, R. M. (2020, May). *Urban Thinkscape: Playing the way to increased engagement in public spaces.* In B. Hassinger-Das (Chair), *Learning Landscapes: Playing to learn in community settings.* Symposium to be conducted at the SRCD Special Topic Meeting: Learning to Play, St. Louis, Missouri.
- Zosh, J. M., Hassinger-Das, B., Hansen, N., Talarowski, M., Zmich, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2020, May). *Transforming a public library into a hub of playful learning.* In B. Hassinger-Das (Chair), *Learning Landscapes: Playing to learn in community settings.* Symposium for Society for Research in Child Development Special Topic Meeting: Learning through Play and Imagination, St Louis, MO.
- Eisen, S., Bower, C., Jirout, J. J., Hirsh-Pasek, K, Golinkoff, R. M., & Hassinger-Das, B. (2020, May). *Parental perceptions of informal learning from digital devices and physical toys.* Society for Research in Child Development Special Topic Meeting: Learning through Play and Imagination, St Louis, MO.
- Evans, N., Schlesinger, M.A., Hopkins, E.J., Todaro, R., Golinkoff, R.M., Hirsh-Pasek, K. (2020, May). *Does exploration fuel young children's creative problem-solving during play?* Society for Research in Child Development Special Topic Meeting: Learning through Play and Imagination, St Louis, MO.
- Masters, A., Todaro, R., Schlesinger, M., Fabiano, R., Hirsh-Pasek, K. & Golinkoff R. (2020, May). *Let's get physical: Examining physical playful learning activities and spatial language use.* SRCD Special Topic Meeting: Learning through Play and Imagination, St. Louis, MO.

- Toub, T. S., Preston, M., Hopkins, E., Scott, M. E., Dore, R., Collins, M., Lawson-Adams, J., Schatz, J., Weaver, H., Herbert, K., Dickinson, D., Golinkoff, R., & Hirsh-Pasek, K. (2020, May). *A play on words: Music, drama, and games differentially support preschoolers' vocabulary*. Society for Research in Child Development Special Topic Meeting: Learning through Play and Imagination, St. Louis, MO.
- Collins, M., Herbert, K., Hopkins, E., Dore, R., Shirilla, M., Scott, M., Lawson-Adams, J., Dickinson, D., Golinkoff, R., & Hirsh-Pasek, K., (2020, April). Deepening comprehension: Exploring the effects of a bookreading intervention on children's inferential thinking. In D. Dickinson (Chair), *Children's Conceptual Knowledge, Thinking, and Teacher Talk: A Fellowship of Unsung Heroes in Language Comprehension*. Symposium at the annual meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)
- Scott, M. E., Lawson-Adams, J., Hopkins, E., Weaver, H., Schatz, J., Dore, R., Shirilla, M., Collins, M., Dickinson, D., Golinkoff, R., & Hirsh-Pasek, K. (2020, April). The impact of vocabulary ability on word learning in a playful intervention setting. In K. Newman (Chair), *Playing With Words: How Multimodal Interactions Nurture Children's Vocabulary Development*. Symposium at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)
- Levine, D., Golinkoff, R. M., Hirsh-Pasek, K., de Villiers, J., & Iglesias, A. (2020, January). *Developing a tablet-based language comprehension screener for diverse two-year-olds: Validity and reliability of the BabyQUILS*. Institute of Education Sciences Annual Principal Investigators Meeting, Washington, DC.
- Scott, M. E., Hopkins, E., Schatz, J., Toub, T. S., Dore, R., Shirilla, M., Collins, M., Lawson-Adams, J., Golinkoff, R., Hirsh-Pasek, K., & Dickinson, D. (2019, December). Exploring the effectiveness of small-group games in vocabulary learning. In E. Barnes (Chair), *Fostering Language Learning in Multiple Settings in Preschool Classrooms: Outcomes and Language Using Process*. Symposium conducted at the 69th Annual Literacy Research Association Conference: Tampa, FL.
- Puttre, H., Levine, D., Pritulsky, C., Golinkoff, R. M., Hirsh-Pasek, K., de Villiers, J., & Iglesias, A. (2019, October). *Capitalizing on touchscreen technology to develop a language screener for two-year-olds*. Poster presented at the Preconference on Digital Media and Cognitive Development at the biennial meeting of the Cognitive Development Society, Louisville, KY.
- Evans, N. S., Schlesinger, M. A., Hopkins, E. J., Golinkoff, R. M., & Hirsh-Pasek, K. (2019, July). *Beyond divergent thinking: Measuring creative process and achievement in young children*. Poster presented at the Cognitive Science Society Annual Meeting, Montreal, Canada.
- Evans, N. S., Schlesinger, M. A., Hopkins, E. J., Golinkoff, R. M., & Hirsh-Pasek, K. (2019, July). *Fostering creativity through play: What adults can do*. Paper presented at the Southern Oregon University Creativity Conference, Ashland, OR.
- Pritulsky, C., Odean, R., Bower, C., Cibishino, A., Zimmermann, L., Verdine, B., Toub, T. S., Golinkoff, R., & Hirsh-Pasek, K. (2019, May). *Improving shape knowledge in low-SES learners: Using spatial language helps*. Poster presented at the 2019 Annual Convention of the Association of Psychological Science, Washington, D.C.
- Weaver, H., Puttre, H., Odean, R., Levine, D., Jackson, E., McCollum, R., Hirsh-Pasek, K., Golinkoff, R., de Villiers, J., & Iglesias, A. (2019, May). *Screening two-year-olds for language issues through comprehension: Convergent validity of the Baby QUILS with the MCDI*. Poster presented at the 2019 Annual Convention of the Association for Psychological Science, Washington, D.C.
- Confair, R., Morano, C., Haly, M., Castillo, O., Ashiedu, A., Ruglio, D., Gorowara, S., Raby, L., Dozier, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2019, May). *Talking with Toddlers: Conversational Turns: Foster Families after a Parental Responsivity Intervention*. Poster

- presented at the annual meeting of the Association for Psychological Science, Washington, D.C.
- Golinkoff, R. M., Avelar, D. A., Dore, R., Roben, C., Hirsh-Pasek, K., & Schwichtenberg, A. J. (2019, April). Shared book reading vs. independent tablet reading: A very preliminary study of behavioral and physiological correlates. In D. Erkoboni-Wilbur (Chair), *Digital natives: The changing nature of children's media use*. Symposium conducted at the Pediatric Academic Societies Meeting, Baltimore, MD.
- Scott, M., Weaver, H., Hadley, E., Hopkins, E. J., Toub, T. S., Dore, R. A., Shirilla, M., Collins, M., Lawson-Adams, J., Schatz, J., Dickinson, D., Golinkoff, R., & Hirsh-Pasek, K. (2019, March). Exploring the semantic structure of children's responses in a vocabulary intervention. In E. Hadley (Chair), *The role of semantic networks in early word-learning*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Schlesinger, M., Hassinger-Das, B., Zosh, J., & Hirsh-Pasek, K. (2019, March). "When I was little, I loved to play...": Exploring playful learning in low- and mixed-income communities. Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Hopkins, E. J., Collins, M., Dore, R. A., Lawson-Adams, J., Schatz, J., Scott, M., Shirilla, M., Toub, T. S., Dickinson, D., Golinkoff, R., & Hirsh-Pasek, K. (2019, March). Playtime is learning time: A play and reading intervention to teach vocabulary. In M. Scott (Chair), *Exploring recent techniques in classroom vocabulary Interventions*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Morano, C., Neale, D., Verdine, B., Golinkoff, R., & Hirsh-Pasek, K. (2019, March). *Parents' and children's questions: Asking about geometric shapes*. Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Schlesinger, M., Bustamante, A., Hirsh-Pasek, K., & Golinkoff, R. (2019, March). *Parkopolis: Adult and child talk in a human-size STEM board game*. Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Dore, R. A., Shirilla, M., Saunders, T., Foster, L., Hopkins, E. J., Toub, T. S., Collins, M., Schatz, J., Scott, M., Lawson-Adams, J., Hadley, E., Golinkoff, R., Hirsh-Pasek, K., & Dickinson, D. (2019, March). Designing an app to support low-SES preschoolers' vocabulary learning using science of learning principles. In M. Callaghan (Chair), *Connecting development to mobile preschool app design and use*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- McMillan, B., Masek, L., Paterson, S., Ribner, A., Hirsh-Pasek, K., & Blair, C. (2019, March). *The relative role of attention and social engagement in the development of parent-child interaction*. Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Schatz, J., Weaver, H., Hopkins, E., Cho, A., Schlesinger, M., Hirsh-Pasek, K. (2019, March). *Patterns of parent input during problem-solving play*. Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Levine, D., Stites, L., Puttre, H., Jackson, E., Gonzalez, M., Weaver, H., Hirsh-Pasek, K., de Villiers, J., Golinkoff, R. M., & Iglesias, A. (2019, March). Fast mapping nouns on a tablet-based language screener: Two-year-olds remember only their first guess. In D. Levine (Chair), *Language science meets new technology: Measuring early language to advance research and practice*. Symposium conducted at the meeting of the Society for Research in Child Development, Baltimore, MD.
- Shirilla, M., Dore, R. A., Hopkins, E. J., Scott, M., Weaver, H., Collins, M., Lawson-Adams, J., Schatz, J., Toub, T. S., Dickinson, D., Golinkoff, R., & Hirsh-Pasek, K. (2019, March). Morphing meanings: Using a digital app to investigate vocabulary learning beyond simply right or wrong. In D. Levine (Chair), *Language science meets new technology:*

- Measuring early language to advance research and practice.* Symposium conducted at the Biennial Meeting of the Society for Research in Child Development: Baltimore, MD.
- Vu, L., Bower, C., Evans, N., Zimmermann, L., Verdine, B., Foster, L., Islam, S., Golinkoff, R., & Hirsh-Pasek, K. (2019, March). *Growth curve modeling of preschoolers' spatial skills during spatial training.* Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Evans, N., Hopkins, E., Schlesinger, M., Golinkoff, R., & Hirsh-Pasek, K. (2019, March). *Capturing creative potential in preschoolers.* Poster presented at The Society for Research in Child Development, Baltimore, MD.
- Foster, L., Avelar, D., Zimmermann, L., Verdine, B., Marzouk, M., Islam, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2019, March). A spatial language assessment for preschoolers and its relationship to mathematics and spatial tasks. In S. Horvath (Chair), *Beyond Vocabulary Size: New Considerations for Vocabulary Assessment in the Preschool Years.* Symposium conducted at the Biennial Meeting of the Society for Research in Child Development: Baltimore, MD.
- Lawson-Adams, J., Dickinson, D., Herbert, K., Collins, M., Hadley, E., Hopkins, E. J., Scott, M., Schatz, J., Dore, R. A., Shirilla, M., Toub, T. S., Golinkoff, R., & Hirsh-Pasek, K. (2019, March). Child language and cognitive characteristics associated with vocabulary learning in a preschool language intervention. In D. Dickinson (Chair), *Supporting dual language learner's acquisition of English in preschool classroom.* Symposium conducted at the Biennial Meeting of the Society for Research in Child Development: Baltimore, MD.
- Bower, C., Zimmermann, L., Verdine, B., Foster, L., Islam, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2019, March). *Longitudinal effects of spatial training on preschoolers' spatial and math outcomes.* Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Zimmermann, L., Verdine, B., Foster, L., Marzouk, M., Tonob, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2019, March). Playing with Geometry: Toy Design Impacts Parent-Child Interactions and Spatial Language. In Bickham, D. (Chair), *Play Today: Investigating and Encouraging Play in the Contemporary Developmental Environment.* Symposium conducted at the Society for Research in Child Development Biennial Conference. Baltimore, MD.
- Zimmermann, L., Bower, C., Verdine, B., Foster, L., Islam, S., Hirsh-Pasek, K., & Golinkoff, R.M. (2019, March). Designing an app to improve preschoolers' spatial skills: An examination of transfer. In M. Callaghan (Chair), *Connecting Development to Mobile Preschool App Design and Use.* Symposium conducted at the Society for Research in Child Development Biennial Conference. Baltimore, MD.
- Masek, L. R., Hirsh-Pasek, K., & Golinkoff, R. M. (2019, March). Examining socioeconomic-differences among children who are struggling, average, and excelling in language skills. In M. Frank (Chair), *New perspectives on early language input, learning outcomes, and SES.* Symposium conducted at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Masek, L. R., Hirsh-Pasek, K., & Golinkoff, R. M. (2019, March). Quantity and quality: Individual differences in early language input and relations to later child vocabulary. In D. Aldoney (Chair), *Child's Language Ability: The Role of Type, Quantity, and Quality Of Parents' Language Input.* Symposium conducted at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Neale, D., Puttre, H., Tokish, H., Corriveau, K. H., Leech, K. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2019, January). *Does adult-infant play facilitate infant category learning?* Poster presented at the Budapest CEU Conference on Cognitive Development (BCCCD), Budapest, Hungary.
- Pace, A., Luo, R., Levine, D. F., Iglesias, A., de Villiers, J. G., Golinkoff, R. M., Hirsh-Pasek, K., & Wilson, M. S. (2018, November). *Vocabulary is Distributed in Children Learning Two*

- Language, but What About Word Learning Capacity?* Poster presented at American Speech and Hearing Association, Boston, MA. (Meritorious Poster Award.)
- De Villiers, J. G. Jackson, E., Golinkoff, R., Hirsh-Pasek, K., Iglesias, A., Stites, L. & Puttre, H. (2018, November). *Innovation in a touchscreen test of language comprehension for two-year olds*. Poster presented at American Speech and Hearing Association, Boston.
- Iglesias, A., de Villiers, J. G., Golinkoff, R., Hirsh-Pasek, K., & Wilson, M. (2018, November). *Capturing language differences and similarities in dual-language learners*. Seminar presented at American Speech and Hearing Association, Boston.
- Bustamante, A. S., Hirsh-Pasek, K., Schlesinger, M., Sawyer, J., Evans, N., Fanning, L., Fasciano, D., Shahidi, N., Radigan, R., & Golinkoff, R. M. (2018, June). *Preliminary results from Parkopolis: The life-size STEM board game*. Poster presented at the National Research Conference on Early Childhood, Washington, D.C.
- Masek, L. R., Hirsh-Pasek, K., & Golinkoff, R. (2018, July). *Not all about income: Similarities and differences in children's early language environments predict vocabulary development*. Poster presented at the International Congress of Infant Studies Biennial Congress, Philadelphia, PA.
- Masek, L. R., Hirsh-Pasek, K., & Golinkoff, R. (2018, July). *Determining quality input: The role of parent child interactions in early vocabulary development*. Poster presented at the International Congress of Infant Studies Biennial Congress, Philadelphia, PA.
- Weiss, S. M., Masek, L. R., Hirsh-Pasek, K., & Golinkoff, R. (2018, July). *Building more than communication: Longitudinal relations between reciprocal interactions, language and executive function*. Poster presented at the International Congress of Infant Studies Biennial Congress, Philadelphia, PA.
- Luo, R., Alper, R., Mogul, M., Yu, C., Pace, A., Hirsh-Pasek, K., Adamson, L., Golinkoff, R., Owen, M., Bakeman, R., Masek, L., & Paterson, S. (2018, June). *Building the bridge: Using community-based participatory research as an innovative approach to develop early language intervention*. Presented for the XXI International Congress of Infant Studies (ICIS), Philadelphia, PA.
- Paterson, S. J., Lerner, M. D., Goldstein, T. R., Toub, T. S., Golinkoff, R., & Hirsh-Pasek, K. (2018, May). *Acting out in public school: How a theatre program can impact imitation skills in children with ASD*. Poster session presented at the International Society for Autism Research Annual Meeting, Rotterdam, Netherlands.
- Dore, R. A.*, Hassinger-Das, B.*, Shirilla, M., Valladares, T., Foster, L., Hopkins, E., Collins, M., Spiewak Toub, T., Scott, M., Shatz, J., Lawson, J., Brezack, N., Paller, A., Vu, L., Dickinson, D., Golinkoff, R. M., & Hirsh-Pasek, K. (2018, April). Is there an app for that? Children's learning from media on mobile devices. In R. Dore, B. Hassinger-Das, R.M. Golinkoff, & K. Hirsh-Pasek (Chairs), *Growing up a digital native: Effects on cognition, parent-child interaction, and healthy development*. Symposium conducted at the American Psychological Association's conference on Technology, Mind & Society, Washington, D.C. (*co-first authors)
- Zimmermann, L., Verdine, B., Foster, L., Marzouk, M., Tonob, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2018, April). All shapes and sizes: Promoting early STEM talk is easier than you think. In E. Zippert (Chair), *Parental support of math readiness skills: How to promote and optimize it*. Symposium conducted at the annual meeting of the American Educational Research Association, New York City, NY.
- Chen, Y., Masek, L., Alper, R., Luo, R., Mogul, M., Paterson, S., Pace, A., Hirsh-Pasek, K., Adamson, L., Bakeman, R., Owen, M., & Golinkoff, R. (2018, March). *More than talk: A pilot intervention targeting teacher-child interactions in Early Head Start*. Poster presentation at the Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
- Dore, R. A., Shirilla, M., Saunders, T., Foster, L., Hopkins, E. J., Spiewak Toub, T. S., Collins, M. F., Schatz, J., Scott, M., Lawson, J., Hadley, E. B., Golinkoff, R. M., Hirsh-Pasek, K., & Dickinson, D. (2018, January). *Games for learning: Preschoolers' vocabulary learning*

- from a tablet-based game.* Poster presented at the Institute of Education Sciences Principle Investigators Meeting, Arlington, VA.
- Bustamante, A. S., Hirsh-Pasek, K., Riesen, C., Zonji, S., Shahidi, N., & Golinkoff, R. M. (2018, January). *A pilot study of Parkopolis: The life-size playful learning board game.* Poster presented at the IES Principal Investigators meeting, Washington, D.C.
- Stites, L. J., Puttre, H., Hirsh-Pasek, K., de Villiers, J., Iglesias, A., & Golinkoff, R. (2018). *High and low SES two-year olds' performance on a dynamic tablet-based language screener.* Institute of Education Sciences Annual Principle Investigators Meeting, Arlington, VA.
- Zimmermann, L., Verdine, B., Foster, L., Marzouk, M., Tonob, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2018, April). All shapes and sizes: Promoting early STEM talk is easier than you think. In E. Zippert (Chair), *Parental support of math readiness skills: How to promote and optimize it.* Paper to be presented at the annual meeting of the American Educational Research Association, New York City, New York.
- De Villiers, J., Golinkoff, R. M., Iglesias, A., Hirsh-Pasek, K., & Wilson, M. (2017, November). *Advancing language development: research from a new language screener.* American Society for Speech and Hearing (ASHA), Los Angeles, CA.
- De Villiers, J., Gonzalez, M., Jackson, E., Golinkoff, R. M., Hirsh-Pasek, K., & Iglesias, A. (2017, November). *Innovations in a touchscreen test of language comprehension for 2-year-olds.* Flash Talk, American Society for Speech and Hearing (ASHA), Los Angeles, CA
- De Villiers, J., Gonzalez, M., Jackson, E., Saunders, T., Luo, R., Alper, R., Golinkoff, R. M., Hirsh-Pasek, K., & Iglesias, A. (2017, November). *Innovations in a touchscreen test of language comprehension for 2-year-olds.* American Speech-Language-Hearing Association (ASHA), Los Angeles, CA.
- Scott, M. E., Hadley, E. B., Hopkins, E. J., Toub, T. S., Hirsh-Pasek, K. (2017, November). *Using pedagogical tools to foster depth of processing in a vocabulary intervention for preschoolers.* Poster presented at the Association of Literacy Educators and Researchers Annual Conference, St. Petersburg, FL.
- Scott, M. E., Chen, Y., Kanero, J., Saji, N., Imai, M., & Hirsh-Pasek, K. (2017, October). *Learning color names: How input shapes word boundaries.* Poster presented at the Biennial Meeting of the Cognitive Development Society, Portland, OR.
- Masek, L. R., Weiss, S. M., Hirsh-Pasek, K., & Golinkoff, R. (2017, October). *More than maternal sensitivity: A longitudinal investigation of parent-child interaction, early language, and executive function.* Paper presented at the Cognitive Development Society Biennial Conference, Portland, OR.
- Dore, R., Hassinger-Das, B., Brezack, N., Saunders, T., Paller, A., Vu, L., Golinkoff, R. M., & Hirsh-Pasek, K. (2017, October). *"Read to me!" Effects of parents reading and audio narration on children's e-book comprehension.* Data blitz talk presented at the CDS pre-conference workshop on Digital Media and Cognitive Development, Portland, OR.
- Dore, R. A., Shirilla, M., Saunders, T., Foster, L., Hopkins, E. J., Spiewak Toub, T. S., Collins, M. F., Schatz, J., Scott, M., Lawson, J., Hadley, E. B., Golinkoff, R. M., Hirsh-Pasek, K., & Dickinson, D. (2017, October). *Time to go on a space adventure! Using digital games to support early vocabulary learning.* Poster presented at the Biennial Meeting of the Cognitive Development Society: Portland, OR.
- Hirsh-Pasek, K., Hopkins, E. J., Scott, M. E., Schatz, J., Toub, T. S., Dickinson, D., Collins, M., Lawson, J., Golinkoff, R. M., Dore, R. A., & Shirilla, M. (2017, October). The joy of vocabulary learning: A preschool reading and play intervention. In E. Albro (Chair), *Words in the world: Novel approaches to improving preschoolers' vocabulary development.* Symposium conducted at the Biennial Meeting of the Cognitive Development Society, Portland, OR.
- Hopkins, E. J., Scott, M. E., Schatz, J., Toub, T. S., Collins, M. F., Lawson, J., Dore, R. A., Shirilla, M., Dickinson, D. K., Golinkoff, R. M., & Hirsh-Pasek, K. (2017, October).

- Long-term benefits of boosting vocabulary through reading and play.* Poster presented at the Biennial Meeting of the Cognitive Development Society, Portland, OR.
- Shirilla, M., Dore, R. A., Hopkins, E. J., Spiwak Toub, T. S., Collins, M. F., Schatz, J., Scott, M., Lawson, J., Hadley, E. B., Dickinson, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2017, October). *Self-regulation and general vocabulary knowledge in a guided play intervention.* Poster presented at the Biennial Meeting of the Cognitive Development Society, Portland, OR.
- Dore, R., Hassinger-Das, B., Paller, A., Brezack, N., Saunders, T., Golinkoff, R. M., & Hirsh-Pasek, K. (2017, August). *Examining children's comprehension during independent and parent-child e-book reading.* Poster presented at the annual convention of the American Psychological Association, Washington, D.C.
- Dore, R., Hassinger-Das, B., Paller, A., Brezack, N., Saunders, T., Vu, L., Golinkoff, R. M., & Hirsh-Pasek, K. (2017, April). *Children's comprehension of e-books: Parents beat digital narration.* Poster presented in invited session at pre-conference on Poverty-related Disparities in Children's Early Language Experience and Language Development: Prevention, Intervention, and Policy, Austin, TX.
- Sweig Wilson, M. (Lead Presenter), Pace, A., Luo, R., de Villiers, J., Iglesias, A., Hirsh-Pasek, K., & Golinkoff, R. (2016, October). *Discriminant validity of a computerized language assessment with language-impaired preschool children.* Poster presented at the DEC Conference, Louisville, KY.
- 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.
- Verdine, B. N., Marzouk, M., Zosh, J. Z., Golinkoff, R. M., & Hirsh-Pasek, K. (2016, June). Toys r important: Effects of toy design on parent geometric and spatial talk. In G. Borriello (Chair), *Spatial Development and STEM Learning.* Symposium at the Jean Piaget Society 46th Annual Meeting, Chicago, IL.
- Zimmermann, L., Fletcher, N., Verdine, B., Toub, T., Foster, L., Islam, S., Marzouk, M., Medford, J., Golinkoff, R., & Hirsh-Pasek, K. (2016, May). *Can spatial instruction in preschool improve mathematics performance?* Poster presented at the Math Cognition Conference, Nashville, TN.
- Zimmermann, L., Fletcher, N., Verdine, B., Toub, T., Foster, L., Islam, S., Marzouk, M., Medford, J., Golinkoff, R., & Hirsh-Pasek, K. (2016, April). *Spatial instruction in preschool: Is it effective and can it improve mathematics performance?* Poster presented at the Society for Research in Child Development, Austin, TX.
- Alper, R., Luo, R., Pace, A., Hirsh-Pasek, K., Fischer, J., Mogul, M., Adamson, L., Bakeman, R., Golinkoff, R., Owen, M., Paterson, S., Masek, L., & Tejada, J. (2016). *Evidence-based early communication intervention in high-risk neighborhoods.* American Speech and Hearing Association, Philadelphia, Pennsylvania.
- 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. (2015, October). *Developing a computer-administered language assessment for diverse children ages 3 to 6*. 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), *Where's the Gap in the 30-million Word Gap? Quality Interactions Predict Language Success for Low Income Children*. Symposium conducted at the 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), *Applying developmental science in real world settings to address poverty-related disparities in school readiness*. Symposium conducted at the 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), *Beyond book-reading: Promoting vocabulary development through innovative activities*. Symposium conducted at the 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), *Beyond book-reading: Promoting vocabulary development through innovative activities*. Symposium conducted at the 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), *Applying Developmental Science to Assess Language in Diverse Preschoolers*. Symposium conducted at the 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. Mendelson & A. Weisleder (Chairs), *Applying developmental science in real world settings to address poverty-related disparities in school readiness*. Symposium conducted at the Society for Research in Child Development, Philadelphia, PA.
- Medford, J., Verdine, B. N., Agarwal, E., Black, C., Tonob, D., Golinkoff, R. M., & Hirsh-Pasek, K. (2015, March). *3-year-olds tackle block assembly: Some behaviors predict success more than others*. Society for Research in Child Development, Philadelphia, PA.
- Möhring, W., Ramsok, K., Hirsh-Pasek, K., Golinkoff, R. M., & Newcombe, N. (2015, March). *The sound of space and number: Are children's spatial, numerical and musical skills related?* Society for Research in Child Development, Philadelphia, PA.

- Newman, K., Dickinson, D., Collins, M., Hadley, E., Nesbitt, K., Pierce, M., Rivera, B., Ilgaz, H., Hasinger-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), *The Quality of Book Reading in Preschool*. Symposium conducted at the 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), *Where's the Gap in the 30-million Word Gap? Quality Interactions Predict Language Success for Low Income Children*. Symposium conducted at the Society for Research in Child Development, Philadelphia, PA.
- Pace, A., Golinkoff, R. M., Hirsh-Pasek, K., Yust, P., Reed, J., Toub, T. S., Adamson, L. B., Bakeman, R., Owen, M., & Cadle, C. (2015, March). Have we been sending the wrong message? Quality trumps quantity when predicting language outcomes. In K. Hirsh-Pasek (Chair), *Where's the Gap in the 30-million Word Gap? Quality Interactions Predict Language Success for Low Income Children*. Symposium conducted at the 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), *Rethinking the recipe for language growth: Where quantity meets quality of input*. Symposium conducted at the 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, PA.
- Ridge, K., Konishi, K., Rajan, V., Golinkoff, R., Houston, D., Hirsh-Pasek, K., Eastman, N., & Schwartz, R. (2015, March). *Words for the wise? Novel word learning at 21 months predicts language-specific outcomes at age 10*. Society for Research in Child Development, Philadelphia, PA.
- Toub, T. S., Hassinger-Das, B., Nesbitt, K. T., Unlutabak, B., Wilson, S., Nicolopoulou, A., Collins, M. F., Ilgaz, H., Newman, K., Hadley, E., Rivera, B., Hirsh-Pasek, K., Golinkoff, R. M., & Dickinson, D. (2015, March). Playing for words: Best practices for guided play in support of vocabulary development. In B. Hassinger-Das (Chair), *Learning to play: Identifying and assessing key elements of playful learning*. Symposium conducted at the Society for Research in Child Development, Philadelphia, PA.
- Zosh, J. M., Verdine, B. N., Filipowicz, A., Golinkoff, R. M., Hirsh-Pasek, K., & Newcombe, N. (2015, March). Talking shape: Parental language during play with electronic vs. traditional shape sorters. In B. Hassinger-Das (Chair), *Learning to play: Identifying and assessing key elements of playful learning*. Symposium conducted at the 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 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 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. (2014, November). *Examining the validity of a computer-based language assessment for preschool children*. Poster presented at the 39th Annual Boston University Conference on Language Development, Boston, MA.
- 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. (2014, November). *The relationship between home literacy environment & language products & processes in diverse preschoolers*. Poster 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. (2014, November). *Evaluating the reliability & validity of a computer-based language assessment*. Seminar 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 *Finding breaks in the action: Exploring multiple mechanisms for infant event segmentation*. Symposium conducted at the 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 *Finding breaks in the action: Exploring multiple mechanisms for infant event segmentation*. Symposium conducted at the 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 *Representing the Event for Purposes of Language: Infants' Categorization of Path, Manner, and Ground in Motion Events*. Symposium conducted at the 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. (2014, July). *Developing an automatically administered computerized language assessment for diverse preschoolers*. 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. (2014, June). *Predictive value of language processes and products for identifying language difficulties*. 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. (2014, July). *Using touchscreen technology to create a comprehensive preschool language assessment*. 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. (2014, July). *A Spanish-English bilingual computerized language assessment for preschoolers*. 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*. 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., Ramscook, 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 presented 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), *New tools for the new preschool context: The development of measures to assess the school readiness*

- skills of young dual language learners*. Symposium conducted at the 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.
- Athanasopoulou, A., Verdine, B.N., Bungler, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2013, April). *I spy a triangle! Preschoolers' geometric knowledge*. Society for Research in Child Development Conference, Seattle, WA.
- Athanasopoulou, A., Verdine, B.N., Golinkoff, R. M., & Hirsh-Pasek, K. (2013, April). *A triangle by any other name: Can language differences facilitate the acquisition of shape concepts?* Society for Research in Child Development Conference, Seattle, WA.
- Davies, T., Golinkoff, R.M., Verdine, B.N., Hirsh-Pasek, K., Lucca, K., & Farmer, G. (2013, April). *The brains behind the blocks: Investigating the processes children use in block-building*. The Society for Research in Child Development Conference, Seattle, WA.
- Farmer, G., Verdine, B.N., Lucca, K., Davies, T., Dempsey, R., Hirsh-Pasek, K., & Golinkoff, R. M. (2013, April) *Putting the pieces together: Spatial skills at age 3 predict to spatial and math performance at age 5*. Society for Research in Child Development Conference, Seattle, WA.
- Irwin, C., Verdine, B.N., Chang, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2013, April). *Contributions of executive function and spatial/geometric knowledge to early mathematics achievement*. Society for Research in Child Development Conference, Seattle, WA.
- Zosh, J.M., Verdine, B.N., Halberda, J. Hirsh-Pasek, K., & Golinkoff, R. (2013, April). *Which is more? Approximate number sense varies by SES in preschoolers*. Society for Research in Child Development Conference, Seattle, WA.
- Freeman, M. R., Mahajan, N., Miller, H., Ranganathan, S., Aravind, A., Damonte, J., Smith, L., Wilson, M. S., Golinkoff, R. M., Hirsh-Pasek, K., de Villiers, J., Iglesias, A. (2013, April). *Developing a research-based computerized preschool language assessment*. Poster presented at the Council for Exceptional Children Convention, San Antonio, TX.
- Konishi, H., Kosko, C., Golinkoff, R.M. & Hirsh-Pasek, K. (2012, November) *Quantity and quality of input influences verb comprehension – 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., & 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*. APS Annual Convention, Chicago, Illinois.
- Parish-Morris, J., Pandey, J., Hirsh-Pasek, K., Golinkoff, R.M., Pulverman, R., Schultz, R.T., & Paterson, S. (2012, May). *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. (2012, May). *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., & 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., & 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 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. (2011, 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 presented 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 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 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 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 presented in S. Roseberry & 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 presented in S. Roseberry & 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 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 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 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 the 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 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 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 the 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 presented at the 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 presented at the 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 presented at the 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 presented at the 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 presented at the 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. (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 LI 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. (2008, July). Finding the path: Infants notice path not distance in dynamic displays. The role of experience in relational categorization. T. Göksun & S. Pruden (Chairs), *Foundations for processing events and learning relational terms*. International Association for the Study of Child Language, Edinburgh, Scotland.
- Gokson, T., Roseberry, S., Hirsh-Pasek, K., & Golinkoff, R. (2008, July). *Foundations for processing events and learning relational terms*. IASCL, Edinburgh, Scotland.
- Wong, W., Uribe-Zarain, X., Fisher, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2008, June). *Parents' views of the benefits claimed in educational toy advertising*. Poster presented at the 7th International Conference on Interaction Design & Children, Chicago.
- Ma, W., Golinkoff, R. M., Houston, D., & Hirsh-Pasek, K., & Strober, D. E. (2008, April). *Baby talk works!: Word-learning is better with infant- versus adult-directed speech*. Paper presented at the Biennial Conference on Human Development, Indianapolis, IN.
- Song, L., Golinkoff, R. M., Ma, W., Seston, R., & Hirsh-Pasek, K. (2008, March). *Jumping but not marching? The relationship between vocabulary knowledge and the categorization of intransitive actions*. International Conference on Infant Studies, Vancouver, Canada.
- Ma, W., Golinkoff, R. M., Houston, D., & Hirsh-Pasek, K. (2008, March). *Word-learning in infant- and adult-directed speech*. Poster presented at the International Conference on Infant Studies, Vancouver, Canada.
- Göksun, T., Hirsh-Pasek, K., Roseberry, S., & Golinkoff, R. M. (2008, March). *Processing events and relational terms: Figures are more prominent than grounds*. Poster presented at the 16th International Conference on Infant Studies, Vancouver, Canada.
- Parish-Morris, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2008, March). *Once upon a time: Parents talk differently to boys and girls during storybook reading*. Poster presented at the 16th International Conference on Infant Studies, Vancouver, Canada.
- Roseberry, S., Hirsh-Pasek, K., Golinkoff, R. M., & Parish-Morris, J. (2008, March). *Educational television? Children's potential to learn verbs from television*. Poster presented at the 16th International Conference on Infant Studies, Vancouver, Canada.
- Roseberry, S., Göksun, T., Hirsh-Pasek, K., Shallcross, W. L., & Golinkoff, R. M. (2008, March). *Where you're going trumps what you're doing: Infants prefer paths over manners in dynamic displays*. Poster presented at the 16th International Conference on Infant Studies, Vancouver, Canada.
- Shallcross, W. L., Hirsh-Pasek, K., Golinkoff, R. M., Newcombe, N., Lloyd, M., Göksun, T., & Roseberry, S. (2008, March). *Building talk: Parental utterances during construction play*. Poster presented at the 16th International Conference on Infant Studies, Vancouver, Canada.
- Song, L., Golinkoff, R. M., Ma, W., Seston, R., Hirsh-Pasek, K. (2008, March). *Jumping but not marching? The relationship between vocabulary knowledge and the categorization of intransitive actions*. The 16th Biennial International Conference on Infant Studies, Vancouver, Canada.
- Song, L., Seston, R., Ma, W., Shallcross, W., Golinkoff, R. M., Shipley, T., & Hirsh-Pasek, K. (2008, March). *Infants' sensitivity to geometric features of path in spatial events*. The 16th Biennial International Conference on Infant Studies, Vancouver, Canada.
- Roseberry, S., Hirsh-Pasek, K., Golinkoff, R. M., & Parish-Morris, J. (2008, March). *Educational television? Children's potential to learn verbs from television*. Poster presented at the 16th International Conference on Infant Studies, Vancouver, Canada.
- Parish-Morris, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2008, March). *Once upon a time: Parents talk differently to boys and girls during storybook reading*. Poster presented at the 16th International Conference on Infant Studies, Vancouver, Canada.

- Parish-Morris, J., Collins, M. & Hirsh-Pasek, K. (2007, November). *Talking books: What do children comprehend?* Boston Language Conference.
- Pruden, S., Shallcross, W., & Hirsh-Pasek, K. (2007, November). *Foundations of verb learning: Comparison helps infants abstract event components.* Boston Language Conference.
- Song, L., Golinkoff, R. M., Shipley, T., Hirsh-Pasek, K., Seston, R., & Ma, W. (2007, May). *Path to verb learning: Infants are sensitive to geometric features of path.* Association for Psychological Science, Washington, D.C.
- Ma, W., Golinkoff, R., Seston, R., Balderson, E., Faulkner, K., Song, L., & Hirsh-Pasek, K. (2007, May). *Path or manner? That is the question.* Association for Psychological Science, Washington, D.C.
- Ma, W., Golinkoff, R. M., Sun, W., Brandone, A., Hirsh-Pasek, K., & Song, L. (2007, May). *Carrying the load?: Chinese children's knowledge of familiar verbs.* Association for Psychological Science, Washington, D.C.
- Wong, W., Tomlinson, N., Serra, A., Golinkoff, R. M., Ma, W., Song, L., & Hirsh-Pasek, K. (2007, May). *Educational toys and media: Claims, parental purchasing behaviors and children's vocabulary.* Association for Psychological Science, Washington, D.C.
- Pruden, S. M., Jones, M. C., Seston, R., Hirsh-Pasek, K., & Golinkoff, R. M. (2007, March). *Two views are better than one: Comparison helps infants abstract event components.* SRCDD, Boston, MA.
- Göksun, T., Jones, M., Hirsh-Pasek, K., Roeper, T., Golinkoff, R. M. & Roseberry, S. (2007, March). *Finding the missing piece: Ellipsis as a clue to grammatical development.* SRCDD, Boston, MA.
- Ma, W., Golinkoff, R. M., & Hirsh-Pasek, K. (2007, March). *Why do Chinese children learn more verbs?* SRCDD, Boston, MA.
- Pruden, S. M., & Hirsh-Pasek, K. (2006, November). *Foundations of verb learning: Labels promote action category formation.* Boston Language Conference.
- Pulverman, R., Maguire, M. J., Hirsh-Pasek, K., & Golinkoff, R. M. (2006, June). *On the beaten path: Multiple cues converge to make verb learning easier in Spanish.* Poster presented at the XVth Biennial International Conference on Infant Studies, Kyoto, Japan.
- Pulverman, R., Golinkoff, R. M., Hirsh-Pasek, K., Brandone, A. C., & Seston, R. (2006, June). *Linguistic input directs infants' attention to facilitate word learning.* Paper presented at the XVth Biennial International Conference on Infant Studies, Kyoto, Japan.
- Ma, W., McDonough, C., Lannon, R., Golinkoff, R. M., Hirsh-Pasek, K., & Tardif, T. (2006, June). *A mental image is worth a thousand verbs: Imageability predicts verb learning.* Paper presented at the Jean Piaget Society Conference, Baltimore, MD.
- Göksun, T., Jones, M. C., Hirsh-Pasek, K., Roeper, T., & Golinkoff, R. M. (2006, April). *What's missing? Sensitivity to ellipsis signals grammatical categories.* Conference on Human Development, Kentucky.
- Seston, R., Brandone, A., Moynihan, N., Golinkoff, R. M., Hirsh-Pasek, K., & Song, L. (2006, March). *Active bodies, active minds: Learning opportunities in children's museums.* Eastern Psychological Association.
- Brandone, A., Seston, R., Golinkoff, R. M., & Hirsh-Pasek, K. (2006, March). *The story of 'ing': Young Children expect to hear 'ing' on verbs but not on nouns.* Eastern Psychological Association.
- Shipley, T., Pruden, S., Pulverman, R., Golinkoff, R., & Hirsh-Pasek, K. (2005, November). *When action meets word: Representation and verb learning.* Symposium at Psychonomics, Toronto.
- Pruden, S., & Hirsh-Pasek, K. (2005, November). *Foundations of verb learning: Labels promote action category formation.* Boston Language Conference.
- Brandone, A., Addy, R., Pulverman, R., Golinkoff, R., & Hirsh-Pasek, K. (2005, November). *One-for-one and two-for-two: Anticipating parallel structure between event and language.* Boston Language Conference.
- Jones, M. C., Parish, J., Brandone, A., Hirsh-Pasek, K., Golinkoff, R. M., Hansell, N., & Kogan,

- M. (2005, October). *The role of labels and syntax in early verb learning*. Poster presented at the Cognitive Development Society Fourth Biennial Meeting, San Diego, CA.
- Pulverman, R., Golinkoff, R. M., & Hirsh-Pasek, K. (2005, July). 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.
- Pruden, S., & Hirsh-Pasek, K. (2005, April). On the path to verb learning. In R. Golinkoff & K. Hirsh-Pasek (Chairs), *Action Packed for Words*. Symposium conducted at the SRCD, Atlanta.
- Hirsh-Pasek, K., Golinkoff, R. Maguire, M., & Imai, M. (2005, April). Facilitating verb learning: What makes verbs so difficult to learn? In K. Hirsh-Pasek & R. Golinkoff (Chairs), *It's not about Nouns and Verbs*. Symposium conducted at the SRCD, Atlanta.
- Pruden, S., Hansell, N., Albertson, G., & Hirsh-Pasek, K. (2005, April). *Finding the invariant path and manner in motion events: Do labels help?* SRCD, Atlanta.
- Pulverman, R., Brandone, A., Salkind, S., Golinkoff, R., & Hirsh-Pasek, K., (2005, April). *The necessity for a recovery criterion in infant habituation experiments*. SRCD, Atlanta.
- Haryu, E., Imai, M., Okada, H., Li, L., Hirsh-Pasek, K., Golinkoff, R. M., & Meyer, M. (2004, November). *Noun bias in Chinese children: Novel noun and verb learning in Chinese, Japanese and English preschoolers*. Boston University Conference on Language Development, Boston, MA.
- Pruden, S. M., Hirsh-Pasek, K., Maguire, M., & Meyer, M. (2004, November). *Foundations of verb learning: Infants categorize path and manner in motion events*. Boston University Conference on Language Development, Boston, MA.
- Maguire, M., Pruden, S., Hirsh-Pasek, K., Meyer, M., & Hansell, N. (2004, April). *Two-year-olds use grammar to learn novel verbs*. International Conference on Infant Studies, Chicago.
- Pruden, S., Hansell, N., Albertson, G., & Hirsh-Pasek, K. (2004, April). *Finding the invariant path and manner in motion events: Do labels help?* International Conference on Infant Studies.
- Addy, D., Golinkoff, R., Sootsman, J., Pulverman, R., Meyer, M., & Hirsh-Pasek, K. (2004, April). *Is it a happening thing? Children's comprehension of the present progressive morpheme*. International Conference on Infant Studies, Chicago.
- Pruden, S., Maguire, M., Meyer, M., Hansell, N., & Hirsh-Pasek, K. (2004, April). *Categorization of path and manner in infancy: Building a conceptual foundation for verb learning*. International Conference on Infant Studies, Chicago.
- Pulverman, R., Golinkoff, R., & Hirsh-Pasek, K. (2003, November). *Starting out on the right path: Seven-month olds' attention to potential verb referents in nonlinguistic events*. Boston Language Conference.
- Pruden, S., Hirsh-Pasek, K., Maguire, M. & Golinkoff, R. (2003, November). *Foundations of verb learning: Infants categorize path and manner in action events*. Boston Language Conference.
- Meyer, M., Leonard, S., Hirsh-Pasek, K., Imai, E., Haryu, E., Pulverman, R., Addy, D., & Golinkoff, R. (2003, November). *Making a convincing argument: A crosslinguistic comparison of noun and verb learning in Japanese and English*. Boston Language Conference.
- Pence, K., Winn, M., Golinkoff, R., & Hirsh-Pasek, K. (2003, November). *More verbs to come: The developing focus on verbs in parent's speech to infants*. Boston Language Conference.
- Pulverman, R., Sootsman, J. Golinkoff, R. M., & Hirsh-Pasek, K. (2003, July). *Cognitive prerequisites of verb learning: infants' attention to manner and path*. Presented at the International Cognitive Linguistics Conference, University of La Rioja, Logrono, Spain.

- Addy, D., Golinkoff, R. M., Sootsman, J. L., Pence, K., Pulverman, R., Salkind, S., & Hirsh-Pasek, K. (2003, June). *Understanding /ing/: Sensitivity to grammatical morphemes precedes their production*. Paper Presentation at the 33rd Annual Meeting of the Jean Piaget Society, Chicago, IL.
- Hennon, E., Hirsh-Pasek, K., & Golinkoff, R. (2003, April). *Speaker intention? Autistic children may learn words without it*. Society for Research in Child Development, Tampa, FL.
- Pruden, S., Pulverman, R., Maguire, M., Hirsh-Pasek, K., & Golinkoff, R. (2003, April). *Pathways to verb learning: preverbal infants form action categories*. Society for Research in Child Development, Tampa, FL.
- Maguire, M., Pruden, S., Hirsh-Pasek, K., & Golinkoff, R. (2003, April). *Keeping it simple: Mapping words onto actions*. Society for Research in Child Development, Tampa, FL.
- Pulverman, R., Sootsman, J., Golinkoff, R., & Hirsh-Pasek, K. (2003, April). *Attention to manner and path in nonlinguistic event processing: English-speaking infants learn to mind their manners*. Society for Research in Child Development, Tampa, FL.
- Salkind, S., Golinkoff, R., & Hirsh-Pasek, K. (2002, April). *Lights, camera, action! Infants and toddlers create action categories*. International Conference on Infant Studies, Toronto.
- Pulverman, R., Golinkoff, R., Sootsman, J. L., & Hirsh-Pasek, R. (2002, April). *Infants' non-linguistic processing of motion events: One-year-old English-speakers are interested in manner*. Stanford Language Conference Palo Alto, CA.
- Maguire, M., Hennon, E., Hirsh-Pasek, K., Slutzky, C., & Sootsman, J. (2001, November). *Mapping words to actions and events: How do 18-month-olds learn a verb?* Boston Language Conference.
- Maguire, M., Hennon, E., Hirsh-Pasek, K., Golinkoff, R., & Slutzky, C. (2001, April). *Infants development of lexical categories: Moving from perceptual to social cues*. Society for Research in Child Development, Minneapolis, MN.
- Hennon, E., Hirsh-Pasek, K., Golinkoff, R., Slutzky, C., & Sootsman, J. (2001, April). *Reconciling competing theories of word learning: developmental changes from 10 to 24 months*. Society for Research in Child Development, Minneapolis, MN.
- Hennon, E., Hirsh-Pasek, K., Golinkoff, R., Rocroi, C., Arnold, K., & Hollich, G. (2000, July). *From proper nouns to categories: Infants learn how words work*. International Conference on Infant Studies, Brighton, UK.
- Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (2000, July). *Language learning at the radical middle: The emergentist coalition model of word learning*. International Conference on Infant Studies, Brighton, UK.
- Arnold, K., Golinkoff, R., Hirsh-Pasek, K., Driscoll, K., Hollich, G., & Hennon, B. (1999, October). *The whole is greater than the sum of its parts: Investigating the object scope principle*. Boston Language Conference. Boston, MA.
- Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (1999, April). *Mapping referents to words: Multiple cues to word learning*. Society for Research in Child Development, Albuquerque, NM.
- NICHD Study of Early Child Care. (1999, April). *Does child care quality matter?* Society for Research in Child Development, Albuquerque, NM.
- Hollich, G., Rocroi, C., Allen, S., Hirsh-Pasek, K., & Golinkoff, R. (1999, April). *Testing language comprehension in infants: Introducing the split screen preferential looking paradigm*. Society for Research in Child Development, Albuquerque, NM.
- Hennon, E., Rocroi, C., Chung, H. L., Hirsh-Pasek, K., & Golinkoff, R. (1999, April). *Testing the principle of extendibility: Are new words learned as proper nouns or category labels?* Society for Research in Child Development, Albuquerque, NM.
- Hirsh-Pasek, K., Weinraub, M., & Jaeger, L. (1999, March 19). *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.
- Hirsh-Pasek, K., Hollich, G., Golinkoff, R., & Rocroi, C. (1998, May). *Advancing the preferential looking paradigm: When less is more*. American Psychological Society, Washington.
- Golinkoff, R., Chung, H., Hirsh-Pasek, K., Rocroi, C., Hollich, G., McKineey, M., & Hennon, E.

- (1998, May). *What's new in word learning?: A new theory and a new method*. American Psychological Society, Washington.
- Golinkoff, R., Hoskins, S., Chung, H., Hirsh-Pasek, K., & Rocroi, C. (1998, May). *32-35 month olds can discriminate novel minimal pairs*. American Psychological Society, Washington.
- Hollich, G., Hirsh-Pasek, K., Golinkoff, R., Brand, R., Hankey, C., Rocroi, C., & Hennon, B. (1998, April). *Breaking the word barrier: How infants learn their first words*. International Conference on Infant Behavior, Atlanta.
- NICHD Early Child Care Research Network. (1997, April). *Mother-child interaction and cognitive outcomes associated with early child care: Results of the NICHD Study*. Society for Research in Child Development.
- Hirsh-Pasek, K., Golinkoff, R., Rehill, J., Wiley, J., & Brand, R. (1997, April). *Mapping words to referents: Multiple cues for word learning*. Society for Research in Child Development.
- Golinkoff, R. M., Hirsh-Pasek, K., Reeves, L., & Shuff-Bailey, M. (1996, April). Changes in the young child's construal of the meaning of object words. In R. M. Golinkoff, S. Gelman, & K. Hirsh-Pasek (Chairs), "When does 'apple' mean apple?" *How do young children interpret words?* Symposium conducted at the International Conference on Infant Studies, Providence, RI.
- Rehill, J., Heberle, J., Hirsh-Pasek, K., & Golinkoff, R. (1996, April). *Don't throw out directives: Reinterpreting the relationship between language input and output*. International Conference on Infancy Studies. Providence, RI.
- Golinkoff, R., Alioto, A., & Hirsh-Pasek, K. (1995, November). *Infants' word learning is facilitated when novel words are presented in infant-directed speech in sentence final and sentence medial position*. Boston Language Conference.
- Tucker, M., & Hirsh-Pasek, K. (1995, April). *Infant sensitivity to Western tonal music*. Society For Research in Child Development, Indianapolis.
- The Early Child Care Research Network. (1995, April). *Child Care in the 1990s: The NICHD Study of Early child care*. Society For Research in Child Development, Indianapolis.
- Heberle, J., Kaufman, D., Grego, J., Hirsh-Pasek, K., & Golinkoff, R. (1995, April). *Context effects on linguistic input and development of children's language*. Society For Research in Child Development, Indianapolis.
- Hirsh-Pasek, K., Golinkoff, R., Hermon, G., & Kaufman, D. (1994, April). *Evidence from comprehension for early knowledge about pronouns*. Stanford Child Language Research Forum, Palo Alto, CA.
- Tucker, M., & Hirsh-Pasek, K. (1993, March). *Dynamic Systems Theory and language acquisition*. Society For Research in Child Development, New Orleans.
- Golinkoff, R., & Hirsh-Pasek, K. (1993, March). *A lexical principals approach to word learning*. Society for Research in Child Development, New Orleans.
- Golinkoff, R., Aliota, A., Hirsh-Pasek, K., & Kaufman, D. (1992, October). *Infants learn lexical items better in infant-directed than in adult-directed speech*. Boston Language Conference.
- Hirsh-Pasek, K., Weinraub, M., & Kaufman, D. (1992, May). *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.
- Golinkoff, R. M., Dizoff, J., Yasik, A., & Hirsh-Pasek, K. (1992, May). *How children identify nouns vs. verbs*. International Conference on Infancy Studies.
- Sevek, R., Savage Rumbaugh, S., Hirsh-Pasek, K., & Golinkoff, R. (1991, April). *Word learning in the pan paniscus chimpanzee*. Society for Research in Child Development.
- Jacket, R., Golinkoff, R., & Hirsh-Pasek, K. (1991, April). *Principles proposed for noun acquisition can be extended to verbs*. Society for Research in Child Development.
- Hirsh-Pasek, K., Kemler-Nelson, D., Jusczyk, P., & Tucker, M. (1990, October). *The selective listening paradigm: How infants might discover the units of language*. Boston Language Conference.
- Golinkoff, R., & Hirsh-Pasek, K. (1990, October). *The preferential looking paradigm: Language comprehension revealed*. Boston Language Conference.

- Golinkoff, R., & Hirsh-Pasek, K. (1990, April). *The comprehension-production debate: Where does it stand?* International Conference on Infancy Studies.
- Naigles, L., Hirsh-Pasek, K., & Golinkoff, R. (1989, October). *Comprehension of the passive by two-year olds.* Boston Language Conference.
- Hirsh-Pasek, K. (1989, April). *Infants' perception of fluent speech: Implications for language acquisition.* Society for Research in Child Development.
- Hirsh-Pasek, K., Hyson, M., Rescorla, L., & Cone, J. (1989, April). *Hurrying children: How does it affect their academic, social, creative and emotional development?* Society for Research in Child Development.
- Golinkoff, R., Bailey, L., Wenger, N., & Hirsh-Pasek, K. (1989, April). *Conceptualizing constraints: Why and how many?* Society for Research in Child Development.
- Hyson, M., Hirsh-Pasek, K., Rescorla, L., Cone, J., & Mortell-Boinske, L. (1988, November). *Academic environments in early childhood: Challenge or pressure?* Symposium at National Association for the Education of Young Children Conference.
- Hirsh-Pasek, K., Naigles, L., Golinkoff, R., Gleitman, L., & Gleitman, H. (1988, October). *Syntactic Bootstrapping: Evidence from comprehension.* Boston Language Conference.
- Rescorla, L., Hirsh-Pasek, K., & Hyson, M. (1988, April). *Academic expectations in parents of preschoolers.* Biennial Conference on Human Development.
- Hirsh-Pasek, K., & Golinkoff, R. (1988, April). *Kiss keys: Infants' comprehension of constituent structure.* International Conference on Infancy Studies, Washington, D.C.
- Naigles, L., Hirsh-Pasek, K., Golinkoff, R., Gleitman, L., & Gleitman, H. (1987, October). *From linguistic form to meaning: Evidence for syntactic bootstrapping by two-year olds.* Boston Language Conference.
- Hirsh-Pasek, K., Kemler Nelson, D., Jusczyk, P., Woodward, A., Piwoz, J., & Kennedy, L. (1987, April). *The perception of major phrase boundaries by prelinguistic infants.* Society for Research in Child Development.
- Hirsh-Pasek, K., Golinkoff, R., & Cauley, K. (1987, April). *The verb's the thing: Therein to catch the origins of grammar.* Society for Research in Child Development.
- Hirsh-Pasek, K., Kemler Nelson, D., Jusczyk, P., & Wright, K. (1986, April). *A moment of silence: How the prosodic cues in motherese might assist language learning.* International Conference on Infancy Studies.
- Hirsh-Pasek, K., Golinkoff, R., Fletcher, A., deGaspe Beaubien, F., & Cauley, K. (1985, October). *In the beginning: One word speakers comprehend word order.* Boston Language Conference.
- Golinkoff, R., Hirsh-Pasek, K., Baduirai, C., & Lavalley, A. (1985, October). *What's in a word?: The young child's predisposition to use lexical contrast.* Boston Language Conference.
- Hirsh-Pasek, K., Kemler Nelson, D., Jusczyk, P., Wright, K., & Druss, B. (1985, October). *Clauses are perceptual units for prelinguistic infants.* Boston Language Conference.
- Hirsh-Pasek, K., Golinkoff, R., & Gordon, L. (1984, October). *Word order comprehension in a new paradigm: Did Big Bird Tickle Cookie Monster?* Boston Language Conference.
- Hirsh-Pasek, K., & Freyd, P. (1984, May). *Vocabulary development: How deaf individuals can learn to use the information given.* International Reading Association Conference.
- Golinkoff, R., Hirsh-Pasek, K., & Cauley, K. (1984, April). *Mapping lexical space: A new approach to language comprehension.* International Conference on Infant Studies.
- Treiman, R., & Hirsh-Pasek, K. (1983, October). *Individual differences in reading style among dyslexic boys.* Boston Language Conference.
- Hirsh-Pasek, K., & Freyd, P. (1983, August). The deaf person's ability to analyze morphological regularities. In V. Hanson, & K. Hirsh-Pasek (Co-chairs), *Deaf readers: Clues to the role of sound in reading.* Symposium conducted at the American Psychological Association Conference.
- Treiman, R., & Hirsh-Pasek, K. (1983, August). The role of phonological recoding for deaf readers. In V. Hanson, & K. Hirsh-Pasek (Co-chairs), *Deaf readers: Clues to the role of sound in reading.* Symposium conducted at the American Psychological Association Conference.

- Hirsh-Pasek, K. (1983, May). *What second generation deaf readers bring to the reading task: A focus on word identification strategies*. International Reading Association Conference.
- Hirsh-Pasek, K. (1982, November). *The reading process: What it is and how to make it compatible with a human mind?* Eastern Regional Conference for Teachers of the Deaf.
- Hirsh-Pasek, K. (1982, October). *What deaf children bring to the reading task: Another case for metalinguistics and reading*. Boston Language Conference.
- Treiman, R., Hirsh-Pasek, K., & Schneiderman, M. (1982, April). *Brown and Hanlon revisited: Mothers' sensitivity to ungrammatical forms*. Southeastern Conference for Society for Research in Child Development.
- Hirsh-Pasek, K., & Schneider, M. (1981, April). *Abbreviations in limited lexicons*. Eastern Psychological Association.
- Hirsh-Pasek, K., & Treiman, R. (1980, April). *Doggerel: Motherese in a new context*. Society for Research in Child Development Eastern Regional Conference.
- Hirsh-Pasek, K., & Treiman, R. (1979, September). *Reading in the congenitally deaf*. Boston Language Conference.

Grants and Research Support

Awarded:

National Science Foundation

August 2020-August 2024 (\$1,712,208.00)

Title: Playful Learning Landscapes: Promoting Informal STEM Learning in Public Spaces

PI: Bustamante; Co-PIs: Hirsh-Pasek, Ahn

William Penn Foundation

June 2019-June 2021 (Temple portion \$500,00.00)

Title: Starting the Conversation: A New Intervention Model to Stimulate Language Growth in Underserved Populations

PI: Alper; Co-PIs: Hirsh-Pasek, Luo

William Penn Foundation

June 2017- June 2020 (Temple Portion \$750,000.00)

Title: Philadelphia Playful Learning City

PI: Hirsh-Pasek

National Science Foundation

SMA 1640816

November 1, 2016-July 31, 2019 (Temple portion \$114,999.00)

Title: Guiding guided learning: Developmental, educational and computational perspectives.

PI: Shafto; Co-PIs: Hirsh-Pasek, Golinkoff, Bonowitz, Xu, Corriveau

LEGO Foundation

August 1, 2017-August 1, 2019 (\$101,740.00)

Title: Creativity and Play in Young Children

PI: Hirsh-Pasek

Institute for Education Sciences

R324A160241

July 2016-July 2019 (Temple portion \$453,490.00)

Title: Assessing the comprehension of language in 2-year-olds using touch-screen technology.

(To develop a rapid, dialect neutral computerized screener for toddlers--both English and Spanish--that can be administered by teachers and aides.)

PI: Golinkoff; Co-PIs: Hirsh-Pasek, Aglesias, de Villiers, Wilson

Institute for Educational Studies

R305A140385

September 2014-July 2019 (Temple portion \$708,187.00)
Title: Spatial Training in Preschool: Identifying Malleable Factors
PI: Golinkoff; Co-PI: Hirsh-Pasek

Institute for Educational Studies

R305A150435
August 1, 2015-July 31, 2019; \$1,483,000.00 (Temple portion \$750,000.00)
Title: Increasing Vocabulary in preschoolers: Play-based initiatives
PI: Hirsh-Pasek; Co-PIs: Golinkoff, Dickinson

Bezos Family Foundation

September 2015-August 2019; \$200,000.00
Title: Enhancing the Communication Foundation for Language Development in Early Childhood
PI: Hirsh-Pasek

Bezos Family Foundation

May 2017-May, 2019 (Temple portion \$36,304.00)
Title: of Attention in Infancy: A Key Neurocognitive Indicator of Toxic Stress (“Project”).
PIs: Blair, Hirsh-Pasek

Bezos Family Foundation

August 1, 2017-August 1, 2019; \$150,000.00 (Total amount to be assigned to Temple and NYU)
Title: Expectant and New Low-Income Mothers Know and Do about Their Infants’ Early Learning: A Cross Institutional Collaboration in Two Urban Communities
PIs: Hirsh-Pasek, Aber (NYU)

IDEO Early Childhood Innovation Prize \$100,000.00

August 1, 2018-August 1, 2019
Learning Landscapes
PI (gift): Hirsh-Pasek

New Profit: \$100,000.00

July 2018-August 2019
Learning Landscapes
Gift to Hirsh-Pasek

William Penn Foundation

September 2015-August 2018; \$383,901.00
Enhancing the Communication Foundation for Language Development in Early Childhood

William Penn Foundation

September 2015-September 2018; \$572,000
Urban Thinkscape
Enhancing platforms for learning in urban settings

William Penn Foundation

August 1, 2017-August 1, 2019; \$769,000.00
Title: Philadelphia Playful Learning City (PPLC)
PI: Hirsh-Pasek

Institute for Educational Studies

R305A100215
July 2011-July 2015; \$2,897,846.00 (Temple portion \$812,109.00)
Title: Using developmental science to design a computerized preschool language assessment
PI: Golinkoff; Co-PIs: Hirsh-Pasek, Aglesias, de Villiers, Wilson

Institute for Educational Studies

R305A090525
July 2011-July 2014; \$1,531,803.00;(Temple portion \$791,099.00)

Increasing vocabulary in preschoolers: Using cognitive science to guide teaching
PI: Dickinson; Co-PIs: Hirsh-Pasek, Golinkoff

Mattell Corporation

May 2011-May 2012; \$15,000.00

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

PIs: Hirsh-Pasek, Fisher, Glazek, Golinkoff

National Institute of Child Health and Human Development

R01 HD050199-03 Spatial language

August 2006-September 2012; \$974,000.00

Title: Developmental and neural investigations of space and language

PI: Chatterjee; Co-PIs: Hirsh-Pasek, Golinkoff

National Institutes of Health Stimulus Grant

1RC1HD0634970-01

September 2009-August 31, 2012; \$888,035.00

Title: Shape up! Preschoolers' geometric sense predicts future mathematics achievement

Co-PI: Hirsh-Pasek

National Science Foundation

SMA-1058081

August 1, 2010-July 31, 2012; \$74,981.00

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; \$49,999.00

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; \$300,000.00

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; \$400,000.00

Title: The path to verb learning.

PI: Hirsh-Pasek; Co-PIs: Golinkoff, Shipley

Connections Academy Grant

2005; \$33,067.00

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

National Science Foundation

1999-2005; \$196,000.00

Title: The Origins of Verb Learning.

PIs: Hirsh-Pasek, Golinkoff

National Science Foundation

1996-2000; \$450,000.00

Title: The Origins of Word Learning.

PIs: Hirsh-Pasek, Golinkoff

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; \$200,000.00

JCCA grant on developing a moral curriculum for preschool children

Biomedical Research Support Grant

1992; \$1,500.00

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

Biomedical Research Support Grant

1989-1990; \$2,800.00

Title: Speech perception by infants: Clues to language learning

Biomedical research support Grant

1989-1990; \$2,800.00

Title: Language comprehension in normal & cerebral palsied children

National Institute of Mental Health

1987-1990; \$160,000.00

Title: Language comprehension in the motorically handicapped

PIs: Hirsh-Pasek, Golinkoff

Spencer Foundation

1986-1989; \$150,000.00

Title: Academic environments in early childhood: Challenge or Pressure.

PIs: Hirsh-Pasek, Hyson, Rescorla

Pew Memorial Trust

1985, \$5,000

1986, \$5,000

1987, \$5,000

Title: Language comprehension

National Institute of Mental Health

1982-1984; \$94,000.00

Title: A new look at language comprehension

PIs: Golinkoff, Hirsh-Pasek

National Institute of Mental Health

1979-1980; \$7,000.00

Title: Reading by the congenitally deaf

PIs: Treiman, Hirsh-Pasek

Courses Taught

Cognitive Development

Cognitive Psychology

Developmental Psychology

Developmental Psychology
and Social Policy

Educational Psychology

Honors Cognition

Honors Method Course

Rethinking Innateness

Introduction to Psychology

Language Development

Psychology of Language

Psychology of Reading

Research Methods

Social Cognition

Social Development

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, *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, 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, Piaget Society meetings, Society for Research in Child Development, American Psychological Association, Division 7 and 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
Advisory Board, CIVITAS
EBs Adventures, 2004
Please Touch Museum, 2004-present
Toy consultant, Fischer-Price, Play and Learn Council, Highlights, K'NEX
Media consultant, American Psychological Society and American Psychological Association
Consultant, 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, 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
Educational Consultant, Solomon Schecter Day Schools, 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
Advisor, McNair Faculty In-Training Program, 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 if Advisors, 2004-present
Play and Learn Council, Fisher Price, 2004-present
Advisory Board, CIVITAS 2005-present
Advisory Board, Language Team, NIH Toolbox 2007-2009

Advisor, Language and Literacy, California Preschools, 2008-2009
Advisory Board: New York Hall of Science, 2011-2013
Advisory Board: Disney Junior, 2011-present
Advisory Board: Dupage Children's Museum, 2011-present
Advisory Board: National Early Education Council, Jumpstart 2012-present
Advisor, Free to Be Initiative, 2016-present
Advisory Board: Boston Children's Museum, 2017-present
Advisory Council, America's Promise
Advisor, Family and Work Institute
Consultant, Cartoon Network and 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

Dani Levine (2017), Chair of Committee, On event segmentation.
Junko Kanero (2016), Chair of Committee, On language and thought.
Jessa Reed (2015), Chair of Committee, On the role of social development in language development.
Nate George (2014), Chair of 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.
Shannon Pruden (2007), Chair of Committee, On early verb learning.
Henry Tran (2006), Committee Member, On sensitive caregiving.
Jamie Reilly (2005), Committee Member, On word processing.
Chris Ramey (2004), Committee Member, On the nature of concepts.
Mandy Maguire (2004), Chair of Committee, On early verb learning.
E. Hennon (2002), Chair of Committee, On language development in autistic children.
Danielle Horvath (2002), Committee Member.
E. Satlow (2000), Committee Member, On representation.
A. Morris (2000), Committee Member, On role of family context in the development of children's emotion regulation.
G. Hollich (1999), Chair of Committee, On multiple cues for word learning.
Michele Reimer (1997), Committee Member, On shyness.
Hal Sanderson (1996), Committee Member, Cooperative Learning in Secondary Mathematics.
Enhui Lee (1995), Committee Member, On autobiographical memory.
Michael Tucker (1995), Committee Member, "Systems & Structure in Infant Music Perception: Can infants detect intervals in western tonal scale."
Loretta Reeves (1994), Committee Member, On Problem Solving.
Susan Schmidt (1994), Committee Member, "Parental influence in families of adolescent drug users" (College of Education).
Elizabeth Krupinsky (1992), Committee Member, "Determining the mechanisms for the effect of feedback circles on observer performance in the visual search task of detecting nodules in chest radiograms."
Jane Page (1991), Committee Member, On verb learning (Presented towards fulfillment of Ph.D. degree in Linguistics at Temple University).

- Hanna Jacobson (1990), Committee Member, “Story Schema, Memory capacity and metacognition: The illumination of a thought” (Temple University School of Education).
- Elizabeth Richman (1990), Committee Member, “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).
- Judith Hodgson (1989), Committee Member, “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).
- Carolyn Spies (1988), Committee Member, “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.
- 1992-1993, 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).
- April 1994, Performed at the White House for Easter Day festivities.
- February 1995, Participant in The Human Language Series: a documentary on language processes aired on PBS.
- 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 (1999-present). Curricular project with JCCA to develop ethical program for early childhood programs across North America.