Date: November 2026

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

Academic Address
Department of Psychology
Temple University
Philadelphia, PA 19122
(215) 204-5243
khirshpa@temple.edu Instagram: DrKathyandDrRo

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

Distinguished Alumni Award from the Kenneth P. Dietrich School of Arts and Sciences. University of Pittsburgh, Sept 2026
Yidan Prize in Education Research finalist, Sept 2026
Distinguished Honoree Play Soiree, National Children's Museum, May 2026
American Association for Psychological Science (APS) Mentor Award, May 2026
Learning & the Brain Annual Award for "Transforming Learning Through the Science of Learning." Awarded at the Learning and the Brain Conference in New York City, April 2026
International Play Association (IPA USA) Child's Right to Play Advocacy Award, presented October 22, 2025, Louisville KY
American Psychological Association: Mentor Award in Developmental Psychology, June 2025
Anne Cutler Fellowship, University of Western Sydney, Australia, 2024-2025
Visiting Professor, Oxford University September 2024-September 2027
International Congress on Infant Studies Translational Research Award, July 2024
The 2023 ACM Great Friend to Kids Award, Association of Children's Museums, April 2023
Advisory Board, LRDC University of Pittsburgh, 2023
Board, *Zero to Three,* January 2023
Kay Lokoff Yellow Rose Award as a national advocate for young children, May 2021
National Academy of Education, March 2021
Elected to the Governing Board of Society for Research in Child Development, March 2021
Placemaking Winner, the Real Play City Challenge, Playful Learning Landscapes, Nov. 2020
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
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

Creator-In-Residence, Encantos.

Co-Founder, The Ultimate Playbook: Co-Design in Action.

Elected, Governing Council Member, The Society for Research in Child Development, 2021-2022.

Regular Blog Contributor, Brookings Institute.

Co-Founder and Steering Committee Member, Learning Science Exchange (LSX). With New America, the International Congress of Infant Studies, and the Jacobs Foundation, increases scientific outreach with midcareer fellows from 5 sectors of science, journalism, policy, social entrepreneurship, 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

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*

APA Statement on Teen Viewing Habits. Member of Taskforce for new report (November, 2024) https://www.apa.org/topics/social-media-internet/healthy-teen-video-viewing

Books and Monographs

Hirsh-Pasek, K., & Golinkoff, R. (2026). *Einstein never used flashcards: How our children really learn and why they need to play more and memorize less* (Revised Edition). Emmaus, PA: Rodale, Inc.

Golinkoff, R.M., deVilliers, J., Iglesias, A., & Hirsh-Pasek, K. (2022). *Baby Quick Interactive language screener: QUILS: Baby.* Baltimore, Brookes Publishing.

Hirsh-Pasek, K., & Golinkoff, R. M., Nesbitt, K., Lautenbach, C., Blinkoff, E., & Fifer, G. (2022). *Making schools work: Bringing the science of learning to joyful classroom practice.* Teachers' College Press.

Iglesias, A., de Villiers, J., Golinkoff, R. M., Hirsh-Pasek, K., & Wilson, M. S. (2020). *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 Publishitng 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., & Hirsh-Pasek, K. (2016). *Becoming Brilliant*: *What Science tells us about raising successful children.* APA Press.

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. M. (2000). Breaking the language barrier: An Emergentist Coalition Model for the origins of word learning. *Society for Research in Child Development Monograph*. #262, *65*, 1-138.

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

White Paper Policy Statements

Adams, B., Blinkoff, E., Allee, K. A., & Hirsh-Pasek, K. (2026, April 28). Reading gains in Alabama, Mississippi and Louisiana are often touted, but don't show full picture of literacy. *The Conversation U.S.* https://doi.org/10.64628/AAI.4xppxemdy

Roche, E., Hirsh-Pasek, K, Suskind, D.,Eulau, K, Zosh, J., Golinkoff, R.M., Evans, N.,Yogman, M.,Noble, K.,Leonard, J.,Mackey, A.,Carlson, S.,Galinsky, E.,Duckworth, A.,Farrag, M.,Zelazo, P.,Shiohira, K., & Garner, A. (2025) Statement on risks of AI interaction to babies and toddlers around the world. https://drive.google.com/file/d/1Zf17X_mZtt2S3Zg_bk5035EKL-b9kwiK/view

Nesbitt, K., Blinkoff, E., Hofkens, T., Scott, M., Burchinal, M., Bustamante, A., Farran, D., Golinkoff, R. M., Kessler, S., de Kruif, R., Leslie, D., Levine, S., Owen, M., Pianta, R., Vandell, D. L., Wright, A., & Hirsh-Pasek, K. (2025, May 23). Teaching in the way human brains learn: First results from active playful learning. *Center for Universal Education Working Paper #193.* Washington, D.C.: The Brookings Institute.

Shah, S., Hirsh-Pasek, K., Morales, J., & Blinkoff, E. (2024, October). *When will the United States walk the walk for young children and families?* Brookings Institution Policy Brief.

Scott, M., Fletcher, K., Lytle, S., & Hirsh-Pasek, K. (2023). *Philadelphia Playstreets: Opportunity and Resilience.* Temple University PPL Policy Brief, No. 19.

Hirsh-Pasek, K., & Blinkoff, E. (2023). *ChatGPT: Educational Friend or Foe*. Temple University PPL Policy Brief, No. 17.

Guernsey, L., Hirsh-Pasek, K., Golinkoff, R., & Ellis, P. (2023, April). *The LSX Model of Cross-Sector Collaboration.* New America, Education Policy.

Fisch, S., Hirsh-Pasek, K., Abdurokhmonova, G., Davis, L., Fisch, N., Fisch, S., Fletcher, K.K., Pesch, A., Tomforde, J., Volpe, C., & Wright, C. (2022). *Playful Learning on Sesame Street: Do children learn STEM skills and creativity from watching playful learning episodes?* Research Report Prepared for Sesame Workshop.

Wright, C., Hirsh-Pasek, K. & Thomsen, B. (2022, December). *Playful Learning and Joyful Parenting*. White Paper, LEGO Foundation.

Hirsh-Pasek, K., Masters, A. S., Christie, S., Gibbs, H. M., Evans, N. S., Fletcher, K. K., Pesch, A., Yang, H., Fan, W., Todaro, R. D., Golinkoff, R. M., & Xu, F. (2022). *Where global*

science meets playful learning: Implications for home, school, cities and digital spaces; A special focus on China.(White Paper). LEGO Foundation and Yidan Foundation.

Hirsh-Pasek, K., Zosh, J., Hadani, H., Golinkoff, R. M., Clark, K., Donohue, C. & Wartella, E. (2022, February). *A Whole new world: Where education meeting the metaverse.* Brookings Institution White Paper.

Hadani, H., Vey, J., Parvathy, S. & Hirsh-Pasek, K. (2021). *Playful Learning Landscapes Metrics Framework.* Brookings Institution White Paper.

Hirsh-Pasek, K., Hadani, H., Blinkoff, E., & Golinkoff, R. M. (2020, October 28). *A new path to education reform: Playful learning promotes 21st-century skills in schools and beyond.* The Brookings Institution: Big Ideas Policy Report.

Zosh, J., Hopkins, E. Jensen, E, Liu, J., Neale, D., Hirsh-Pasek, K, Solis, S. L. & Whitebread, D. (2017). *Neuroscience and learning through play: A review of the evidence.* LEGO Foundation.

Articles and Book Chapters (Published, Under Review, or in Press)

Adams, B., Allee, K. A., Blinkoff, E., & Hirsh-Pasek, K. (2026). The "Southern Surge" and the problem with simple stories. Journal of Literacy Research. (Accepted for publication).

Blinkoff, E., Pesch, A., Nesbitt., K. T., Robinson, J. J., Golinkoff, R. M., & Hirsh-Pasek, K. (in preparation). The science of learning as a guide to expanding the focus of education. In A. Roehrig, T. Pressley, J. Turner, & D. Timony (Eds.), *Educational psychology in practice: A handbook of applied research*.

Ahn, J., Bustamante, A. S., Rodriguez, R., Roldan, W., Ochoa, K. D., Bermudez, V. N., Salazar, J., Pesch, A., Soto-Lara, S., & Hirsh-Pasek, K. (under review). Evolving from participatory design and speculative futures to community actualization. *Journal of the Learning Sciences.*

Masters, A.S., Robinson, J.,Gibbs, H.,Golinkoff, R.M., Hirsh-Pasek, K. (under review) Drivers of parents' understanding of learning and play in the United States and China. *Frontiers*. Hannon-J., Avelar, D., Schneck, K., Pulverman, R., Marquez, M., Hirsh-Pasek, K., .

Nesbitt, K. T., Blinkoff, E., Golinkoff, R. M., & Hirsh-Pasek, K. (under review). *Learning Through play: Supporting children's holistic development.*

Pesch, A., Piper, D., Golinkoff, R. M., & Hirsh-Pasek, K. (under review). Digital Distractions: Exploring US 4- to 7-year-olds' reactions to being phubbed. *Cognitive Development.*

Blinkoff, R., Bustamante, A., Burchinal, M., Gunersel, A. B., Scott, M., Golinkoff, R. M., & Hirsh-Pasek, K. (under review). *Evaluating the effects of a thematic instruction intervention to support students' 21st-century skills: a mixed methods study*.

Blinkoff, E., Nesbitt, K. T., Golinkoff, R. M., Evans, N. S., & Hirsh-Pasek, K. (under review). *Pursuing a broader definition of success in the classroom: Early efforts to measure a breadth of skills.*

Nishio, M., Ziv, M., Ellwood-Lowe, M. E., Sanguinetti, J., Denervaud, S., Hirsh-Pasek, K., Golinkoff, R. M., & Mackey, A. (under review). Developmental links between play behavior and brain network integration. *Developmental Psychology.*

Ochoa, K. D., Bermudez, V. N., Pesch, A., Salazar, J., Gomez, W., Rodriguez, R., Ahn, J., Hirsh-Pasek, K., & Bustamante, A. S. (in press). Parents as Advocates for Play and Community Well-being. *Frontiers in Developmental Psychology*.

Hofkens, T., Nesbitt, K., Cameron, K., Blinkoff, E., Scott, M., Burchinal, M., Leslie, D., Levine, S., Owen, M., Vandell, D. L., Farran, D., Golinkoff, R. M., Bustamante, A., Kessler, S., de Kruif, R., Wright, A., & Hirsh-Pasek, K. (2026, October 29). Results from 2 years of active playful learning in primary schools: Teaching in the way human brains learn part 2. *Center for Universal Education Working Paper.* Washington, D.C.: The Brookings Institution. https://www.brookings.edu/articles/results-from-2-years-of-active-playful-learning-in-primary-schools/

Hirsh-Pasek, K., & Golinkoff, R. M. (2026). Science-informed opinion on generative AI for young children. *Nature Reviews Psychology.* https://www.nature.com/articles/s44159-026-00625-3

Ochoa, K. D., Bermudez, V. N., Pesch, A., Salazar, J., Gomez, W., Rodriguez, R., Ahn, J., Hirsh-Pasek, K., & Bustamante, A. S. (2026). "Los niños tienen derecho de jugar": Exploring Latina mothers' experiences as co-researchers and advocates for playful learning in community spaces. *Frontiers in Education, 11*. https://doi.org/10.3389/feduc.2026.1898497

Hirsh-Pasek, K., Golinkoff, R.M. Science-informed opinion on generative AI for young children. *Nat Rev Psychol* (2026). https://doi.org/10.1038/s44159-026-00625-3

Pesch, A., Weisberg, D. S., Weisberg, M., Kennedy, K., Ochoa, K. D., Bermudez, V. N., Salazar, J., Ahn, J., Bustamante, A. S., & Hirsh-Pasek, K. (2026, March). Leveraging community science to encourage a more inclusive and culturally representative developmental science. *British Journal of Developmental Psychology.* 44, 4, 757-770. 10.1111/bjdp.70039

Delgado, A., Polinsky, N., Cordero, T. M. C., Uttal, D., Hirsh-Pasek, K., Golinkoff, R. M. (2026). Exploring the link between a novel visual alphabet and preschool children's spatial and mathematical skills. *Frontiers of Developmental Science, 4*. https://doi.org/10.3389/fdpys.2026.1746813

Robinson, J., Scott, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2026). The development of literacy. In H. Nesi & P. Milin (Eds.), *International encyclopedia of language and linguistics* (3rd ed., Vol. 9, pp. 396–401). Elsevier. https://doi.org/10.1016/B978-0-323-95504-1.01427-7

Scott, M., Leslie, D., Llanes, R., Rofman, J., Nesbitt, K., & Hirsh-Pasek, K. (2026). Play-based learning for elementary classrooms. *Phi Delta Kappan*, *107*(5-6), 22-26.

VonSchonfeldt, W., Hirsh-Pasek, K., Golinkoff, R. M., & Bower, C. A. (2025). Emerging understanding of axial structures in preschoolers' spatial language: Influences of socioeconomic status. In A. M. Weber, S. Greiff, B. D. Jee, W. Möhring, & R. M. Golinkoff (Eds.), *Educational Relevance and Implications of Spatial Development in Early Childhood* [Special Issue], *Learning and Instruction*.

Sagastui, J*., Lee, J. Y*., Masters, A., Golinkoff, R., & Hirsh-Pasek, K. (2025). Playful learning in Spanish early childhood education: Teachers' attitudes and challenges. *European Early Childhood Education Research Journal*. https://doi.org/10.1080/1350293X.2025.2583290 (*)Equal Authorship

Ramirez, A., Delgado, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2025). The Intermodal Preferential Looking Paradigm: Where would we be without it. In Leonard Carmichael (Ed.) *Manual of Child Psychology 2nd edition*. New York: Wiley.

Pesch, A., Hespos, S., & Hirsh-Pasek, K. (2025). Playful learning landscapes in the United States: Encouraging intellectual and social risk in everyday spaces. In T. Gray, M. Sturges, & J. Barnes (Eds.), *Risk and outdoor play*. Springer.

Scott, M. E., Hopkins, E., Masters, A. S., Collins, M. F., Dore, R., Lawson-Adams, J., Preston, M., Toub, T. S., Schatz, J., McMillan, B., Dickinson, D., Golinkoff, R. M., & Hirsh-Pasek, K. (2025). Beyond Book Reading: New Pathways to Vocabulary Development through Playful Learning. *Early Education and Development.* *https://doi.org/10.1080/10409289.2025.2540665*

Robinson, J., Scott, M., Golinkoff, R.M., Hirsh-Pasek, K. (2025). Development Literacy. In *International Encyclopedia of Language and Linguistics*, 3rd Edition. Elsevier.

Pesch, A., Fletcher, K. K., Williams, O., & Hirsh-Pasek, K. (2025). Enhancing teacher-child engagement and promoting early learning with Playful Learning Landscapes. *Journal of Applied Developmental Psychology, 98,* 101786.

Pesch, A., & Hirsh-Pasek, K. (April, 2025). *Unlocking High-Quality Teaching*. OECD

Publishing, Paris. https://www.oecd.org/en/publications/unlocking-high-quality-teaching_f5b82176-en/full-report.html

Blinkoff, E.*, Hirsh-Pasek, K.*, Rumper, B., Gibbs, H. M., & Golinkoff, R. M. (2025). Where the science of learning meets education policy. In L. Cohen-Vogel, J. Scott, & P. Youngs (Eds.), *Handbook of education policy research* (2nd ed.). AERA. 343-363. *Co-first authors

Pesch, A., Fletcher, K. K., Golinkoff, R. M., & Hirsh-Pasek, K. (2025). Evidence-based meets community-centered: A new approach to creating informal learning opportunities for children. *British Journal of Developmental Psychology, 43,* 5–11. https://doi.org/10.1111/bjdp.12511

Golinkoff, R. M., Katz, S., Jinwoo, J., Collins, M., & Hirsh-Pasek, K. (2025). How the perception of event is children is influenced by language. *Cognition, 259*, 106123.

Nesbitt, K. T., Blinkoff, E., Gunersel, A. B., & Hirsh-Pasek, K. (2025). Feasibility and acceptability of an active playful learning intervention for kindergarten teachers using instructional coaching. *Early Education and Development, 36*(4), 818-836. http://doi.org/10.1080/10409289.2025.2449688

Hirsh-Pasek, K., Zosh, J. M., Hassinger-Das, B., Golinkoff, R. M., Uhls, Y. T., Guernsey, L. (2025). Putting Digital Media in Balance: The Importance of Human-to-Human Interaction for Young Children. In D. A. Christakis, & L. Hale (Eds*) Handbook of Children and Screens* (pp. 387–393). Springer, Cham. https://doi.org/10.1007/978-3-031-69362-5_53

Eulau, K., & Hirsh-Pasek, K. (2024). From Behavioral Synchrony to Language and Beyond. *Frontiers in Integrative Neuroscience*, *18*. https://doi.org/10.3389/fnint.2024.1488977

Lee, J. Y., Wright, C. A., Zheng, X., Todaro, R., Golinkoff, R. M., & Hirsh-Pasek, K. (2024). Professional development programmes on playful learning for early childhood teachers: A systematic review. *Teachers and Teaching: Theory and Practice.* https://doi.org/10.1080/13540602.2024.2404081

Nesbitt, K. T., Blinkoff, E., & Hirsh-Pasek, K. (2024). Authentic assessment and playful learning: Purposeful assessment of students' understanding (pp. 57-62). In E. Philips, A. Scrinzi, & S. Friedman (Eds.), *Focus on Developmentally Appropriate Practice: Equitable and Joyful Learning in Kindergarten.* National Association for the Education of Young Children.

Dore, R. A., Preston, M.S., Golinkoff, R. M., & Hirsh-Pasek, K. (2024). Affordances of media as learning and play: Children's and mothers' conceptions. *International Journal of Early Childhood.* doi: 10.1007/s13158-024-00399-w

Dore, R.A., Scott, M., Weaver, H., Preston, M. Hopkins, E., Collins, M., Lawson-Adamns, J., Toub, T. S., Dickinson, D., Golinkoff, R. M. & Hirsh-Pasek, K. (2024) For preschoolers, word knowledge falls on a continuum: A novel framework for capturing the incremental process of word learning. *Journal of Child Language.* doi: 10.1017 /S0305000924000278

Blinkoff, E., Scott, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2024). Where the science of learning meets the global learning challenge. In *Insights from the science of learning for education: Leveraging scientific knowledge for innovations in teaching and learning* (pp. 22-32). UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000392085

Foulds, K., Burd, L., Bustamante, A., Hirsh-Pasek, K., Kye, H., Madden, L., Roberts, R. L., Farhana Potgieter, M. & Potgieter, C. (2024). Bridging the cultures of research and practice: The global evolution of Sesame Street's playful problem-solving curriculum. *Journal of Children and Media, 18*(3), 367-377. DOI: 10.1080/17482798.2024.2356960

Pesch, A., Todaro, R. D., Piper, D., Evans, N., Pasek, J., Golinkoff, R. M., & Hirsh-Pasek, K. (2024). A bird's eye view of phubbing: How adult observations of phubbing impact judgments, epistemic trust, and interpersonal trust. *Mobile Media and Communication, 12*(3), 536-563.

Ramirez, A., Patt, R., Delgado, A., Levine, D., Hirsh-Pasek. K., deVilliers, J., & Golinkoff, R. M.

(2024). A new screener predicts toddlers' language development from age 2 to 3. *Infant Behavior and Development.*

Lee, J. Y., Sagastui, J., Mischo, C., Masters, A. S., Peters, S., Wolstein, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2024). Understanding cross-cultural differences in pedagogical beliefs: Acomparison among South Korean, Spanish, and German early childhood teachers. *Teaching and Teacher Education, 148(*104704), 1-14. https://doi.org/10.1016/j.tate.2024.104704

Fletcher, K. K., Wright, C., Pesch, A., Abdurokhmonova, G., & Hirsh-Pasek, K. (2024). Active playful learning as a robust, adaptable, culturally relevant pedagogy to foster children's 21st Century skills. *Journal of Children and Media, 18*(3), 309-321. DOI: 10.1080/17482798.2024.2356956

Fisch, S. M., Hirsh-Pasek, K., Abdurokhmonova, G., Davis, L., Fisch, N., Fish, S. R. D., Fletcher, K. K., Pesch, A., Tomforde, J., Volpe, C., & Wright, C. A. (2024). Developing methods for remote observation of hands-on problem solving among preschool children: Challenges and solutions. *Journal of Children and Media, 18*(3), 351-366

Fisch, S. M., Fletcher, K. K., Abdurokhmonova, G., Fisch, N., Fisch, S. R. D., Jurist, M., Krestin, R., Pesch, A., Seguì, I., Shulman, J., Silton, N., Tomforde, J., Volpe, C., Wright, C. A., & Hirsh-Pasek, K. (2024). "I wonder, what if, let's try": Impact of Sesame Street's Playful Learning curriculum on children's problem solving. *Journal of Children and Media, 18*(3), 334-350. DOI: 10.1080/17482798.2024.2356958.

Gaudreau, C., Delgado, A., Confair-Jones, R., Flambaum, S., Hirsh-Pasek, K., Raby, K. L., Dozier, M., & Golinkoff, R. M. (2024). The unanticipated side effects of an attachment intervention: Parents ask higher quality questions. *Developmental Psychology, 60*(3), 456–466. https://doi.org/10.1037/dev0001707

Blinkoff, E., Nesbitt, K., Golinkoff, R., & Hirsh-Pasek, K. (2024). Observation of student and teacher behaviors during an initiative active playful learning intervention in kindergarten classrooms. *Education Sciences, 14,* 648. https://doi.org/10.3390/educsci14060648

Jirout, J., Evans, N., Hirsh-Pasek, K. (2024). Curious? The relationship between curiosity and creativity is not novelty. Peer commentary on "A shared novelty-seeking basis for creativity and curiosity," by T. Ivancovsky, S. Baror, & M. Bar]. *Behavioral and Brain Sciences, 47,* e103. doi: https://doi.org/10.1017/S0140525X23003357

Delgado, A., Pesch, A., Golinkoff, R.M. & Hirsh-Pasek, K. (2024). Playing for knowledge: Unlocking the joy of learning. *Elements Ed.* 91-99. https://press.avenues.org/wp-content/uploads/2024/05/ElementsEd-Issue-02.pdf

Blinkoff, E., Gibbs, H., Golinkoff, R. M. & Hirsh-Pasek, K. (2024). Teaching human development using human development: The science of learning as a guide for future educators. In M. C. Smith, C. J. Fong, & R. N. Carney (Eds.), *Teaching human development for educators* (pp. 11-46). Information Age Publishing.

Masek, L. R., Edgar, E. V., McMillan, B. T. M., Todd, J. T., Golinkoff, R. M., Bahrick, L. E., & Hirsh-Pasek, K. (2024). Building language learning: Relations between infant attention and social contingency in the first year of life. *Infant Behavior and Development*, *75,* https://doi.org/10.1016/j.infbeh.2024.101933

Tamis-LeMonda, C. S., Kachergis, G., Masek, L. R., Gonzalez, S. L., Soska, K. C., Herzberg, O., Xu, M., Adolph, K. E., Gilmore, R. O., Bornstein, M. H., Casasola, M., Fausey, C. M., Frank, M. C., Goldin-Meadow, S., Gros-Louis, J., Hirsh-Pasek, K., Iverson, J., Lew-Williams, C., MacWhinney, B., Marchman, V. A., Naigles, L., Namy, L., Perry, L. K., Rowe, M., Sheya, A., Soderstrom, M., Song, L., Walle, E., Warlaumont, A. S., Yoshida, H., Yu, C., & Yurovsky, D. (2024). Comparing Apples to Manzanas and Oranges to Naranjas: A New Measure of English-Spanish Vocabulary for Dual Language Learners. *Infancy*, 1-25.

Blinkoff, E.*, Wright, C. A.*, Scott, M., Fletcher, K., Masters, A. S., Ilgaz, H., Vu, L.,

Hirsh-Pasek, K., & Golinkoff, R. M. (2023). Shifting from a classroom of reluctant compliance to a classroom of responsive curiosity. *Young Children*, *78*(3), 14-22. https://www.naeyc.org/resources/pubs/yc/fall2023 * = Co-first authors

Wright, C. A., Pasek, J., Lee, J. Y., Masters, A. S., Golinkoff, R. M., Thomsen, B. S., & Hirsh-Pasek, K. (2023). U.S. parents' attitudes toward playful learning. *Frontiers in Developmental Psychology,* 1. DOI: 10.1111/infa.12571

Nesbitt, K. T., Blinkoff, E., Golinkoff, R. M., & Hirsh-Pasek, K. (2023). Making schools work: An equation for active playful learning. *Theory Into Practice*, *62*(2), 141-154. https://doi.org/10.1080/00405841.2023.2202136

Hassinger-Das, B., Fletcher, K, Todaro, R., Scott, M. & Hirsh-Pasek., K (November, 2023). A Hop, Skip, and a Jump towards social interaction and learning at a child and adolescent inpatient treatment program. *CHILD,* https://doi.org/10.1111/cch.13200

Lee, J. Y., Lee, H. J., Masters, A. S., Fletcher, K. K., Suh, D. D., Golinkoff, R., & Hirsh-Pasek, K. (2023). Bringing playful learning to South Korea: An alternative pedagogical approach to promote children's learning and success. *International Journal of Educational Development, 97*(102710). https://doi.org/10.1016/j.ijedudev.2022.102710

Lee, J. Y*., Wright, C*.,Golinkoff, R., & Hirsh-Pasek, K. (2023). Another case of the theory to practice gap: South Korean early childhood education and care. *Early Childhood Research Quarterly. 65*(4), 385-395. https://doi.org/10.1016/j.ecresq.2023.07.008 *denotes shared first authorship

Espinoza, S., Wright, C., & Hirsh-Pasek, K. (2023, July 18). An addendum to the surgeon general's advisory on social media. *Brookings Institute Commentary.*

Gibbs, H., Hadani, H., Golinkoff, R.M., & Hirsh-Pasek, K. (2023). Playing into the future: A 21st Century model for Education. In I. Ahmed (Ed.), *Imagining Post -Covid Education Futures*. Dhaka: Centre for Genocide Studies, University of Dhaka.

Blinkoff, E., Nesbitt, K. T., Golinkoff, R. M., & Hirsh-Pasek, K. (2023). Investigating the contributions of active, playful learning to student interest and educational outcomes. *Acta Psychologica, 238.* https://doi.org/10.1016/j.actpsy.2023.103983

Bermudez, V., Salazar, J., Garcia, L., Ochoa, K., Roldan, W., Soto-Lara, S., Gomez, W., Rodriguez, R., Hirsh-Pasek, K., Ahn, J., & Bustamante, A. (2023). Designing culturally situated playful environments for early STEM learning with a Latine community. *Early Childhood Research Quarterly, 65*, 205-216.

Jackson, E., Levine, D., de Villiers, J., Iglesias, A., Hirsh-Pasek, K., & Golinkoff, R. M. (2023). Assessing the language of 2 year-olds: From theory to practice. *Infancy*, 1–28. https://doi.org/10.1111/infa.12554

Masters, A. M.*, Scott, M. E.*, Wright, C., Toub, T. S., Dickinson, D., Golinkoff, R., Hirsh-Pasek, K. (2023). Playing with words: Exploring the effectiveness of playful learning experiences in a preschool vocabulary intervention. *The Reading Teacher, 77*(1). https://doi.org/10.1002/trtr.2201 *denotes shared first-authorship

Masters, A. S., Hirsh-Pasek, K., Levine, D., & Golinkoff, R. M. (2023). Parents matter: The cornerstone for children's cognitive and language development. In A. Morris & J. Mendez Smith (Eds.), *Cambridge handbook of parenting*, 71-95.

Shah, P., Hirsh-Pasek, K., Spinelli, M., Ozor, J., Weeks, H. M., McCaffery, H. & Kaciroti, N. (2023). Ecological contexts associated with early childhood curiosity: Neighborhood safety, home and parenting quality, and socioeconomic Status. *Frontiers in Psychology*, section Educational Psychology. Volume 14, https://doi.org/10.3389/fpsyg.2023.986221

Hirsh-Pasek, K., & Blinkoff, E. (2023, March/April). ChatGPT: Ushering in the Age of Creativity. *The European Business Review.*

Alper, R. M., Luo, R., Mogul, M., Bakeman, R., Adamson, L. B., Masek, L., Chen, Y., Paterson, S., Pace, A., Golinkoff, R. M., Owen, M. T., & Hirsh-Pasek, K. (2023). Duet: An exploratory language intervention for families in low-income households. Infants and Young Children. https://doi.org/10.1097/IYC.0000000000000248

Lee, J. Y., Lee, H., Masters, A., Fletcher, K., Suh, D., Golinkoff, R., & Hirsh-Pasek, K. (2022).

Bringing playful learning to South Korea: An alternative pedagogical approach to promote children's learning and success. *International Journal of Education Development, 97,* 1022710. h https://doi.org/10.1016/j.ijedudev.2022.102710

Pesch, A., Ochoa, K.D, Fletcher, K., Bermudez, V.N., Todaro, R., Salazar, J., Gibbs, H. M., Ahn, J., Bustamante, A.S., & Hirsh-Pasek, K. (Dec, 2022). Reinventing the public square and early educational settings through culturally informed, community co-design: Playful Learning Landscapes. *Frontiers in Psychology - Educational Psychology.* https://doi.org/10.3389/fpsyg.2022.933320

Pace, A., Curran, M., Van Horne, A. O., De Villiers, J., Iglesias, A., Golinkoff, R. M., Wilson, M. S., & Hirsh-Pasek, K. (2022). Classification accuracy of the Quick Interactive Language Screener for preschool children with and without developmental language disorder. *Journal of Communication Disorders. 100*, 106276.

Hadani, H., & Hirsh-Pasek, K. (2022). Playful Learning Landscapes for children and caregivers. In Bernard van Leer Foundation, *Early Childhood Matters,* 94-98.

Masek, L., Weiss, S., McMillan, B., Paterson, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2022). Contingent conversations build more than language: How communication interactions in toddlerhood relate to preschool executive function skills. *Developmental Science.* https://doi.org/10.1111/desc.13338

Hadley, E. B., Scott, M., Foster, M., Dickinson, D. K., Hirsh-Pasek, K., & Golinkoff, R. M. (2022). Preschool teachers' fidelity in implementing a vocabulary intervention: Variation across settings and strategies. *Topics in Language Disorders*, *42 (4), 319- 335.* Doi: 10.1097/TLD.0000000000000294

Singh, L., Göksun, T., Hirsh-Pasek, K., & Golinkoff, R. M. (2023). Sensitivity to visual cues within motion events in monolingual and bilingual infants. *Journal of Experimental Child Psychology*, *227*, 105582. https://doi.org/10.1016/j.jecp.2022.105582

Gibbs, H., Hadani, H.,Golinkoff, R.M., & Hirsh-Pasek, K. (2022). Playing into the future: A 21st Century model for Education. In F.E. Stiftung (Ed.), *Imagining Post -Covid Education Futures.* Center for Genocide Studies. University of Dhaka.

Todaro, R., Hassinger-Das, B., Zosh, J. M., Lytle, S. R., Golinkoff, R. M., & Hirsh-Pasek, K. (2022). Playful Learning Landscapes: Promoting literacy through youth engagement and culturally relevant design. *Afterschool Matters*, *35*, 9-16.

Evans, N., Todaro, R., Golinkoff, R. M., & Hirsh-Pasek, K. (2022). Building Blocks of creativity: How guided play enhances divergent thinking. In R. Beghetto, & G. Jaeger (Eds.), Getting Comfortable with Uncertainty: The Road to creativity in Preschool Children. Springer. 10.1007/978-3-030-98729-13

Evans, N*., Todaro., R*., Golinkoff, R. M., & Hirsh-Pasek, K. (2022). Getting comfortable with uncertainty: The road to creativity in preschool children. In Beghetto, R., & Jaeger, G.J. (Eds.) *Uncertainty: A catalyst for creativity, learning and development.* (pp. 231-252). Springer *Joint first authorship

Scott, M. E., Kanero, J., Saji, N., Chen, Y., Imai, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2022). From green to turquoise: Exploring age and socioeconomic status in the acquisition of color terms. *First Language.* https://doi.org/10.1177/01427237221112499

Avelar, D., Dore, R., Schwichtenberg, A. J., Roben, C. K. P., Hirsh-Pasek, K., & Golinkoff, R. M. (2022). Children and Parents' Physiological Arousal and Emotions during Shared and Independent E-book Reading: A Preliminary Study. *International Journal of Child-Computer Interaction.* 33, 100507100507. https://doi.org/10.1016/j.ijcci.2022.100507

Zosh, J. M., Gaudreau, C., Michnick-Golinkoff, R., & Hirsh-Pasek, K. (2022, Summer). The Power of playful learning in the early childhood setting. *Young Children,* 77(2).

Ma, W., Luo, R., Golinkoff, R., & Hirsh-Pasek, K. (2022). The influence of exemplar variability on young children's construal of verb meaning. *Language Learning and Development*. DOI: 10.1080/15475441.2022.2060834

Hirsh-Pasek, K. (2022). The way out of poverty: Governments must invest in families and children. *Child poverty in America: Where do we go from here?* The Lab Report, Issue 2, p. 13-16, College of Liberal Arts Public Policy Lab, Temple University.

Herbst, E., Cruz, T., Bower, C. A., Hirsh-Pasek, K., & Golinkoff, R. M. (2022). Playing for the future: Spatial thinking belongs in preschools and home environments. In A. L. Betts & K. P. Thai (Eds.), *Handbook of research on innovative approaches to early childhood development and school readiness* (pp. 416-451). IGI Global.

Luo, R., Masek, L. R., Alper, R. M., & Hirsh-Pasek, K. (2022). Maternal question use and child language outcomes: The moderating role of children's vocabulary skills and socioeconomic status. *Early Childhood Research Quarterly, 59,*109-120.

Zosh, J., Gaudreau, C., Golinkoff, R. M., Hirsh-Pasek, K. (2022). The power of playful learning in the early childhood setting. *NAEYC Developmentally Appropriate Practice in Early Education Programs Serving Children from Birth to Age 8*, 4th Edition. pp. 81-108.

Gaudreau, C., Hirsh-Pasek, K., & Golinkoff, R. M. (2022). What's in a distraction? The effect of parental cell phone use on parents' and children's question-asking. *Developmental Psychology, 58*(1), 55- 68. https://doi.org/10.1037/dev0001268

Hirsh-Pasek, K. & Golinkoff, R., (2021). Active learning in the community. *Science Magazine Digital, 374*(6563), 27.

Evans, N., Schlesinger, M. A., Hopkins, E. J., Jaeger, G. J., Golinkoff, R. M., & Hirsh-Pasek, K. (2021). Are preschoolers creative?: A review of the literature. In Russ, S., Hoffmann, J., & Kaufman, J. (Eds.) *The Cambridge Handbook of Lifespan Development of Creativity.* Cambridge: Cambridge University Press

Hadley, E. B., Dedrick, R. F., Dickinson, D. K., Kim, E., Hirsh-Pasek, K., & Golinkoff, R. M. (2021). Exploring the relations between child and word characteristics and preschoolers' word-learning. *Journal of Applied Developmental Psychology, 77.* https://doi.org/10.1016/j.appdev.2021.101332

Shah, P. E., Hirsh-Pasek, K., Kashdan, T. B., Harrison, K., Rosenblum, K., Weeks, H. M., ... & Kaciroti, N. (2021). Daily television exposure, parent conversation during shared television viewing and socioeconomic status: Associations with curiosity at kindergarten. *PloS one*, *16*(10), e0258572.

Bustamante, A. S., Hadani, H., Ahn, J., & Hirsh-Pasek, K. (2021). Reimagining urban design for play and learning. *Dialogues: Intersection of Emerging Research + Design for Learning, 05,* 12-13.

Hutchins, H., Robinson, L., Charania, S., Ghandour, R., Hirsh-Pasek, K., & Zubler, J. (2021). *Psychometric assessment of pilot language and communication items on the 2018 and 2019 National Survey of Children's Health.* Academic Pediatrics. 10.1016/j.acap.2021.12.024

Ma, W., Golinkoff, R. M., Song, L., & Hirsh-Pasek, K. (2021). Using verb extension to gauge children's verb meaning construals: The case of Chinese. *Frontiers in Psychology*, 11, 572198.

Masek, L., Rodriguez, A., McMillan, B., Hirsh-Pasek, K., & Golinkoff, R. M. (2021). Beyond counting words: A paradigm shift for the study of language acquisition. *Child Development Perspectives.* https://doi.org/10.1111/cdep.12425

Rumper, B. M., Alper, R. M., Jaen, J. C., Masek, L. R., Luo, R., Blinkoff, E., Mogul, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2021). Beyond translation: Caregiver collaboration in adapting an early language intervention. *Frontiers in Education*. https://doi.org/10.3389/feduc.2021.660166.

Hassinger-Das, B., Zosh, J. M., Bustamante, A. S., Golinkoff, R. M., & Hirsh-Pasek, K. (2021). Translating cognitive science in the public square. *Trends in Cognitive Sciences*, 25(10), 816-818. https://doi.org/10.1016/j.tics.2021.07.001

Bower, C., Zimmermann, L., Verdine, B., Pritulsky, C., Golinkoff, R. M., & Hirsh-Pasek, K.

(2021). Enhancing spatial skills of preschoolers from under-resourced backgrounds: A comparison of digital app vs. concrete materials. *Developmental Science*, 25, e13148 https://doi.org/10.1111/desc.13148

Rumper, B., Frehette, E., Greenfield, D., & Hirsh-Pasek, K. (2021). Impacts on head start dual language learning in children's early science outcomes. *Educational Sciences, 11*(283), 1-21. https://doi.org/10.3390/ educsci11060283.

Rumper, B., Frechette, E., Sharifnia, E., Greenfield, D., Golinkoff, R.M., & Hirsh-Pasek, K.(2021), Portrait of early science education in majority dual language learner classrooms: Where do we start? *Journal of Childhood, Education and Society*, 2,3, 235-266. https://doi.org/10.37291/2717638X.202123119 (Dec)

Hadani, H. S., Winthrop, R. & Hirsh-Pasek, K. (2021). Playful Learning Landscapes: Convergence of Education and City Planning. In S. Ra, S. Jagannathan, & R. Maclean (Eds.), *Powering a learning society during an age of disruption* (pp. 151-164). Springer, Singapore. (Over 50,000 downloads of the book by December, 2021.)

Gaudreau, C., Bustamante, A., Hirsh-Pasek, K., & Golinkoff, R. M. (2021). Questions in a life-sized board game: Comparing caregivers and children's question-asking across STEM museum exhibits. *Mind, Brain, and Education,* 199-210. https://doi.org/10.1111/mbe.12283

Alper, R. M., Beiting, M., Luo, R., Jaen, J., Peel, M., Levi, O., Robinson, C., & Hirsh-Pasek, K. (2021). Change the things you can: Modifiable parent characteristics predict high-quality early language interaction within socioeconomic status. *Journal of Speech, Language and Hearing Research.*

Kim, Y-S., Dore, R., Cho, M., Golinkoff, R. M., & Amendum, S. (2021). Theory of mind, mental state talk, and discourse comprehension: Theory of mind process is more important for narrative comprehension than for informational text comprehension. *Journal of Experimental Child Psychology, 209*.

Masek, L. R., McMillan, B. T. M., Paterson, S., Tamis-LeMonda, C. S., Golinkoff, R., & Hirsh-Pasek, K. (2021). Where language meets attention: How contingent interactions promote learning. *Developmental Review, 60*, 100961. doi:

Evans, N., Todaro, R., Schlesinger, M. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2021). Examining the impact of children's exploration behaviors on creativity. *Journal of Experimental Child Psychology, 207.* https://doi.org/10.1016/j.jecp.2021.105091

De Villiers, J., Iglesias, A., Golinkoff, R. M., Hirsh-Pasek, K., & Wilson, M. (2021). Assessing dual language learners of Spanish and English: Development of the QUILS: ES. *Revista de Logopedia, Foniatría y Audiología.* 41*,4, 183-196.* https://doi.org/10.1016/j.rlfa.2020.11.001

Meyer, M., Zosh, J. M., McLaren, C., Robb, M., McCafferty, H., Golinkoff, R., Hirsh-Pasek, K., & Radesky, J. (2021). How educational are educational apps foSocialr young children? App store content analysis using the Four Pillars of Learning framework. *Journal of Children and Media.*

Hirsh-Pasek, K. (2021). Play breeds better thinkers: Book review of Engel's Intellectual Life of Children. *SCIENCE*, p. 131.

Evans, N., Schlesinger, M. A., Hopkins, E. J., Jaeger, G. J., Golinkoff, R. M., & Hirsh-Pasek, K. (2021). Are preschoolers creative?: A review of the literature. In Russ, S., Hoffmann, J., & Kaufman, J. (Eds.) *The Cambridge Handbook of Lifespan Development of Creativity.* (pp.101-125). Cambridge University Press.

Ma, W., Golinkoff, R. M., Song, L., & Hirsh-Pasek, K. (2021). Using verb extension to gauge children's verb meaning construals: The case of Chinese. *Frontiers in Psychology, 11,* 572198. https://bit.ly/2YIYSWj

deVilliers, J., Iglesias, A., Golinkoff, R., Hirsh-Pasek, K.,Wilson, M., & Nandakumar, R. (2021) Assessing dual language learners of Spanish and English: Development of the QUILS-ES Logopedia, Foniatria y Audiologia. 183-196 https://doi.org/10.1016/j.rlfa.2020.11.001

Luo, R. Pace, A., Levine, D., Iglesias, A., de Villiers, J., Golinkoff, R., Wilson, M. S., & Hirsh-

Pasek, K. (2021). Home literacy environment and existing knowledge mediate the link between socioeconomic status and language learning skills in dual language learners. *Early Childhood Research Quarterly, 55,* 1-14.

de Villiers, J., Iglesias, A., Golinkoff, R., Hirsh-Pasek, K., Wilson, M. S., & Nandakumar, R. (2020). Assessing dual language learners of Spanish and English: Development of the QUILS: ES. *Revista de Logopedia, Foniatria y Audiologia*. https://doi.org/10.1016/j.rlfa.2020.11.001.

Bower, C. A., Foster, L., Zimmermann, L., Verdine, B. N., Marzouk, M., Islam, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). Three-year-olds' spatial language comprehension and links with mathematics and spatial performance. *Developmental Psychology, 56*(10), 1894–1905. https://doi.org/10.1037/dev0001098

Pace, A., Luo, R., Levine, D., Iglesias, A., de Villiers, J., Golinkoff, R. M., Wilson, M., & Hirsh-Pasek, K. (2020). Within and across language predictors of word learning processes in dual language learners. *Child Development*, 1467-8624, DOI: 10.1111/cdev.13418.

Blinkoff, E., Levine, D., Avelar, D., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). Language development: overview. In J. B. Benson (Ed.), *Encyclopedia of infant and early childhood development* (2nd ed., pp. 228-236). Elsevier. https://doi.org/10.1016/B978-0-12-809324-5.23578-5

Hassinger-Das, B., Brennan, S., Dore, R. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2020). Children and screens. *Annual Review of Developmental Psychology, 2*, 69-92. doi.org/10.1146/annurev-devpsych-060320-095612

Masek, L., Paterson, S., Golinkoff, R. M., Bakeman, R., Adamson, L., Owen, M., Pace, A., & Hirsh-Pasek, K. (2020). Beyond talk: Contributions of quantity and quality of communication to language success across socio-economic strata. *Infancy, 26*(1), 123-147. https://onlinelibrary.wiley.com/doi/epdf/10.1111/infa.12378

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

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

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

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

Pritulsky, C., Morano, C., Odean, R., Bower, C., Hirsh-Pasek, K., & Golinkoff, R. M. (2020). Spatial thinking: Why it belongs in the preschool classroom. *Translational Issues in Psychological Science*, *6*(3), 271-282.

Levine, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2020). Infant word learning and emerging syntax. In J. Lockman & C. S. Tamis-LeMonda (Eds.), *The Cambridge handbook of infant development*.

Levine, D., Avelar, D., Golinkoff, R. M., Houston, D., & Hirsh-Pasek, K. (2020). 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,* pp. 21-32. NY: Oxford University Press.

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.

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).

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.

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.

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., Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Tuned in: musical rhythm and social skills in adults. *Psychology of Music, 49*(2), 273-286.

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.

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 in later childhood. *Journal of Child Language, 46,* 617-631.

Hopkins, E. J., Toub, T. S., Hassinger-Das, B., Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Playing for the future: Redefining early childhood education. In D. Whitebread et al. (Eds.), *The SAGE handbook of developmental psychology and early childhood education*. SAGE Publications Ltd.

Ma, W., Zhou, P., Golinkoff, R. M., Lee, J., Hirsh-Pasek, K. (2019). Syntactic cues to the noun and verb distinction in Mandarin child-directed speech. *First Language, 39,* 433-461.

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.

Ma, W., Zhou, P., Golinkoff, R. M., Lee, J., & Hirsh-Pasek, K. (2019). Syntactic cues to the noun and verb distinction in Mandarin child-directed speech. *First Language,* 1-29. doi: 10.1177/0142723719845175.

Luo, R., Alper, R., Hirsh-Pasek, K., Mogul, M., Chen, Y., Masek, L., Paterson S., Pace, A., Adamson, L., Bakeman, R., Golinkoff, R., & Owen, M. (2019). Community-based, caregiver-implemented early language intervention in high-risk families: Lessons learned. *Progress in Community Health Partnerships: Research, Education, and Action, 13*(3), 283-291.

Zosh, J. M., Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Leveraging the *how* and *what* of learning and app development to create truly educational apps and move science forward. *IEEE CDS Newsletter: The Newsletter of the Technical Committee on Cognitive and Developmental Systems, 16*(1), 4. https://openlab-flowers.inria.fr/uploads/short-url/9D7fCBnC5eTX6Saj9Tuw2cZSArR.pdf

Hassinger-Das, B., Palti, I., Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Urban Thinkscape: Infusing public spaces with STEM conversation and interaction opportunities. *Journal of Cognition and Development*.

Masek, L. R., Scott, M. E., Dore, R., Luo, R., Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Now you're talking: Vocabulary development in the home context. In C. M. Cassano & S. M. Dougherty (Eds.), *Pivotal research in early literacy*. New York, NY: Guilford Press.

Blinkoff, E., & Hirsh-Pasek, K. (2019). Supporting language in the home. *International Journal of Birth and Parent Education, 6*(4), 13-15.

Levine, D., Buchsbaum, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Finding events in a continuous world: A developmental account. *Developmental Psychobiology, 61*(3), 376-389. doi:10.1002/dev.21804.

Hassinger, B., Hirsh-Pasek., K., & Golinkoff, R. M. (2019). Brain science and guided play. In M. Masterson & H. Bohart (Eds.), *Serious Fun: How Guided play extends children' learning* (pp. 11-21). Washington, D.C.: NAEYC Press.

Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Putting your data to good use: Entering the real world of children and families. *Perspectives on Psychological Science, 14*(1), 37-42. doi: 10.1177/17456916188115161.

George, N., Göksun, T., Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Any way the wind blows: Children's inferences about force and motion events. *Journal of Experimental Child Psychology, 177*, 119-131.

Hassinger-Das, B., Schlesinger, M., Sawyer, J., & Hirsh-Pasek, K. (2019). Playing to learn:

Inside and outside of school. In Parents League of NY (Eds.), *Parent's League Review.* Essential Articles on Parenting and Education. NY: NY.

Golinkoff, R. M., Hoff, E., Rowe, M., Tamis-LeMonda, C., & Hirsh-Pasek, K. (2019). Language matters: Denying the existence of the 30-million word gap has serious consequences. *Child Development*, *90*, 985-992. doi: 10.1111/cdev.13128.

Hadley, E. B., Dickinson, D. K., Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Building semantic networks: The impact of a vocabulary intervention on preschoolers' depth of word knowledge. *Reading Research Quarterly, 54*(1), 41-61. doi: 10.1002/rrq.225.

Toub, T. S., Verdine, B. N., Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Shapes, blocks, puzzles and origami: From spatial play to STEM learning. In P. K. Kuhl, S.-S. Lim, S. Guerriero, & D. van Damme (Eds.), *Developing minds in the digital age: Towards a science of learning for 21st century education* (pp. 177–186). doi: 10.1787/562a8659-en.

Bustamante, A. Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R.M. (2019). Learning Landscapes: Where the science of learning meets architectural design. *Child Development Perspectives,* 34-40. doi: 10.1111/cdep.12309.

Verdine, B., Foster, L., Golinkoff, R. M., Hirsh-Pasek, K., Marzouk, M., Newcombe, N., Zimmerman, L. (2019). Effects of geometric toy design on parent-child interactions and spatial language. *Early Childhood Research Quarterly, 46,* 126-141. doi: 10.1016/j.ecresq.2018.03.015.

Alper, R. M., Masek, L. R., Hirsh-Pasek, K., & Golinkoff, R. (2018). "Languagizing" the early childhood classroom: Supporting children's language development. In C. T. Adger, C. E. Snow, & D. Christian (Eds.), *What teachers need to know about language* (2nd ed., pp. 85-94). Bristol, UK: Multilingual Matters.

Singh, L., Morini, G., Golinkoff, R., & Hirsh-Pasek, K. (2018). A Commentary on Werker (2017): Limitations of the laboratory and the role of variability in language learning. *Applied Psycholinguistics, 39*(4), 746-753. doi:10.1017/S014271641800019X

Valleau, M. J.., Konishi, H., Golinkoff, R. M., Hirsh-Pasek, K., & Arunachalam, S. (2018). An eye-tracking study of receptive verb knowledge in toddlers. *Journal of Speech, Language, and Hearing Research, 61*(12), 1-17. doi: 10.1044/2018_JSLHR-L-17-0363.

Dore, R. A., Zosh, J. M., Hirsh-Pasek, K., Golinkoff, R. M. (2018). Plugging into word learning: The role of electronic toys and digital media in language development. In F. Blumberg & P. Brooks (Eds.), *Cognitive Development in Digital Contexts*. Elsevier.

Dore, R., Hassinger-Das, B., Brezack, N., Valladares, T., Paller, A., Vu, L., Golinkoff, R.M. & Hirsh-Pasek, K. (2018). The parent advantage in fostering childrens' e-book comprehension. *Early Childhood Research Quarterly*, 44, 24-33. https://doi.org/10.1016/j.ecresq.2018.02.002

Pace, A., Alper, R., Burchinal, M., Golinkoff, R.M., & Hirsh-Pasek, K. (2018). Measuring success: Within- and cross-domain predictors of academic and social trajectories in elementary school. *Early Childhood Research Quarterly, 46*, 112-125. doi: 10.1016/j.ecresq.2018.04.001.

Yu[a], Y., Cheng, S., Shafto, P., Bonawitz, E., Corriveau, K., Xu, F., Golinkoff, R., & Hirsh-Pasek, K. (2018). The theoretical and methodological opportunities afforded by guided play with young children. *Frontiers 9: 1152* (p. 1-8). doi:10.3389/fpsyg.2018.01152.

Hassinger-Das, B., & Hirsh-Pasek, K. (2018). Appetite for knowledge: Curiosity and children's academic achievement. *Pediatric Research, 84,* 323-324.

Zimmerman, L., Foster, L., Golinkoff, R. M. & Hirsh-Pasek, K. (2018). Spatial thinking and STEM. *American Educator, Winter 2018-2019*, 22-28.

Hassinger-Das, B., Bustamante, A. S., Hirsh-Pasek, K., Golinkoff, R. M., Magsamen, S., Robinson, J. P., & Winthrop, R. (2018). Learning Landscapes: Can urban planning and the learning sciences work together to help children? *Global Economy and Development Working Paper 124*. Washington D.C.: The Brookings Institution.

Hassinger-Das, B.[1], Bustamante, A.[1], Hirsh-Pasek, K., & Golinkoff, R. M. (2018). Learning

Landscapes: Playing the way to learning in public spaces. *Education Sciences: (Special Issue) Early Childhood Education, 8*(2), 74, 1-21. doi: https://doi.org/10.3390/educsci8020074. [1]Co-first authors.

Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., & Golinkoff, R. M., & the Committee on Psychosocial Aspects of Child and Family Health and the Council on Communications and Media. (2018). The power of play: A pediatric role in enhancing skills in young children. *Pediatrics, 142*(3), 1-16.

Zosh, J. M., Hirsh-Pasek, K., Hopkins, E, Jensen, H. Liu, C., Neale, D., Solis, S. L., & Whitebread, D. (2018). Accessing the inaccessible: Redefining play as a spectrum. *Frontiers in Psychology*. doi:10.3389/fpsyg.2018.01124.

Dore, R. A., Amendum, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2018). Theory of mind: A hidden factor in reading comprehension? *Educational Psychology Review, 30*(3), 1067-1089. doi: 10.1007/s10648-018-9443-9.

Levine, D., Strother -Garcia, K., Hirsh-Pasek, K., & Golinkoff, R. M., (2018). Names for things and actions and events: Following in the footsteps of Roger Brown. In H. Cairns & E. Fernandez (Eds.), *Handbook of psycholinguistics* (pp. 536-567). New York: Wiley/Blackwell.

Bower, C., Zimmermann, L., Hirsh-Pasek, K., & Golinkoff, R. M. (2018, Spring). Blocking out time for blocks: Increasing STEM skills through playful learning. *AfterSchool Today, 9*, 24.

Hirsh-Pasek*, K. Alper*, R. M., & Golinkoff, R. M. (2018). Living in pasteur's quadrant: How conversational duets spark language at home and in the community. *Discourse Processes*, 55,4, 1-8. (*shared first authorship)

Dore, R. A., Shirilla, M., Verdine, B., Zimmermann, L., Golinkoff, R. M., & Hirsh-Pasek, K. (2018). Developer meets developmentalist: Improving industry-research partnerships in children's technology. *Journal of Children and Media*. doi: 10.1080/17482798.2018.1450086.

Toub, T., Hassinger-Das, B., Nesbitt, K., Ilgaz, H., Weisberg, D., Hirsh-Pasek, K., Golinkoff, R.M., Nicolopoulou, A., & Dickinson, D. (2018). The Language of Play: Developing preschool vocabulary through play following shared book-reading. *Early Childhood Research Quarterly, 45,* 1-17.

Aravind, A., de Villiers, J. G., Pace, A., Nye, H., Klein, M., Golinkoff, R., Hirsh-Pasek, K., Iglesias, A., & Wilson, M. (2018). Fast mapping word meanings across trials: young children forget all but their first guess. *Cognition, 177,* 177-188.

Hirsh-Pasek, K., & Golinkoff, R. M. (2018, January). "Languagizing" their world: Why talking, reading, and singing are so important. *Zero to Three Newsletter.*

Hassinger-Das, B., Zosh, J. M., Hirsh-Pasek, K., & Golinkoff, R. M. (2018). Playing to learn mathematics. In R. E. Tremblay, M. Boivin, & R. D. Peters (Eds.), A. Pyle topic ed., *Encyclopedia on early childhood development* [online].

Harris, J., George, N., Hirsh-Pasek, K., & Newcombe, N. (2018). Where will it go? How children and adults reason about force and motion. *Cognitive Development, 45,* 113-124.

Golinkoff, R. M., Soderstrom, M., Deniz Can, D., & Hirsh-Pasek, K. (2018). Visual preference techniques. In A. M. B. de Groot & P. Hagoort (Eds.), *Research methods in psycholinguistics and the neurobiology of language* (pp. 18-39). NY: Wiley Blackwell.

Göksun, T., Aktan-Erciyes, A., Hirsh-Pasek, K., & Golinkoff, R. (2017). Event perception and language learning: Early interactions between language and thought. In N. Ketrez, A. C. Küntay, Ş. Özçalışkan, & A. Özyürek (Eds.), *Social Environment and Cognition in Language Development: Studies in honor of Ayhan Aksu-Koç* (pp. 179-198). Trends in Language Acquisition Research (TiLAR) Series, John Benjamins.

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.

Golinkoff, R. M., Hirsh-Pasek, K., Grob, R., & Schlesinger, M. (2017). "Oh the places you'll go" by bringing developmental science into the world. *Child Development*, 1403-1408.

Grob, R., Schleisinger, M., Pace, A., Hirsh-Pasek, K., & Golinkoff, R. M. (2017). Playing with ideas: Evaluating a collective experimental intervention designed to enrich perceptions of play. *Child Development*, 1419-1434.

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. https://srcd.onlinelibrary.wiley.com/toc/15405834/2017/82/1

Rajan, V., Gee, N. R., Golinkoff, R. M., & Hirsh-Pasek, K. (2017). Children's play, self-regulation, and human-animal interaction in early childhood learning. In P. McCardle, N. Gee, & A. Fine (Eds.), *How animals help students learn: Research and practice for educators and mental health professionals* (pp. 124-138). NY: Routledge.

Verdine, B., Bunger, A., Athanasopoulou, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2017). Preschool geometric knowledge: Low socio-economic status children are slower to find a target even when they know a shape's name. *Developmental Psychology, 53,* 1869-1880.

Reed, J., Hirsh-Pasek, K. & Golinkoff, R.M. (2017). Learning on hold: Cell phones sidetrack parent-child interactions. *Developmental Psychology*, *53*, 1428–1436.

Levine, D., Golinkoff, R. M. & Hirsh-Pasek, K. (2017). A goal bias in action: The boundaries adults perceive in events align with sites of actor intent. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *43*(6), 916-927. doi: 10.1037/xlm0000364.

Toub, T. S., Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R. M. (2017). Early STEM support: Engineering a strong foundation for development. *IMPACT on Instructional Improvement*, *42*(1), 12–26.

Hassinger-Das, B., Zosh, J., Hirsh-Pasek, K., & Golinkoff, R. (2017). Toys. In K. Peppler (Ed.), *Encyclopedia of out-of-school learning* (pp. 781-783). Thousand Oaks, CA: Sage.

Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R. M. (2017). The case of brain science and play: A developing story. *Young Children, 72,* 45-50.

Hassinger-Das, B., Toub T. S., Zosh, J., Michnick, J., Golinkoff, R. M., & Hirsh-Pasek, K. (2017). More than just fun: A place for games in playful learning. *Journal for the Study of Education and Development*, 1-28.

Hassinger-Das, B.[1], Toub, T. S.[1], Hirsh-Pasek, K., & Golinkoff, R. M. (2017). A matter of principle: Applying language science to the classroom and beyond. *Translational Issues in Psychological Science, 3,* 5-18. doi: 10.1037/tps0000085 [1]Co-first author.

Song, L., Golinkoff, R. M., Stuehling, A., Resnick, I., Mahajan, N., Hirsh-Pasek, K., & Thompson, N. (2017). Parents' and experts' awareness of learning opportunities in children's museum exhibits. *Journal of Applied Developmental Psychology*, *49*, 39-45.

Pace, A., Luo, R., Hirsh-Pasek, K., & Golinkoff, R.M. (2017). Identifying pathways between socio-economic status and language development. *Annual Review of Linguistics, 3*, 285-308.

Zosh, J. M., Roseberry Lytle, S., Golinkoff, R., & Hirsh-Pasek, K. (2017). Putting the education back in educational apps: How content and context interact to promote learning. In R. Barr & D. Linebarger (Eds.), *Media exposure during infancy and early childhood* (pp. 259-282). New York, NY: Springer.

Hassinger-Das, B., Ridge, K., Parker, A., Golinkoff, R. M., Hirsh-Pasek, K., & Dickinson, D. K. (2016). Building vocabulary knowledge in preschoolers through shared book reading and gameplay. *Mind, Brain, and Education, 10,* 71-80. doi: 10.1111/mbe.12103.

Konishi, H., Stahl, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2016). Individual differences in non-linguistic event categorization predict later motion verb comprehension. *Journal of Experimental Child Psychology, 151,* 18-32.

Resnick, I., Verdine, B., Golinkoff, R. M., & Hirsh-Pasek, K. (2016). Geometric toys in the attic? An analysis of early exposure to geometric shapes. *Early Childhood Research Quarterly, 36*, 358-365.

Luo, R., Pace, A., Masek, L, Hirsh-Pasek, K., & Golinkoff, M. R. (2016). The Family's role in the relation between socioeconomic status and early language development. *Journal of Family Medicine, 3*(6), 1073-1077.

Song, L., Pruden, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2016). Prelinguistic foundations of verb learning: infants discriminate and categorize dynamic human actions. *Journal of Experimental Child Psychology, 151,* 77-95.

Konishi, H., Pruden, S., Golinkoff, M., R., & Hirsh-Pasek, K. (2016). Finding semantic components of dynamic events: Infants categorize manner and path of motion. *Journal Experimental Child Psychology, 152,* 54-70.

Zosh, J. M., Hirsh-Pasek, K., Golinkoff, R. M., & Dore, R. A. (2016). Where learning meets creativity: The promise of guided play. In. R. Beghetto & B. Sriraman (Eds.), *Creative contradictions in education: Cross disciplinary paradoxes and perspectives* (pp. 165-180). New York, NY: Springer International Publishing.

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

Song, L., Pruden, S. M., Golinkoff, R. M., & Hirsh-Pasek, K. (2016). Prelinguistic foundations of verb learning: Infants discriminate and categorize dynamic human actions. *Journal of Experimental Child Psychology*, *151*, 77-95.

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

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

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

Pace, A., Hirsh-Pasek, K., & Golinkoff, R. M. (2016). High quality language leads to high quality learning. In S. Jones & N. Lesaux (Eds.), *The Leading Edge of Early Childhood Education* (pp. 45-66). Cambridge: Harvard Education Pub. Group.

Reed, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2016). Meeting children where they are: Adaptive contingency builds early communication skills. In P. Witt (Ed.) *Communication and learning (Vol. 16, Handbooks of Communication Science)* (pp. 601-628). Berlin: deGruyter Mouton.

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

Konishi, H., Wilson, F., Golinkoff, R., Maguire, M. & Hirsh-Pasek, K. (2016). Late Japanese bilinguals' novel verb construal. *Bilingualism: Language and Cognition,19*(4), 782-790.

Zosh, J.M., Hirsh-Pasek, K., Golinkoff, R. M., & Parish-Morris, J. (2016). Learning in the digital age: Putting education back in educational apps for young children. In *Encyclopedia on Early Childhood Development.*

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

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

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

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

Morhring, W., Ramsook, K., Hirsh-Pasek, K., Golinkoff, R. M., & Newcombe, N. (2016). Where music meets space: Children's sensitivity to continuous pitch magnitudes is related to mental spatial transformations. *Cognition, 151,* 1-5.

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

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

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.

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

Kanero, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2015). Can a microwave heat up coffee? How English- and Japanese-speaking children express subjects in causal sentences. *Journal of Child Language, 43*(5), 993-1019.

Ridge, K., Weisberg, D., Ilgaz, H., Hirsh-Pasek, K., & Golinkoff, R. M. (2015). "Supermarket speak": Increasing conversations among Low-SES families. *Mind, Brain & Education, 9*(3), 127-135.

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

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

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

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

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

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

Newman, K., Dickinson, D., Golinkoff, R. M., & Hirsh-Pasek, K. (2015). Using play to promote language comprehension in preschoolers. In A. DeBruin-Parecki, A. Van Kleeck & S. Gear (Eds.), *Developing early comprehension: Laying the foundation for reading success* (pp. 35- 52). MD: Brookes

Weisberg, D. S., Ilgaz, H., Hirsh-Pasek, K., Golinkoff, R. M., & Nicolopoulou, A. (2015). Shovels and swords: How realistic and fantastical themes affect children's word learning. *Cognitive Development, 35,* 1-14.

Ilgaz, H., Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R. M. (2014). Language for reading. In P. Brooks, V. Kempe & G. J. Golson (Eds.), *Encyclopedia of Language* (pp. 323-326). Thousand Oaks, CA: Sage

Damonte, J., Johanson, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2014). The changing nature of word learning in the first two years of life: The Emergentist Coalition Model. In P. Brooks, V. Kempe, & G. J. Golson (Eds.), *Encyclopedia of language development* (pp. 194-197). Thousand Oaks, CA: Sage.

George, N., Konishi, H., Hirsh-Pasek, K., & Golinkoff, R. M. (2014). Event perception and language. In P. Brooks, V. Kempe, & G. J. Golson (Eds.), *Encyclopedia of language development* (pp. 199-204). Thousand Oaks, CA: Sage.

Zosh, J., Reed, J., Golinkoff, R. M., & Hirsh-Pasek, K. (2014). Play and its role in language development. In P. Brooks, V. Kempe, & G. J. Golson (Eds.), *Encyclopedia of language development* (pp. 467-471). Thousand Oaks, CA: Sage.

Stahl, A., Romberg, A., Roseberry, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2014). Infants segment continuous events using transitional probabilities. *Child Development, 85,* 1821-1826.

George, N. Göksun, T., Hirsh-Pasek, K., & Golinkoff, R. M. (2014). Carving the world for language learning: How neuroscientific research can enrich the study of first and second language learning. *Developmental Neuropsychology, 39,* 262-284.

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

Friedman, S., Scholnick, E., Bender, R., Vandergift, N., Spieker. S., Hirsh-Pasek, K., Keating, D., Park, Y., & NICHD Early Child Care Research Network. (2014). The growth of planning in middle childhood: Early predictors and later outcomes. *Child Development*, *85*(4), 1446-1460.

Verdine, B., Irwin, C., Golinkoff, R. M., & Hirsh-Pasek, K. (2014). Contributions of executive function and a new test of spatial-geometric skill to preschool mathematics achievement. *Journal of Experimental Child Psychology, 126*, 37-51.

Verdine, B., Golinkoff, R. M., Hirsh-Pasek, K., & Newcombe, N. (2014). Finding the missing piece: Blocks, puzzles, and shapes fuel school readiness. *Trends in Neuroscience and Education,* 7-13.

Weisberg, D., Hirsh-Pasek, K., Golinkoff, R. M., & McCandliss, B. (2014). Mis en place: Setting the stage for thought and action. *Trends in Cognition*, 276-278.

Verdine, B., Golinkoff, R., Hirsh-Pasek, K., Newcombe, N., Filipowicz, A., & Chang, A. (2014). Deconstructing building blocks: Preschoolers' spatial assembly performance relates to early mathematical skills. *Child Development,* 1062-1076.

Roseberry, S., Hirsh-Pasek, K., & Golinkoff, R. M. (2014). Skype me! Socially contingent interactions help toddlers learn language. *Child Development,* 956-970.

Weisberg, D., Hirsh-Pasek. K. & Golinkoff, R. M. (2013). Guided play: Where curricular goals meet a playful pedagogy. *Mind, Brain and Education, 7*(2), 104-112.

McCabe, A., Tamis-LeMonda, C., Bornstein, M., Golinkoff, R. M., Hirsh-Pasek, K., Hoff, E., Kuchiro, Y., Melzi, G., Mendelson, A., Paez, M., Song, L., & Wishard, A. (2013). Multilingual children: Beyond myths towards best practices. *Foundation for Child Development: Social Policy Report, 27*(4).

Golinkoff, R. M., Hirsh-Pasek, K., Russ, S. W., & Lillard, A. S. (2013). Guest editors' foreword. Probing playtime: What does the research show? *American Journal of Play, 6.*

Weisberg, D., Zosh, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). "Talking it up:" Play, language development and the role of adult support. *American Journal of Play: Special issue, 6,* 39-54.

Lillard, A. S., Russ, S. W., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Guest editors' afterword. Probing pretend play: The research we need. *American Journal of Play, 6.*

Fisher, K., Hirsh-Pasek, K., Newcombe, N., & Golinkoff, R. M. (2013). Taking shape: Supporting preschoolers' acquisition of geometric knowledge. *Child Development*, 1872-1878.

Parish-Morris, J., Mahajan, N., Hirsh-Pasek, K., Golinkoff, R. M., & Collins, M. (2013). Once

upon a time: Preschoolers and storybook reading in the electronic era. *Mind, Brain & Education,7*(3), 200-211.

Konishi, H., Johanson, M., Damonte, J. C., Golinkoff, R. M., & Hirsh-Pasek, K. (2013). Using lessons from the lab to the classroom: Using play to promote language development. Translated in German. In C. Kieferle, E. Reichert-Garschhammer, & F. Becker-Stoll (Eds.), *Sprachiche bildung von anfang an* (pp.160-178). Gottingen, Germany: Vandenhoeck & Ruprecht.

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

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

Can, D., Ginsburg-Block, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2013). A long-term predictive validity study: can the CDI Short Form be used to predict language and early literacy skills four years later? *Journal of Child Language, 40*(4), 821-835.

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

Konishi, H., Johanson, M., Damonte, J., Golinkoff, R. M., & Hirsh-Pasek, K. (2013). Applying lessons from the lab to the classroom: Using play to promote language development. [Translated into German]. In C. Kieferle, E. Reichert-Garschhammer, & F. Becker-Stoll (Eds.), *Sprachliche bildung von anfang an: Strategien, konzepte und erfahrungen* (pp. 160-178). Göttingen, Germany: Vandenhoeck & Ruprecht.

Harris, J., Newcombe, N. S., Hirsh-Pasek, K. (2013). A new twist on studying the development of dynamic spatial transformations: Mental paper folding in young children. *Mind, Brain, and Education, 7*(1), 49-55.

Harris, J., Hirsh-Pasek, K., & Newcombe, N. (2013). Understanding spatial transformations: Similarities and differences between mental rotation and mental folding. *Cognitive Processing*, *14*, 106-115.

Weisberg, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Embracing complexity: Rethinking the relation between play and learning, a Commentary. *Psychological Bulletin*, *139*(1), 35-39.

Golinkoff, R. M., Ma, W., Song, L., & Hirsh-Pasek, K. (2013). Twenty-five years using the intermodal preferential looking paradigm to study language acquisition: What have we learned? *Perspectives on Psychological Science, 8*(3), 316-339.

Zosh, J. M., Fisher, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2013). The Ultimate Block Party: Bridging the science of learning and the importance of play. In M. Honey & D. Kantner (Eds.), *Design, make, play: Growing the next generation of STEM innovators* (pp. 95-118). New York, NY: Taylor & Francis.

Parish-Morris J., Golinkoff, R. M., & Hirsh-Pasek, K. (2013). From coo to code: Language acquisition in early childhood. In P. Zelazo (Ed.), *The Oxford handbook of developmental psychology, Vol. 1* (pp. 867-908). NY: Oxford University Press.

Pruden, S., Roseberry, S., Goksun, T., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Infant categorization of path relations during dynamic events. *Child Development,* 84(1)*,* 331-345.

Pulverman, R., Song, L., Golinkoff, R. M., & Hirsh-Pasek, K. (2013). Preverbal infants attention to manner and path: Foundations for learning relational terms. *Child Development, 84*(1)*,* 241-252.

Goksun, T., George, N., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Forces and motion: How young children understand causal events. *Child Development,* 1285-1295.

Zosh, J. M., Hirsh-Pasek, K., Golinkoff, R.M., Gray, J., Robb. M., & Kaufman, J. (2013). Harnessing the science of learning to promote real educational apps: A proposed contribution for *Psychological Science in the Public Interest.*

Roseberry, S., Göksun, T., Hirsh-Pasek, K., Golinkoff, R. M. (2012). Carving categories in a continuous world: Infants discriminate categorical changes before distance changes in dynamic events. *Spatial Cognition and Computation*, *12*, 231-251.

Gardner, M., Golinkoff, R. M., Hirsh-Pasek, K., & Heiney-Gonzalez, D. (2012). Marketing toys without playing around. *Young Consumer*s, *13*(4)*,* 381-391.

Fisher, K., Hirsh-Pasek, K., & Golinkoff, R.M. (2012). Fostering mathematical thinking through learning. In E. Reese & S. P. Suggate (Eds.), *Contemporary Debates on Child Development and Education.*

Hirsh-Pasek, K., & Golinkoff, R. M. (2012). How babies talk: Six principles of early language development. In S. Odom, E. Pungello, & N. Gardner-Neblett (Eds.), *Re-visioning the beginning: The implications of developmental and health science for infant/toddler care and poverty* (pp. 77-101). New York: Guilford Press.

Ilgaz, H., & Hirsh-Pasek, K. (2012). Commentary on "Language and age effects in children's processing of word order" by A. Candan, A. Kuntay, Y. Yeh, H. Cheng, L. Wagner, & L.R. Naigles. *Cognitive Development*, *27*, 222-226.

Golinkoff, R. M. & Hirsh-Pasek, K. (2012). How do babies learn their mother tongue? In E. M. Rickerson & B. Hilton (Eds.), *The 5-minute linguist* (2nd ed., pp. 68-71)*.* Bristol, CT: Equinox.

Pruden, S., Göksun, T., Roseberry, S., Hirsh-Pasek, K., Golinkoff, R.M. (2012). Find your manners: Infant's categorization of the manner of motion in dynamic events. *Child Development,* 977-991.

Reed, J., Hirsh-Pasek., K., & Golinkoff, R. (2012). Drawing on the arts: Less-traveled paths towards a science of learning? In A. Pinkham, T. Kaefer, & S. Neuman (Eds.), *Knowledge Development in Early Childhood*: *How Young Children Build Knowledge and Why It Matters* (pp. 71-90).

Reed, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2012). A tale of two schools: The promise of playful learning. In B. Falk (Ed.), *In Defense of childhood* (pp. 24-48). NY: Teacher's College.

Golinkoff, R. M., & Hirsh-Pasek, K. (2012). Methods for studying language in infants: Back to the future. In E. Hoff (Ed.), *Guide to research methods in child language* (pp.60-77). NY: Wiley-Blackwell.

Dickinson, D., Griffith, J., Golinkoff, R., & Hirsh-Pasek, K. (2012). How reading books fosters language development around the world. *Child Development Research*, article ID 602807, 1-15.

Hirsh-Pasek, K., & Golinkoff, R. M. (2011). The great balancing act: Optimizing core curricula through playful learning. In E. Zigler & W. Gilliam (Eds.), *The preschool education debates* (pp. 110-116).

Göksun, T., Roeper, T., Hirsh-Pasek, K., & Golinkoff, R. M. (2011). From noun phrase ellipsis to verb phrase ellipsis: The acquisition path from context to abstract reconstruction. In J. Harris & M. Grant (Eds.), *University of Massachusetts Occasional Working Paper in Linguistics 38: Recent Work on Ellipsis* (pp. 53-75). Amherst, MA: GLSA.

Göksun, T., Hirsh-Pasek, K., Golinkoff, R.M., Imai, M., Konishi, H., & Okada, H. (2011). Who is crossing where? Infants discrimination of figures and grounds. *Cognition, 121*, 176-195.

Roseberry, S., Richie, R., Hirsh-Pasek, K., Golinkoff, R. M., & Shipley, T. (2011). Babies catch a break: 7-9-month olds track statistical probabilities in continuous dynamic events. *Psychological Science*, *22*(11), 1422-1444.

Ferrara, K., Hirsh-Pasek, K., Newcombe, N., & Golinkoff, R. (2011). Block talk: Spatial language during block play. *Mind, Brain & Education, 5*(3), 143-151.

Ma, W., Golinkoff, R. M., Houston, D., & Hirsh-Pasek, K. (2011). Word learning in infant-and adult-directed speech. *Language Learning and Development*, *7,* 209-225.

Hirsh-Pasek, K., & Golinkoff, R. M. (2011). The Ultimate Block Party: Putting our science in the hands of families. *SRCD Developments Newsletter*, *64*(1), 5.

Harris, J., Golinkoff, R. M., & Hirsh-Pasek, K. (2011). Lessons from the crib for the classroom: How children really learn vocabulary. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research* (pp. 49-66). NY: Guilford Press.

Fisher, K., Hirsh-Pasek, K., Golinkoff, R. M., Singer, D., & Berk, L. E. (2011). Playing around in school: Implications for learning and educational policy. In A. Pellegrini (Ed.), *The Oxford handbook of play* (pp. 341-363). NY: Oxford University Press.

McDonough, C., Song, L., Hirsh-Pasek, K., Golinkoff, R. M., & Lannon, R. (2011). An image is worth a thousand words: Why nouns tend to dominate verbs in early word learning. D*evelopmental Science, 14*, 181-189.

Parish-Morris, J., Ma, W., Hirsh-Pasek, K., Golinkoff, R. M. (2010). A world of relations: relational words. In B. Malt & P. Wolf (Eds.), *Words and the mind: How words capture human experience* (pp. 219-232). Oxford University Press.

Dickinson, D., Golinkoff, R. M., & Hirsh-Pasek, K. (2010). Speaking out for language: Why language is central to reading development. *Educational Researcher, 4,* 305-310.

Golinkoff, R. M., Hirsh-Pasek, K., & Schickedanz, J. (2010). *California preschool curriculum framework- language and literacy* (Vol 1, pp. 97-176). Sacramento, CA: California Department of Education Press.

Maguire, M., Hirsh-Pasek, K., Golinkoff, R., Imai, M., Haryu, E., Vanegas, S., Okada, H., Pulverman, R., & Sanchez-Davis, B. (2010). A developmental shift from similar to language specific strategies in verb acquisition: A comparison of English, Spanish and Japanese. *Cognition, 114,* 299-319.

Göksun, T., Hirsh-Pasek, K., & Golinkoff, R. M. (2010). Trading spaces: Carving up the events for learning language. *Perspectives on Psychological Science, 5,* 33-42.

Göksun, T., Hirsh-Pasek, K, & Golinkoff, R. M. (2010). How do preschoolers express cause in gesture and speech? Verbal handouts: Preschoolers express cause in gesture and speech. *Cognitive Development, 25*(1), 56-68.

Roseberry, S., Hirsh-Pasek, K., Parish-Morris, J., & Golinkoff, R. M. (2009). Live action: Can young children learn verbs from video? *Child Development*, *80*, 1360-1375.

Seston, B., Golinkoff, R., Ma, W., Tomlinson, N., & Hirsh-Pasek. K. (2009). Vacuuming with with my *mouth*? Children's comprehension of novel extensions of familiar verbs. *Cognitive Developmental*, *24*, 113-124.

Hirsh-Pasek, K., & Golinkoff, R.M. (2009). Why Play=Learning. *Encyclopedia on Early Childhood Development*.

Ma, W., Golinkoff, R. M., Hirsh-Pasek, K., McDonough, C., & Tardiff, T. (2009). Imagine that!: Imageability predicts verb learning in Chinese children. *Journal of Child Language,* 36(2)*,* 405-425.

Golinkoff, R. M., & Hirsh-Pasek, K. (April, 2009). The bicultural scientist: traveling in the twin worlds of basic and translational science. *American Psychological Science Observer.*

Dickinson, D., Golinkoff, R. M., Hirsh-Pasek, K., Neuman, S., & Burchinal, P. (2009). The language of emergent literacy: A response to the National Institute for Literacy Report on Early Literacy.

Roseberry, S., Goksun, T., & Hirsh-Pasek, K. (2009). In season? A review of Katherine Nelson's *"Young minds in social worlds." Journal of Child Language, 36,* 225-233.

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

Golinkoff, R., & Hirsh-Pasek, K. (2008). How toddlers learn verbs. *Trends in Cognitive Science, 12*(10), 397-403.

Pulverman, R., Sootsman, J., Golinkoff, R., & Hirsh-Pasek, K. (2008). Manners matter: Infants' attention to manner and path in non-linguistic dynamic events. *Cognition*, *108*, 825-830.

Imai, M., Li, L., Haryu, E., Hirsh-Pasek, K., Golinkoff, R. M., & Shigematsu, J. (2008). Novel noun and verb learning in Chinese, English, and Japanese children: Universality and language-specificity in novel noun and verb learning. *Child Development, 79,* 979-1000.

Maguire, M., Hirsh-Pasek, K., & Golinkoff, R. (2008). Focusing on the relation: Fewer exemplars facilitate children's initial verb learning and extension. *Developmental Science, 11*(4), 628-634.

Hirsh-Pasek, K., & Golinkoff, R. (2008). King Solomon's take on word learning: An integrative account from the radical middle. *Advances in Child Development and Behavior* (Vol. 36, pp. 2-29). Oxford, UK: Elsevier.

Fisher, K., Hirsh-Pasek, K., Golinkoff, R., & Glick, R. (2008). Conceptual split? Parents and experts' perception of play in the 21st century. *Applied Developmental Psychology*, *29*, 305-316.

Brandone, A. C., Golinkoff, R. M., & Hirsh-Pasek, K. (2008). Feasibility of computer-administered language assessment. *Perspectives on School-Based Issues, 9*, 57-65.

Hirsh-Pasek, K., & Golinkoff, R. M. (2008). Language acquisition in childhood. In W. Donsbach (Ed.), *The Blackwell international encyclopedia of communication* (Vol. VI, pp. 2636-2638). Oxford, UK and Malden, MA: Wiley-Blackwell.

Pruden, S., Hirsh-Pasek, K., Shallcross, W. L., & Golinkoff, R. M. (2008). Foundations of verb learning: Comparison helps infants abstract event components. In H. Chan, H. Jacob, & E. Kapia (Eds.), *Proceedings of the 32nd Annual Boston University Conference on Language Development,* 2 (pp. 402-414). Somerville, MA: Cascadilla Press.

Hirsh-Pasek, K., & Golinkoff, R. (2008). Brains in a box: Do new age toys deliver on the promise? In R. Harwood & S. Miller (Eds.), *Child development in a changing society* (5th ed.). Hoboken, NJ: Wiley Press.

Pruden, S., Hirsh-Pasek, K., & Golinkoff, R. (2008). Current events: How infants parse events for language. In T. Shipley & J. Zachs (Eds.), *Understanding Events* (pp. 160-193). New York: Oxford University Press.

Hirsh-Pasek, K., & Bruer, J. (2007). The Brain/Education Barrier. *Science, 317*, 1293.

Hollich, G., Golinkoff, R. M., & Hirsh-Pasek, K. (2007). Young children prefer to attach labels to whole objects over salient parts. *Developmental Psychology, 43*, 1051-1061.

Brandone, A., Pence, K., Golinkoff, R.M., & Hirsh-Pasek, K. (2007). Action speaks louder than words: Young children differentially weight perceptual, social, and linguistic cues to learn verbs. *Child Development, 78,* 1322-1342.

Brandone, A., Golinkoff, R. M., Pulverman, R., Maguire, M. J., Hirsh-Pasek, K., & Pruden, S. (2007). Speaking for the wordless: Methods for studying cognitive linguistic constructs in infants. In M. Gonzalez-Marquez, I. Mittelberg, S. Coulson, & M. Spivey (Eds.), *Methods in cognitive linguistics* (pp. 345-366). Amsterdam: John Benjamins.

Parish-Morris, J., Hennon, E., Hirsh-Pasek, K., Golinkoff, R. M., & Tager-Flusberg, H. (2007). Children with autism illuminate the role of social intention in word learning. *Child Development, 78,* 1255-1265.

Haryu, E., Imai, M., Okada, H., Li, L., Meyer, M., Hirsh-Pasek, K., & Golinkoff, R. M. (2007). Noun bias in Chinese children: Novel noun and verb learning in Chinese, Japanese, and English preschoolers. *Proceedings of the Boston Child Language meetings.*

Hirsh-Pasek, K., & Golinkoff, R. M. (2007). From the lab to the living room: Stories that talk the talk and take the walk. In M. K. Welch-Ross & L. Fasig (Eds.), *Handbook on*

communicating and disseminating behavioral science. CA: Sage.
Song, L., Golinkoff, R. M., Seston, R., Ma, W., Shallcross, W., & Hirsh-Pasek, K. (2007). Action stations: verb learning rests on constructing categories of action. *Proceedings of the 31st Boston University Conference on Language Development.*
Golinkoff, R. M., & Hirsh-Pasek, K. (2007). Forward to D. L. Barnes & L. Balber, *The journey to parenthood: Myths, reality, and what really matters*. NY: Radcliffe Publishing (Oxford).
Hirsh-Pasek, K., & Golinkoff, R. M. (2007). How to choose toys for your baby. In S. Ettus (Ed.), *The experts' guide to the baby years.* New York, NY: Random House.
Golinkoff, R., & Hirsh-Pasek, K. (2007). Language development: The view from the radical middle. *Proceedings of the 31st Boston University Conference on Language Development.*
Golinkoff, R. M., & Hirsh-Pasek, K. (2006). How do babies learn to talk? In E. M. Rickerson (Ed.), *The five-minute linguist: Bite-sized essays on language and languages.* London: Equinox Publishing.
Pruden, S. M., & Hirsh-Pasek, K. (2006). Foundations of verb learning: Labels promote action category formation. In D. Bamman, T. Magnitskaia & C. Zaller (Eds.), *Proceedings of the 30th Annual Boston University Conference on Language Development* (pp. 476-488). Somerville, MA: Cascadilla Press.
Hirsh-Pasek, K., & Burchinal, M. (2006). Putting language learning in context: How change at home and in school affects language growth across time. *Merrill Palmer Quarterly, 52,* 449-485.
Pruden, S., Hirsh-Pasek, K., & Parish, J. (2006). Can infants resolve philosophical questions? A review of Rakison and Oakes' "Early Category and Concept Development: Making Sense of the Blooming, Buzzing Confusion." *Philosophical Psychology*, *19*(1).
Pulverman, R., Hirsh-Pasek, K., Pruden, S., & Golinkoff, R. (2006). Precursors to verb learning: Infant attention to manner and path. *Frühförderung interdisziplinär (Interdisciplinary Early Childhood Intervention), 25*, 1.
Pruden, S., Hirsh-Pasek, K., Golinkoff, R., & Hennon, E. (2006). The birth of words: Ten-month-olds learn words through perceptual salience. *Child Development, 77*(2), 266-281.
Golinkoff, R. M., & Hirsh-Pasek, K. (2006). Baby wordsmith: From associationist to social sophisticate. *Current Directions in Psychological Science, 15,* 30-33.
Pulverman, R., Hirsh-Pasek, K., Golinkoff, R. M., Pruden, S., & Salkind, S. J. (2006). Conceptual foundations for verb learning: celebrating the event. to verb. In K. Hirsh-Pasek & R. M. Golinkoff (Eds.), *Action meets word: How children learn verbs* (pp. 134-160). New York: Oxford Press.
Brandone, A., Salkind, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2006). Language development. In G. Bear & K. Minke (Eds.), *Children's needs: Development, prevention, and intervention* (pp. 499-514). Bethesda, MD: National Association of School Psychologists.
Song, L., Pulverman, R., Pepe, C., Golinkoff, R. M., & Hirsh-Pasek, K. (2016). Does the owl fly out of the tree or does the owl exit the tree flying? How L2 learners overcome their L1 lexicalization biases. *Language Learning and Development*, *12*(1), 42-59.
Golinkoff, R., & Hirsh-Pasek, K. (2006). The emergentist coalition model of word learning in children has implications for language in aging. In E. Bailystok & F. Craik (Eds.), *Lifespan cognition: Mechanisms of change* (pp. 207-222). Oxford University Press.
Golinkoff, R. M., & Hirsh-Pasek, K. (2006). Introduction: Progress on the verb learning front. In K. Hirsh-Pasek & R. M. Golinkoff (Eds.), *Action meets word: How children learn verbs* (pp. 3-28). New York, NY: Oxford University Press.
Maguire, M., Hirsh-Pasek, K., & Golinkoff, R. (2006). A unified theory of word learning: Putting verb acquisition in context. In K. Hirsh-Pasek & R. M. Golinkoff (Eds.), *Action meets word: How children learn verbs* (pp. 364-392). Oxford University Press.
Hirsh-Pasek, K., Golinkoff, R. M., Hennon, E.A., Maguire, M., & Sootsman, J. (2006). O modelo "emergentista" de coalizão da aprendizagem de palavras: uma nova maneira de se pensar na psicologia do desenvolvimento (The Emergentist Coalition Model of Word Learning:

A New Mode of Thinking in Developmental Psychology. In L. M. S. Corrêa (Ed.), *Aquisição Da Linguagem e Problemas do Desenvolvimento Lingüístico*. Rio de Janeiro: Editora da PUC-Rio.

Pruden, S. M., Hirsh-Pasek, K., & Golinkoff, R. (2006). The social dimension in language development: A rich history and a new frontier. In P. Marshall & N. Fox (Eds.), *The development of social engagement: Neurobiological perspectives.*

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

NICHD Early Child Care Research Network. (2005). Oral language and reading: Continuing the dialogue with Storch Bracken. *Developmental Psychology*, *41*(6), 1000-1003.

NICHD Early Child Care Research Network. (2005). Early child care and children's development in the primary grades: Results from the NICHD Study of Early Child Care. American *Educational Research Journal 43*(3), 537-570.

Pence, K., Golinkoff, R., Brand, R., & Hirsh-Pasek, K. (2005). When actions can't speak for themselves: How might infant-directed speech and infant-directed action influence verb learning? In T. Trabasso, J. Sabatini, D. Massaro, & R. Calfee (Eds.), *From orthography to pedagogy: Essays in honor of Richard Venezky*. NJ: Erlbaum.

Hirsh-Pasek, K., Kochanoff, A., Newcombe, N., & de Villiers, J. (2005). *Using scientific knowledge to inform preschoolers: Making the case for "Empirical validity*." Social Policy Report: Society for Research in Child Development.

NICHD Early Child Care Research Network. (2005). Pathways to reading. The role of oral language in learning to reading. *Developmental Psychology*, *41*(2), 428-442.

NICHD Early Child Care Research Network. (2005). Predicting individual differences in attention, memory, and planning in first graders from experiences at home, child care, and school. *Developmental Psychology*, *41*, 99-114.

Pulverman, R., Golinkoff, R. M., & Hirsh-Pasek, K. (2004). *Seven-month-olds' attention to potential verb referents in nonlinguistic events.* Proceedings of the 28th Annual Boston University Conference on Language Development.

Pruden, S. M., Hirsh-Pasek, K., Maguire, M., & Meyer, M. (2004). *Foundations of verb learning: Infants categorize path and manner in motion events*. Proceedings of the 28th Annual Boston University Conference on Language Development.

Hirsh-Pasek, K., Golinkoff, R., Hennon, E., & Maguire, M. (2004). Hybrid theories at the frontier of developmental psychology: The emergentist coalition model of word learning as a case in point. *Weaving a lexicon*. Cambridge, MA: MIT Press.

NICHD Early Child Care Research Network. (2004). Are child developmental outcomes related to before-and after-school care arrangements? Results from the NICHD Study of Early Child Care. *Child Development, 75*, 280-295.

NICHD Early Child Care Research Network. (Spring 2004). Multiple pathways to early academic achievement. *Harvard Educational Review*, 1-29.

NICHD Early Child Care Research Network. (2004). Affect dysregulation in the mother-child relationship in the toddler years: Antecedents and consequences. *Development and Psychopathology*, *16*, 43-68.

Hirsh-Pasek, K., & Golinkoff, R. M. (2004). Getting engaged through reading: How librarians, teachers, and media specialists can join together to spark lifelong learning in children. *Knowledge Quest, 33,* 66-68.

NICHD Early Child Care Research Network. (2003). The NICHD Study of Early Child Care: Contexts of development and developmental outcomes over the first seven years of life. In J. Brooks-Gunn, A. S. Fuligni, & L. J. Berlin (Eds)., *Early Child Development in the 21st Century* (pp. 181-201). New York: Teachers College Press.

Pulverman, R., Sootsman, J. L., Golinkoff, R. M., & Hirsh-Pasek, K. (2003). Infants' non-linguistic processing of motion events: One-year-old English speakers are interested in

manner and path. In E. V. Clark (Ed.), *Proceedings of the 31st Child Language Research Forum* (pp. 11-20).

NICHD Early Child Care Research Network & Duncan, G. J. (2003). Modeling the impacts of child care quality on children's preschool cognitive development. *Child Development, 74*, 1485-1506.

NICHD Early Child Care Research Network. (2003). Families matter-even for kids in child care. *Journal of Developmental and Behavioral Pediatrics*, *24*(1), 58-62.

NICHD Early Child Care Research Network. (2003). Does quality of child care affect child outcomes at age 4 1⁄2? *Developmental Psychology*, *39,* 451-469.

NICHD Early Child Care Research Network. (2003). Child care and common communicable illnesses in children aged 37 to 54 months. *Archives of Pediatrics & Adolescent Medicine, 157*, 196-2003.

NICHD Early Child Care Research Network. (2003). Does amount of time spent in child care predict socioemotional adjustment during the transition to kindergarten? *Child Development*, *74*, 976-1005.

NICHD Early Child Care Research Network. (2003). Child care and mother-child interaction from 36 months through first grade. *Infant Behavior and Development, 26*, 345-370.

Kochanoff, A., Hirsh-Pasek, K., Newcombe, N., & Weinraub, M. (2003, January). Using science to inform preschool assessment. CIRLC Report from the Temple University Forum on Preschool Assessment.

Golinkoff, R., Chung, H., Hirsh-Pasek, K., Liu, J., Bertenthal, B., Brand, R., Maguire, M., & Hennon, E, (2002). Young children can extend motion verbs to point-light displays. *Developmental Psychology*, *38*(4), 604-615.

Maguire, M. J., Hennon, E. A., Hirsh-Pasek, K., Golinkoff, R. M., & Slutzki, C. B. (2002). Mapping words to actions and events: how do 18-month-olds learn a verb? In B. Skarabela, S. Fish, & A. H. J. Do (Eds.), *Proceedings of the 26th Annual Boston University Conference on Language* (Vol. 1). Somerville, MA: Cascadilla Press.

Hirsh-Pasek, K., & Golinkoff, R. (2002). Language development. In N. Salkind (Ed.), *Child Development* (pp. 227-232). New York, Macmillan.

NICHD Early Child Care Research Network. (2002). Early child care and children's development prior to school entry: Results from the NICHD study of early child care. *American Educational Research Journal, 39*, 133-164.

NICHD Early Child Care Research Network. (2002). Child-care structure --> process --> outcome: Direct and indirect effects of child-care quality on young children's development. *Psychological Science, 13*, 199-206.

NICHD Early Child Care Research Network. (2001). Before Head Start: Income and ethnicity, family characteristics, child care experiences and child development. *Early Education and Development, 12*(4), 545-576.

NICHD Early Child Care Research Network. (2001). Child care and family predictors of preschool attachment and stability from infancy. *Developmental Psychology, 37,* 847-862.

Hirsh-Pasek, K., Hennon, E., Golinkoff, R., Pence, K., Pulverman, R., Sootsman, J., Pruden, S., & Maguire, M. (2001). Social attention need not equal social intention: From attention to intention in early word learning. Response to P. Bloom's, "How children learn the meanings of words." *Brain Behavior Sciences, 24,* 1108-1110.

Hirsh-Pasek, K., & Hennon, E. (2001). When researchers meet practitioners: A return to old-fashioned psychology. A review of Pellegrini & Bjorklund's Applied Child Psychology. *Contemporary Psychology*, *46*, 61-63.

Weinraub, M., Hill, C., & Hirsh-Pasek, K. (2001). Child care: Options and outcomes. In Judith Worell, (Ed.), *Encyclopedia of Women and Gender* (Vol. 1, pp. 233-244). Academic Press, San Diego, CA.

Golinkoff, R., Hirsh-Pasek, K. & Schweisguth, M. (2001). A reappraisal of young children's

knowledge of grammatical morphemes. In J. Weissenborn & B. Hoele (Eds.), *Approaches to bootstrapping: Phonological, syntactic and neurological aspects of early language acquisition* (pp. 167-189). Amsterdam, Philadelphia: John Benjamins.

NICHD Early Child Care Research Network. (2001). Child care and common communicable illnesses. *Archives of Pediatrics & Adolescent Medicine, 155*, 481-488.

NICHD Early Child Care Research Network. (2001). Parenting and family influences when children are in child care: Results from the NICHD Study of Early Child Care. In J. G. Borkowski, S. L. Ramey, & M. Bristol-Power, (Eds.), *Parenting and the child's world: Influences on academic, intellectual, and social-emotional development* (pp. 99-124). Mahwah, NJ: Erlbaum.

NICHD Early Child Care Research Network. (April/May 2001). A new guide for evaluating child care quality. *Bulletin of Zero to Three: National Center for Infants, Toddlers, and and Families, 21*(5), 40-47.

Hennon, E., Hirsh-Pasek, K., & Golinkoff, R. M. (2000) The extraordinary journey from fetus to language-developing child. In H. Grimm (Ed.), *German Encyclopedia of Psychology*, *Series III: Language, Volume 3: Language Development* (pp. 41-103). Toronto: Hogrefe-Verlag.

Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (2000). An emergentist coalition model for word learning: Mapping words to objects is a product of the interaction of multiple cues. In R. Golinkoff, K. Hirsh-Pasek, L. Bloom, L. B. Smith, A. L. Woodward, N. Akhtar, M. Tomasello, & G. Hollich (Eds), *Becoming a world leader: A debate on lexical acquisition* (pp. 136-164). NY: Oxford University Press.

Hirsh-Pasek, K., & Golinkoff, R. M. (2000). The whole *is* greater than the sum of the parts, or why the emergentist coalition model works. In R. M. Golinkoff, K. Hirsh-Pasek, L. Bloom, L. Smith, A. Woodward, N. Akhtar, M. Tomasello, & G. Hollich (Eds.), *Becoming a word learner: A debate on lexical acquisition* (pp. 186-198). New York, NY: Oxford University Press.

Golinkoff, R. M., & Hirsh-Pasek, K. (2000). Word learning: Icon, index, or symbol? In R. M. Golinkoff, K. Hirsh-Pasek, L. Bloom, L. Smith, A. Woodward, N. Akhtar, M. Tomasello, & G. Hollich (Eds.), *Becoming a word learner: A debate on lexical acquisition* (pp. 3-17). New York, NY: Oxford University Press.

Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (2000). Trends and transitions in language development: Looking for the missing piece. *Developmental Neuropsychology*, *16*(2), 139-163.

Hollich, G., Hirsh-Pasek, K., Tucker, M., & Golinkoff, R. (2000). A change is afoot: Emergentist theories in language acquisition. In P. Anderson, C. Emmeche, N. O. Finnemann, & P. V. Christiansen (Eds.), *Downward causation* (pp. 143-179). Aarhus, Denmark: Aarhus University Press.

NICHD Early Child Care Network. (2000). The relation of child care to cognitive and language development. *Child Development, 71*(4), 960-981.

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.

NICHD Early Child Care Network. (1999). Child outcomes when child-care classes meet recommended guidelines for quality. *American Journal of Public Health, 89*(7), 1072-1077.

Golinkoff, R., & Hirsh-Pasek, K. (1999). Emerging cues for early word learning. In B. MacWhinney (Ed.), *The Emergence of language* (pp. 305-331). Mahwah, NJ: Erlbaum.

NICHD Early Child Care Research Network. (1999). Chronicity of maternal depressive symptoms, maternal sensitivity, and child functioning at 36 months. *Developmental Psychology,* 35(5), 1297-1311.

NICHD Early Child Care Research Network. (1999). Child care and mother-child interaction in the first three years of life. *Developmental Psychology,* 35(6), 1399-1413.

Hollich, G., Hirsh-Pasek, K. & Golinkoff, R. (1998). Introducing the 3-D Intermodal Preferential Looking Paradigm: A new method to answer an age-old question. *Advances in Infancy Research, 12,* 355-375.

NICHD Early Child Care Research Network. (1998). Relations between family predictors and child outcomes: Are they weaker for children in care? *Developmental Psychology, 34*(5), 1119-1128.

NICHD Early Child Care Research Network. (1998). Early child care and self-control, compliance and problem behavior at 24 and 36 months. *Child Development, 69*, 1145-1170.

NICHD Early Child Care Research Network. (1998). Relations between family predictors and child outcomes: Are they weaker for children in care? *Developmental Psychology, 34*(5), 1119-1128.

NICHD Early Child Care Research Network. (1997). Familial factors associated with infant child care characteristics. *Journal of Marriage and that Family, 59*, 389-408.

NICHD Early Child Care Research Network. (1997). Child care in the first year of life. *Merrill-Palmer Quarterly, 43*, 340-360.

NICHD Early Child Care Research Network. (1997). The effects of infant child care on infant-mother attachment: Results of the NICHD Study of Early Child Care. *Child Development, 68*, 860-879.

NICHD Early Child Care Research Network. (1997). Poverty and patterns of child care. In J. Brooks-Gunn, & G. Duncan (Eds.), *Consequences of Growing up Poor.* New York: Russell-Sage.

NICHD Early Child Care Research Network. (1996). Characteristics of infant care: Factors contributing to positive caregiving. *Early Childhood Research Quarterly, 11,* 269-306.

Golinkoff, R., Jacquet, R. C., Hirsh-Pasek, K., & Nandakumar, R. (1996). Lexical principles may underlie the learning of verbs. *Child Development, 67,* 3101-3119.

Hirsh-Pasek, K., & Golinkoff, R. (1996). The Intermodal Preferential Looking Paradigm reveals emerging language comprehension. In D. McDaniel, C. McKee & H. Cairns (Eds.), *Methods for assessing children's syntax*. MIT Press.

Molfese, D., Burger-Judisch, L., Gill, L., Golinkoff, R., & Hirsh-Pasek, K. (1996). Electrophysiological correlates of noun-verb processing in adults. *Brain & Language, 54*, 388-413.

Myers, J., Jusczyk, P., Kemler Nelson, D., Charles-Luce, J., Woodward, A., & Hirsh-Pasek, K. (1996). Infants' sensitivity to word boundaries in fluent speech. *Journal of Child Language, 43,1*-30.

Hirsh-Pasek, K., & Golinkoff, R. (1996). How children learn to talk. *The World Book Encyclopedia, Health and Medical Annual* (pp. 92-106). Chicago: World Book, Inc.

Hirsh-Pasek, K., Tucker, M., & Golinkoff, R. (1996). Dynamical systems theory: Reinterpreting "Prosodic Bootstrapping" and its role in language acquisition. In J. Morgan & K. Demuth (Eds.), *Signal to Syntax: Bootstrapping from speech to grammar in early acquisition*. Hillsdale, NJ: Erlbaum.

Hirsh-Pasek, K. & Rehill, J. (1995). It's Tuesday, it must be Rome: A review of D. Messer's The development of communication: From social interaction to language. *Journal of Child Language, 22*, 469-472.

Golinkoff, R., & Hirsh-Pasek, K. (1995). Reinterpreting children's sentence comprehension: Towards a new framework. In P. Fletcher & B. MacWhinney (Eds.), *Handbook of language acquisition* (pp. 430-461). London: Blackwell.

Golinkoff, R., Hirsh-Pasek, K., Mervis, C., Frawley, W., & Parillo, M. (1995). Lexical principles can be extended to the acquisition of verbs. In M. Tomasello & W. Merriman (Eds.), *Beyond names for things: Young children's acquisition of verbs* (pp. 185-223). Hillsdale, NJ: Erlbaum.

Hirsh-Pasek, K., Golinkoff, R.M., Herman, G. & Kaufman, D. (1995). Evidence from comprehension for early knowledge of pronouns. In E. V. Clark (Ed.), *The Proceedings*

of the 26th Annual Stanford Language Forum (pp. 53-59). Stanford: Center in the Study of Language and Information.

Hirsh-Pasek, K. (1995). The "miracle" of language development: Charting two decades of scientific progress. Review of J. Berko-Gleason (Ed.), *The Development of language. Contemporary Psychology, 40*(5), 450-451.

The NICHD Early Child Care Network. (1995). The NICHD Study of Early Childcare: A comprehensive longitudinal study of young children's lives. *ERIC Clearinghouse on Elementary and Child Education*, 353-087.

Hirsh-Pasek, K. (1994). Language acquisition: A linguistic introduction. Review of Helen Goodluck's book. *Merrill Palmer Quarterly, 40*(3), 436-441.

The NICHD Early Child Care Network. (1994). Research at the cutting edge. In S. L. Friedman & H. Carl Haywood (Eds.), *Developmental follow-up* (pp. 377-397). San Diego: Academic Press.

Hirsh-Pasek, K., Golinkoff, R. M., & Reeves, L. (1994). Constructivist explanations for language acquisition may be insufficient: The case for language-specific principles. In W. Overton & D. S. Palermo (Eds.), *The Nature and ontogenesis of meaning (*pp. 237-254). Hillsdale, NJ: Erlbaum.

Hirsh-Pasek, K., Goldman Zakheim, M., & Cassidy, K. (1994). Children in a world of music. In H. Scheffler (Ed.), *Resources for early childhood* (pp. 381-399). New York: Garland Publishing.

Golinkoff, R., Mervis, C., & Hirsh-Pasek, K. (1994). Early Object labels: The case for a developmental lexical principles framework. *Journal of Child Language: 20th Anniversary Issue, 21*(1), 125-156. Also in press in K. Perera (Ed.), *Growing points in child language*. Cambridge: Cambridge University Press.

Tucker, M., & Hirsh-Pasek, K. (1993). Systems and language: Implications for acquisition. In L. Smith & E. Thelen (Eds.), *Dynamical systems approach to development*. Cambridge, MA: MIT.

The NICHD Early Child Care Network. (1993). The debate about childcare: Transformed or distorted. *American Psychologist, 48*, 692-693.

Hirsh-Pasek, K., & Golinkoff, R. (1993). Skeletal supports for grammatical learning: What the infant brings to the language learning task. Invited contribution for C. Rovee-Collier & L. Lipsitt (Eds.), *Advances in Infancy Research* (Vol. 8). Norwood: Ablex.

Hirsh-Pasek, K., Golinkoff, R., & Reeves, L. (1993). Words and meanings. Invited chapter for J. Berko-Gleason & N. Bernstein Ratner (Eds.), *Psycholinguistics*. New York: Harcourt Brace.

Jusczyk, P., Hirsh-Pasek, K., Kemler Nelson, D., Kennedy, L., Woodward, A., & Piwoz J., (1992). Perception of acoustic correlates of major phrasal boundaries by young infants. *Cognitive Psychology, 24,* 252-293.

Golinkoff, R., Hirsh-Pasek, K., Bailey L., & Wenger, N. (1992). Young children and adults use lexical principles to learn new nouns. *Developmental Psychology, 28,* 99-108.

Golinkoff, R., Hirsh-Pasek, K., & Reeves, L. (1991). Have your module and eat it too. *Brain and Behavior Sciences, 14*, 561.

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.

Hirsh-Pasek, K. (1991). Pressure or challenge in preschool? How academic environments impact upon young children. In L. Rescorla, M. Hyson, & K. Hirsh-Pasek (Eds.), Hurried children: Research and policy on early academic learning for preschoolers. In B. Damon (Gen. Ed.), *New Directions in Developmental Psychology, 53*. New York: Jossey-Bass

Hirsh-Pasek, K., & Golinkoff, R. (1991). Language comprehension: A new look at some old themes. In N. Krasnagor, D. Rumbaugh, R. Schiefelbush, & M. Studdert Kennedy (Eds.), *Biological and behavioral determinants of language development,* Hillsdale, NJ: Lawrence Erlbaum.

Hyson, M., Hirsh-Pasek, K., Rescorla, L., Cone, J., & Martell-Boinske, L. (1991). Ingredients of

parental "pressure" in early childhood. *Journal of Applied Developmental Psychology, 12*(3), 347-365.
Hirsh-Pasek, K., Hyson, M., & Rescorla, L. (1990). Academic environments in preschool: Do they challenge or pressure young children? *Early Education and Development, 1*(6), 401-423.
Hyson, M., Hirsh-Pasek, K., & Rescorla, L. (1990). The classroom practice inventory: An observation instrument based on NAEYC's Guidelines for Developmentally Appropriate Practices for 4- and 5-year- old children. *Early Childhood Research Quarterly*, 5(4), 475-495.
Golinkoff, R., & Hirsh-Pasek, K. (1990). Let the mute speak: What infants can tell us about language acquisition. F. D. Horowitz & J. Colombo (Eds.), *Infancy research: A summative evaluation and a look to the future of the field. Merrill-Palmer Quarterly, 36*(1), 67-93.
Rescorla, L., Hyson, M., Hirsh-Pasek, K., & Cone, J. (1990). Academic expectations in parents Of preschool children. *Early Education & Development, 1,* 165-184.
Cauley, K. Golinkoff, R., Hirsh-Pasek, K., & Gordon, L. (1989). Revealing hidden competencies: A new method for studying language in the motorically handicapped. *American Journal of Mental Retardation, 94*(1), 53-63.
Kemler Nelson, D., Hirsh-Pasek, K., Jusczyk, P., & Wright, K. (1989). How the prosodic cues in motherese might assist language learning. *Journal of Child Language, 16*, 55-68.
Hirsh-Pasek, K., & Hyson, M. (1989). Preschoolers of the 80's: A review of Elkind's "Miseducation." *Journal of Applied Developmental Psychology, 10*, 123-130.
Golinkoff, R., Hirsh-Pasek, K., Gordon, L., & Cauley, K. (1987). The eyes have it: Lexical and word order comprehension in a new context. *Journal of Child Language, 14*(1), 23-45.
Hirsh-Pasek, K., Kemler Nelson, D., Jusczyk, P., Wright, K., Druss, B., & Kennedy, L. (1987). Clauses are perceptual units for prelinguistic infants. *Cognition, 26*, 269-286.
Hirsh-Pasek, K. (1987). The metalinguistics of finger-spelling: An alternative way to increase Written vocabulary in congenitally deaf readers. *Reading Research Quarterly, 22*(4), 455-475.
Hirsh-Pasek, K. (1986). Beyond the great debate: Fingerspelling as an alternative route to word identification for deaf and dyslexic readers. *The Reading Teacher, 40*(3), 340-344.
Treiman, R., & Hirsh-Pasek, K. (1985). Individual differences in reading style among dyslexic boys. *Memory and Cognition, 13*(4), 357-365.
Bohannon, J. N., & Hirsh-Pasek, K. (1984). Do children always say as they're told?: A new perspective on motherese. In L. Feagans, R. Golinkoff, & K. Garvey (Eds.), *Origins and growth of communication* (pp. 176-195). New Jersey: Albex.
Hirsh-Pasek, K., Treiman, R., & Schneiderman, M. (1984). Brown & Hanlon revisited: Mothers' sensitivity to ungrammatical forms. *Journal of Child Language, 11*(1), 81-89.
Schneider, M., Hirsh-Pasek, K., & Nudelman, S. (February, 1984). An experimental evaluation of delimiters in a command language syntax. *International Journal of Man Machine Studies*.
Treiman, R., & Hirsh-Pasek, K. (1983) Silent Reading: Insights from second generation Congenitally deaf readers. *Cognitive Psychology, 15,* 39-65.
Golinkoff, R., & Hirsh-Pasek, K. (1983). Review of W. Deutsch (Ed.) "The Child's construction of language." *Language & Society, 12,* 548-551.
Hirsh-Pasek, K., & Treiman, R. (1982). Doggerel: Motherese in a new context. *Journal of Child Language,* 9(1), 229-237.
Hirsh-Pasek, K., & Treiman, R. (1982). Recoding in silent reading: Can deaf children translate print into a more manageable form? *Volta Review,* 84(5), 71-83.
Schneider, M., Hirsh-Pasek, K., & Nudelman, S. (1982). An experimental evaluation of line numbering strategies in text editing. In *the Proceedings of the Conference on Human Factors in Computer Systems*.
Hirsh-Pasek, K., Nudelman, S., & Schneider, M. (1982). Experimental evaluation of Abbreviation schemes in limited lexicons. *Behavior and Information Technology*, *4,* 359-370.

Hirsh-Pasek, K., Gleitman, L., & Gleitman, H. (1978). What did the brain say to the mind? A study of the detection and report of ambiguity by young children. In A. Sinclair, R. J. Jarvella, & W. J. M. Levelt (Eds.), *The Child's conception of language* (pp. 97-132). New York: Springer-Verlag.

Recent Blogs

1. Brookings Institute: **"**As AI leaders call for slowdown, children need a voice." Commentary. October 12, 2026.
2. Brookings Institute: "How culture, community, and play transformed Tonga's education system." Commentary. August 25, 2026.
3. Brookings Institute: "Recess is crucial for education outcomes: It's time for U.S. policy to catch up." Commentary. May 28, 2026.
4. The Conversation: "Reading gains in Alabama, Mississippi and Luisiana are often touted, but don't show full picture of literacy." Commentary, April 28, 2026.
5. Brookings Institute: "What happens when the toy talks back? Calling for caution and guardrails on AI toys." Education Plus Development Commentary. December 19, 2025.
6. Brookings Institute: "Policy guardrails needed as babies around the world begin to interact with AI." Commentary. September 21, 2025.
7. Brookings Institute: "How to reimagine education for the 21st century." Commentary. September 9, 2025.
8. Child and Family Blog: "Controversies Around Children and Digital Technology." June 23, 2025.
9. Brookings Institute: "An Ode to Joy: Advances in Playful Learning" Commentary. June 10, 2025.
10. Brookings Institute: "More babies, but less support for families? How ironic." Commentary. May 20, 2025.
11. Brookings Institute: "What does 'high-quality instruction' look like?" Commentary. May 14, 2025.
12. Brookings Institute: "Apprenticeships can supercharge career opportunities for youth." Commentary. January 24, 2025.
13. Brookings Institute: "Human-focused education: Advancing broader purposes of education through the science of learning." Commentary. January 22, 2025.
14. Brookings Institute: "We all need a little more recess." Commentary. January 17, 2025.
15. Brookings Institute: "An SOS to the incoming administration for America's children and families." Commentary. November 8, 2024.
16. Brookings Institute: "Including young children with disabilities lights a path toward achieving the Sustainable Development Goals." Commentary. July 24, 2024.
17. Brookings Institute: "Active playful learning in the Global South." Commentary. July 18, 2024.
18. BOLD: "Joyful teaching and deeper learning in kindergarten: How play and learning came together in a professional development program in Ghana." June 13, 2024.
19. BOLD: "Taking play seriously." June 11, 2024.
20. Brookings Institute: "Why play is serious work for adults and children." Commentary. May 2, 2024.
21. Brookings Institute: "Following the science to end the reading wars: A false dichotomy won't help Johnny read." Education Plus Development. December 7, 2023.
22. Brookings Institute: "Tracking the winds of change on the American education policy landscape: The emergence of play-based learning legislation and its implications for the classroom." October 9, 2023.
23. Brookings Institute: "Combating the summer slide: The city as a (learning) playground." September 27, 2023.
24. Brookings Institute: "What ChatGPT can't do: Educating for curiosity and creativity." August 22, 2023.
25. The Genius of Play: "Let's bring back the simple joys of playful parenting." June 2023.

26. Brookings Institute: "Sparking creativity and addressing wicked problems via the new LSX model of collaboration." April 18, 2023.
27. Brookings Institute: "ChatGPT: Educational friend or foe?" January 9, 2023.
28. Brookings Institute: "Why Jonny can't read: The great disconnect between reading science and policy." December 19, 2022.
29. Brookings Institute: "Limited family support policies create a powder keg for our nation's future." November 29, 2022.
30. Brookings Institute: "Let's educate tomorrow's voters: Democracy depends on it." November 21, 2022.
31. Brookings Institute: "An obituary for education—or not?" November 8, 2022.
32. Brookings Institute: "Reading with a caregiver trumps reading an e-book alone." October 12, 2022.
33. Brookings Institute: "Supporting children post-Roe: An urgent call for social infrastructure." July 19, 2022.
34. Brookings Institute: "Making pre-K work: Lessons from the Tennessee study." February 28, 2022.
35. Brookings Institute: "Educating children to make the invisible, visible." February 23, 2022.
36. Brookings Institute: "A little cash goes a long way to support early childhood and development." January 25, 2022.
37. Brookings Institute: "Global education trends and research to follow in 2022." January 24, 2022.
38. Brookings Institute: "The 'real' economic advantage of investing in families this holiday season." November 30, 2021.
39. Brookings Institute: "Holiday shopping in gender-neutral toy aisles? Playing for the future." November 10, 2021.
40. Brookings Institute: "High-quality early child care and education: The gift that lasts a lifetime." November 4, 2021.
41. Brookings Institute: "Understanding child-friendly urban design: A framework to measure Playful Learning Landscapes outcomes." October 19, 2021.
42. Brookings Institute: "Supporting families supports the economy: Social nets are economic foundations." September 27, 2021.
43. Brookings Institute: "What if teaching mirrored how human brains learn?" August 10, 2021.
44. Brookings Institute: "Rush to summer school? A moment for celebration and caution." May 13, 2021.
45. Brookings Institute: "Building back better: The promise of the American Rescue Plan for education." April 9, 2021.
46. Brookings Institute: "Looking for an educational life raft? Apps may not be the answer." March 22, 2021.
47. Brookings Institute: "Playful learning and 21st-century skills line the path to education reform: Our responses to your questions." February 17, 2021.
48. The Hechinger Report: How can we prevent a generation of pandemic-isolated misfits? January 27, 2021.
49. AAAS Science Blog Post: "Children need unstructured exploration and time to tackle problems that interest them" - Book Review of "The Intellectual Lives of Children" by Susan Engel (2021), January 5, 2021.
50. Brookings Institute: "COVID-19 sparks an overdue discussion on education reform: An optimistic vision." January 4, 2021.
51. Brookings Institute: "Rebuilding America's schools: The new secretary of education will need to prioritize both access and breadth of skills". December 23, 2020.
52. Child and Family Blog: "Why are we still at home?" Fostering Children's Questions During COVID19. December 3, 2020.
53. Brookings Institute: Does reopening schools lead to increased life expectancy? The data aren't so simple. November 23, 2020.
54. Brookings Institute: An unprecedented time in education demands unprecedented change. November 13, 2020.

55. Brookings Institute: The missing piece: Where is 'education' in the national conversation? October 12, 2020.
56. Brookings Institute: Should schools reopen? Balancing COVID-19 and learning loss for young children. July 21, 2020.
57. Brookings Institute: Progress on social mobility takes more than two viewpoints. July 15, 2020.
58. Brookings Institute: Where's the rallying cry? America's children are unequally prepared to absorb the impacts of COVID-19. May 13, 2020.
59. Brookings Institute: Avoiding the COVID-19 slump: Making up for lost school time. April 30, 2020.
60. Child and Family Blog: Play could help reduce 'Covid-19 Slump' in learning. April 25, 2020.
61. Brookings: Are our preschool teachers worth more than they were two months ago? April 13, 2020.
62. 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.
63. Brookings Institute: A parent's guide to surviving COVID-19: 8 Strategies to keep children healthy and happy. March 17, 2020.
64. Brookings Institute: Playbrary: A new vision of the neighborhood library. February 20, 2020.
65. IEEE CIS Newsletter on CDS: Translating research into effective partnerships. 2019.
66. Brookings Institute: Thank you, Mr. Rogers: An escape hatch for the holidays. November 27, 2019.
67. Center for Scholars & Storytellers: The power of human: Re-inventing technology to prompt more social connection.
68. Brookings Institute: At the intersection where education meets city planning: Playful Learning Landscapes. October 29, 2019.
69. Brookings Institute: Moving on up: More than relocation as a path of out of child poverty. October 17, 2019.
70. Brookings Institute: Back to school 2019: A lesson plan from the science of learning. September 16, 2019.
71. Brookings Institute: School's out: Block of time for spatial learning. July 9, 2019.
72. Brookings Institute: Neglect of children at the border has long-term consequences. June 28, 2019.
73. Brookings Institute: Screen time for children: Good, bad, or it depends? February 6, 2019.
74. Brookings Institute: The science of toys: A guide for the perplexed shopper. December 10, 2018.
75. The Child and Family Blog: Let's redesign public spaces for learning through play. December 2018.
76. Brookings Institute: Beyond the midterms: Helping students overcome the impact of No Child Left Behind. November 21, 2018.
77. Brookings Institute: A prescription for play: The pediatrician's case for resuscitating play. August 21, 2018.
78. Brookings Institute: The New Humanism: Technology should enhance, not replace, human interactions. June 11, 2018.
79. Brookings Institute: Learning about learning: Meaning matters. May 30, 2018.
80. Brookings Institute: Talking with children matters: Defending the 30 million word gap. May 21, 2018.
81. Brookings Institute: Meet executive function: How to learn in the age of information overload. March 1, 2018.
82. Brookings Institute: Funding childhood poverty programs is key to social mobility. December 28, 2017.
83. Brookings Institute: Chemical warfare on children's brains: Where environmental toxins meet education. November 13, 2017.
84. Brookings Institute: Brain matter matters: Should we intervene well before preschool? August 21, 2017.
85. Brookings Institute: The premature death of the whole-child approach to preschool: Rich curriculum is not incompatible with a playful pedagogy. June 8, 2017.
86. Brookings Institute: Realizing the promise of high quality early education. March 27, 2017.

87. Brookings Institute: Lessons from Ben Franklin: Using Learning Landscapes to rethink modern libraries. March 21, 2017.
88. Education Week: Spatial Skills: A Neglected Dimension of Early STEM Education. February 16, 2017.
89. Brookings Institute: Why DeVos should embrace early childhood. February 9, 2017.
90. Brookings Institute: Urban Thinkscape: Using the city as an agent of change. January 5, 2017.
91. BOLD - Blog on Learning and Development: Educating the 21st Century Child. October 5, 2016.
92. Stanford Social Innovation Review (SSIR): Poor kids learn like rich kids and all the kids in between. October 10, 2016.
93. Stanford Social Innovation Review (SSIR): Transforming cities into learning landscapes. September 26, 2016.
94. Info About Kids.org: The gift of the 6C's. December 6, 2016.

Invited Papers and Talks

Hirsh-Pasek, K. & Golinkoff, R. M. (2026, October 30). *Active Playful Learning: Where the science of learning meets education.* Princeton University Colloquium Series, Princeton, NJ.

Hirsh-Pasek, K. (2026, October 23). *Active Playful Learning: Where the science of learning meets education in and out of school.* Keynote Address, Lighting the Way Summit, Paso Robles, CA.

Hirsh-Pasek, K. (2026, October 17). *When AI goes to the Nursery: Why are scientists concerned.* Keynote (virtual), Internationals Conference and Innovation in Early Childhood Care and Education. National Child Development Research Centre, Universiti Pendidikan Sultan Idris, Malaysia.

Hirsh-Pasek, K. (2026, October 14). *Helping Parents Build the Foundations for Early Learning.* Panelist, Begin Early Learning Summit: Creating Systems that Work for Kids, New York, New York.

Hirsh-Pasek, K. (2026, October 9). *Active Playful Learning: Where the science of learning meets education.* Hallie E. Ford Center for Healthy Children & Families Campbell Lecture Oregon State University, Portland, OR.

Hirsh-Pasek, K. (2026, October 2). *The Early Years - Learning through Play.* SEL Global Leadership Series. Panelist, Salzburg Global / Knowedgehook Signature Leadership Series.

Hirsh-Pasek, K. (2026, September 18). *Early Relational Determinants of Future Health and Wellbeing.* Speaker and Panelist, National Academies of Sciences, Engineering, and Medicine.

Hirsh-Pasek, K. (2026, September 9). *The Developing Child in an AI World.* Generation AI Starts Early Symposium, Speaker. Brookings Institution, Washington, DC.

Hirsh-Pasek, K. (2026, August 16). *When AI goes to the nursery: Why are scientists concerned?* Keynote Speaker. Technology, Literacy, and Education: A Public Symposium—Ensuring Full Literacy*,* Vancouver, Canada.

Hirsh-Pasek, K. (2026, June 25). *Active Playful Learning: Where the science of learning meets education*. Guest Lecturer, University of Leipzig, Leipzig, Germany.

Hirsh-Pasek, K. (2026, June 23). *Active Playful Learning: Where the science of learning meets education.* Guest Lecturer, LIfBi. Bamberg, Germany.

Hirsh-Pasek, K. (2026, May 30). *When AI goes to the nursery: Why are scientists concerned?* Invited Talk, 2026 APS Convention, Integrative Science Symposium. Barcelona, Spain.

Hirsh-Pasek, K., & Golinkoff, R. M. (2026, May 28). *Using science to understand and promote healthy human development.* Plenary Speaker, the 2026 Annual Meeting of the Jean Piaget Society, Ottawa, Canada.

Hirsh-Pasek, K. (2026, May 8). *A curated discussion with CMOM's Parent Circle.* Children's Museum of Manhattan. New York City, NY.

Hirsh-Pasek, K. (2026, April 20). *Learning outside of school in playful learning landscapes Brookings Institution.* Speaker, Global Symposium Series on Collaborative Research and Action to Transform Education Systems. Center for Universal Education, Brookings Institution, Washington, DC.

Hirsh-Pasek, K., Scott, M. (2026, April 20). *Re-defining and studying pedagogy.* Workshop. Global Symposium Series on Collaborative Research and Action to Transform Education Systems. Center for Universal Education, Brookings Institution, Washington, DC.

Hirsh-Pasek, K. (2026, April 17). *Active Playful Learning: Joyful Teaching, Deeper Learning in and out of school.* Learning & the Brain Annual Conference, New York.

Hirsh-Pasek, K. (2026, March 27). *Active Playful Learning: Where the science of learning meets education.* Keynote Address, Vanderbilt Early Childhood Research Collaborative, Vanderbilt University.

Hirsh-Pasek, K. (2026, March 13). *Active Playful Learning: Where the science of learning meets education.* Opening Keynote, Early Childhood Leadership Development Program, University of Washington.

Hirsh-Pasek, K. (2026, February 10). *Active Playful Learning: Joyful Teaching, Deeper Learning in and out of school.* Keynote Adress. International Seminar on Preschool Education. Higher Council for Education, in partnership with UNICEF. Morocco.

Hirsh-Pasek, K. (2026, February 4). Active Playful Learning: Focus on Math Skills. Talk, the UK Early Childhood Maths Group. Oxford, England.

Hirsh-Pasek, K. & Blinkoff, E. (2026, February 3). *Active Playful Learning: Joyful Teaching, Deeper Learning in and out of school.* Plenary Meeting of the French Scientific Counsil for Education. French Ministry of National Education and Youth. Paris, France.

Hirsh-Pasek, K., & Blinkoff, E. (2026, January 26-29). *Back to the Future: Two Bold Policy Proposals for Head Start* [closing plenary address]. National Head Start Association Winter Leadership Institute, Washington, DC, United States.

Hirsh-Pasek, K. (2025, November 21). *Let a 1000 flowers bloom: A tribute to Jackie Bezos National Association for the Education of Young Children*. Orlando, FL.

Hirsh-Pasek, K., Oh, S., & Blinkoff, E. (2025, November 18). *Bringing the science of learning to classrooms in Oregon* [Testimony to Oregon Senate Interim Committee on Education]. Salem, OR, USA.

Hirsh-Pasek, Kathy (2025, October 30). *An Introduction to Playful Learning Landscapes*. Talk, Philadelphia City Council. Philadelphia, PA.

Hirsh-Pasek, Kathy (2025, October 23). *Playful Learning Landscapes: Where we've been, where we are and where we are going.* Closing Keynote, Play It Forward Conference. Philadelphia, PA.

Hirsh-Pasek, K. (2025, October 15). *The Finnish Formula: Play, Learn, Excel.* Panelist. National Children's Museum. Embassy of Finland. Washington DC.

Hirsh-Pasek, K. (2025, August 28). *Active Playful Learning: Where the science of learning meets education.* Keynote Address, The 21st Biennial Conference of the European Association for Research on Learning and Instruction (EARLI 2025). University of Graz, Austria.

Hirsh-Pasek, K. (2025, August 28). *Play, Executive Functions, and Self-Regulation: Evidence from Around the World.* Symposium Discussant, The 21st Biennial Conference of the European Association for Research on Learning and Instruction (EARLI 2025). University of Graz, Austria.

Hirsh-Pasek, K. (2025, July 30). *Re-imagining education: Delivering High Quality Education through Active Playful Learning.* Keynote Address, Maryville STEM Playful Learning Workshop. Center for Access and Achievement, Maryville University. St. Louis, MO.

Hirsh-Pasek, K. (2025, June 10). *Active Playful Learning: Joyful Teaching, Deeper Learning in and out of school.* Keynote Address, Early Childhood Innovation Summit, National Head Start Association, Denver, CO.

Hirsh Pasek, K. (2025, May 19). *Active Playful Learning: Where the science of learning meets education.* Oxford University Public Lecture. Oxford, UK.

Hirsh-Pasek, K. (2025, April 4). *Active Playful Learning: Joyful Teaching Deeper Learning In and Out of School.* Keynote Speaker, 2025 DBP Fellowship Training Awardee Meeting. University of Michigan, Ann Arbor, MI.

Hirsh-Pasek, K. & Blinkoff, E. (2025, March 27). *Active Playful Learning: Joyful Teaching Deeper Learning In and Out of School.* Virtual Talk, OECD Seminar on Learning Sciences (Curriculum Reform Project in Bulgaria and Romania).

Hirsh-Pasek, K. (2025, March 13). *Playful Learning landscapes: Transforming cities into family friendly, inclusive spaces infused with learning.* Keynote Speaker, Bay Area Discovery Museum, San Francisco, CA.

Hirsh-Pasek, K. (2025, March 8). *Active Playful Learning: Joyful Teaching Deeper Learning In and Out of School.* Invited Speaker, MindChamps, Sydney, Australia.

Hirsh-Pasek, K. (2025, February 28). *Playful Learning Landscapes.* Invited Speaker, West Sydney University, Sydney Australia.

Hirsh-Pasek, K. (2025, February 6). *Active Playful Learning: Where the Science of Learning Meets Education*. Lecture, Anne Cutler Public Lecture 2025, Western Sydney University.

Hirsh-Pasek, K. (2025, January 15). *Playful Learning Landscapes: Transforming cities into family friendly, inclusive spaces infused with learning.* Presentation, the Congreso Futuro 2025, Santiago, Chile.

Hirsh-Pasek, K. (2024, November 20). *Re-imagining education: Delivering High Quality Education through Active Playful Learning.* Keynote Address, the PINA Colloquium, Potsdam, Germany.

Hirsh-Pasek, K. (2024, November 15). *Active Playful Learning: Joyful Teaching, Deeper Learning in and out of school.* Keynote Address, the Directorate-General for Ed, Youth, Sprots and Culture, European Commission's European Innovative Teaching Award Ceremony. Brussels, Belgium.

Hirsh-Pasek, K. & Golinkoff, R. M. (2024, November 12). *Active Playful Learning: Joyful Teaching, Deeper Learning in and out of school.* Penn Early Childhood and Family Research Center Speaker Series Talk, the Graduate School of Education. University of Pennsylvania, Philadelphia, PA.

Hirsh-Pasek, K. (2024, October 19). *Active Playful Learning: Where the science of learning meets education.* Keynote Address, the Optimizing Education: Engaging Student Agency with play and STEM Conference. Lititz, PA.

Hirsh-Pasek, K. (2024, October 18). *Active Playful Learning: Where the science of learning meets education.* Keynote Address, the Early Education Leadership Conference. Washington DC.

Hirsh-Pasek, K. (2024, September 26). *Playful Learning Landscapes: Innovations to promote child development and learning.* Keynote Address, the Conference of Brain Sciences, and Early Childcare and Education, Babilou Family Foundation & UNESCO. Paris, France.

Hirsh-Pasek, K. (2024, September 12). *Parents as a Child's First Teacher: Empowering Families to Deliver Early Learning Outcomes*. Panel Moderator, Begin - Early Learning Summit. New York, NY.

Hirsh-Pasek, K. (2024, July 23). *The Promise and Potential of Play-Based Learning.* Plenary Session Panel Member, Campaign for Grade-Level Reading. Washington, DC.

Hirsh-Pasek, K., Golinkoff, R., Scott, M. E. (2024, July 10). *Transforming Cityscapes into Equitable Opportunities for Playful Learning.* Invited Presentation, the Parent & Baby Learning Event the Meeting of the International Congress of Infant Studies.

Hirsh-Pasek, K. (2024, June 12). *Screens and children's well-being: The latest evidence of technology's impact on mental health and education*. Brookings Symposium.

Hirsh-Pasek, K. (2024, April 18). *Disability and Inclusion for Early Childhood*. CUE Symposium on Educational Systems Transformation for and through Inclusive Education (session moderator). Brookings, Washington.

Hirsh-Pasek, K., & Blinkoff, E. (2024, March 27). *Active Playful Learning: In and Out of School.* UNESCO Happy Schools Symposium, Virtual.

Hirsh-Pasek, K. (2024, March 22). *Active Playful Learning: Joyful Teaching, Deeper Learning in and out of school.* Keynote speaker, the Texas Play and Development Conference, Texas A&E.

Hirsh-Pasek, K. (2024, March 14). *Active Playful Learning In and Out of School: Live and Digital.* Keynote Speaker, the LiFT Symposium, Oxford, UK.

Hirsh-Pasek, K. (2024, January 15). Playful Learning Landscapes: Transforming cities into family friendly, inclusive spaces infused with learning. *Mind, Brain, & Education Collaboratory: Embracing Equity in STEM.* New York University, New York, NY.

Golinkoff, R., & Hirsh-Pasek, K. (2023, November 17). *Making schools work: Bringing the science of learning to joyful classroom practice.* Talk at the Learning and The Brain conference. Boston, MA.

Hirsh-Pasek, K. (2023, October 27). *Active Playful Learning: Joyful Teaching Deeper Learning In and Out of School.* Talk at University of Paris. Paris, France.

Hirsh-Pasek, K. (2023, October 25). *Active Playful Learning: Joyful Teaching Deeper Learning In and Out of School.* Talk at the UNESCO Expert Meeting on Learning Sciences. Paris, France.

Hirsh-Pasek, K., & Blinkoff, E. (2023, October 19). *Active Playful Learning In and Out of School: A Pedagogical Approach Born from the Science of Learning.* Keynote presentation at the VVOB's iPLAY conference. Danang, Vietnam.

Hirsh-Pasek, K. (2023, October 5). *Active Playful Learning: Joyful Teaching Deeper Learning In and Out of School.* Keynote Address, Temple University President's Celebration of Philanthropy in Action. Philadelphia, PA.

Hirsh-Pasek, K. (2023, September 13). *Active Playful Learning: Joyful Teaching Deeper Learning In and Out of School.* Address given at the National Center on Early Childhood Development, Teaching, and Learning Symposium on Research with Equitable Practice. Washington, DC.

Hirsh-Pasek, K. (2023, August 14). *A Prescription for Play: Re-Imagining Education*. Presentation at the Spark Summit. National Center for Early Education Excellence at Bright Horizons, Newton, MA.

Hirsh-Pasek, K. (2023, August). *APL: Re-Imagining Education*. Presentation at the Spark Summit. National Center for Early Education Excellence at Bright Horizons. Newton, MA.

Hirsh-Pasek. (2023, July 19). *Active playful learning in and out of school.* Invited speaker at A Joyous Celebration of Ideas, the Arts, Science, and Efforts to Make the World a Better Place Vancouver, Canada.

Hirsh-Pasek, K. (2023, June 20). *Reimagining education: A view from the science of learning*. Keynote speaker at the BRISE Conference on Early Childhood Development. Berlin, Germany.

Hirsh-Pasek, K. (2023, June 1). *Reimagining Education: A View from the science of learning.* Distinguished Speaker Lecture, University of Calgary, Calgary, CA.

Hirsh-Pasek, K. (2023, May 17). *Reimagining Education: A View from the science of learning.* Keynote presentation to the Federation of American Scientists, Washington DC.

Hirsh-Pasek. K. (2023, March 4). *Reimagining Education: A view from the science of learning.* Presidential symposium presented at the Eastern Psychological Association 2023 Annual Convention. Boston, MA.

Hirsh-Pasek, (2023, April 28). *Enter the Age of Creativity*. Keynote address at the InterActivity 2023: Levering our Voice conference. New Orleans, LA.

Blinkoff, E., & Hirsh-Pasek, K. (2023, April 11). *Advancing a model of active playful learning for all students* [Invited presentation]. 21st Century Skills Committee, University of Minnesota, Virtual.

Hirsh-Pasek, K. (2023, January 20). *Reimaging Education in and out of School: What Children's Museums can be*. Presentation to Trustees and Stakeholders of the Brooklyn Children's Museum. Brooklyn NY.

Hirsh-Pasek, K., & Blinkoff, E. (2023, January 11). *Musings on curiosity and creativity* [Invited presentation]. Curiosity Forum, Dept. of Psychology and Neuroscience, Temple University, Philadelphia, PA

Hirsh-Pasek, K. (2022, December 19). *Priorities in Education.* Expert solicitation by Senator Bernie Sanders for the Select Committee on Education Reform. Washington, DC.

Hirsh-Pasek, K. (2022, December 6). *A whole new world: Education meets the metaverse*. Speaker, Learning & Teaching Expo 2022, Hong Kong Education City Limited.

Hirsh-Pasek, K. (2022, November 12). *Learning ecosystem for the future: Family, school, society.* Keynote Speaker, Yidan International Education Forum (Virtual).

Hirsh-Pasek, K. (2022, November 9). *Making schools work: Bringing the science of learning to joyful classroom practice;* Brookings Institute Book Launch Event (Virtual).

Hirsh-Pasek, K. (2022, October 12). *Fostering community and measuring impact: What's working in playful learning cities.* Speaker, Brookings Institute.

Hirsh-Pasek, K. (2022, September 20). *Port Discovery Children's Museum.* Presentation to Board of Directors and Shareholders, Baltimore, MD.

Hirsh-Pasek, K. (2022, September 19). *Reimagining Education: A view from the science of learning.* Keynote Address, 2022 Sandra J. Skolnik Lecture on Early Childhood Education and Advocacy, Maryland Family Network, Baltimore, MD.

Hirsh-Pasek, K. (2022, September 16). *The Importance of play summit*. Invited Contributor, Association of Children's Museums Board Meeting.

Hirsh-Pasek, K. (2022, September 7). *Reimagining Education: A view from the science of learning.* Keynote Address, Opening Program Convocation, Professional Development in Early Childhood Education for the Catherine Hershey Schools of Early Learning, Hershey, PA.

Hirsh-Pasek, K. (2022, August 3). *Creating ideal learning environments through play*. Panelist, the Hunt Institute.

Hirsh-Pasek, K. (2022, June 30). *National governor's association.* Invited Speaker, State Trauma & Resilience Network.

Hirsh-Pasek, K. (2022, June 28). *Education meets the metaverse: The promise and the worry - A Brookings-Yidan Prize event on the future of education in the 21st century*. Panelist, Brookings Institute.

Hirsh-Pasek, K. (2022, May 10). *Stimulating STEM in the city: Co-designing with Latine families to promote informal STEM learning*. Guest Speaker, 2022 STEM for All Video Showcase (May 10-17, 2022).

Hirsh-Pasek, K. (2022, March 15). *Transforming city scapes into equitable opportunities for playful learning*. Invited Speaker, Cambridge University.

Hirsh-Pasek, K. (2022, February 10). *A Prescription for play: How play fosters social and cognitive development.* Keynote Session, AJEC Research Symposium, Early Childhood Australia. (Virtual).

Hirsh-Pasek, K., & Blinkoff, E. (2022, January 6). *Re-Imagining higher education: The 6 Cs.* Invited Speaker, 44th Annual National Institute of Teaching Psychology (NITOP). St. Pete Beach, FL (Virtual).

Hirsh-Pasek, K. (2021, November 20). *Re-Imagining education: A View from the science of learning.* Invited Speaker, the 1st Uruguayan Congress in Cognitive Science and II Symposium on Education, Cognition and Neuroscience, Montevideo, Uruguay (Virtual).

Hirsh-Pasek, K. (2021, October 12). *Playful Learning Landscapes: Putting SDG4 in the public square.* Lego Idea Conference 2021, Lego Foundation.

Feldscher, S. (Host). (2021, October 6). WoM Radio Blog: Sharla Feldscher shares KIDFUN AND MORE with Dr. Kathy Hirsh-Pasek. Retrieved from https://www.blogtalkradio.com/wordofmomradio/2021/10/06/sharla-feldscher-shares-kidfun-and-more-with-dr-kathy-hirsh-pasek-on-womradio

Hirsh-Pasek, K. (2021, October 5). *A Prescription for play: Why play fosters social and cognitive*

development. Invited Speaker, Building brains: The Science of early childhood development, Kaymbu360's Virtual Symposium.

Hirsh-Pasek, K. (2021, October 5). *How high quality language creates high quality learning environments.* Invited Seminar, The ESRC International Centre for Language and Communicative Development (LuCiD).

Hirsh-Pasek, K. (2021, September 29). *A Prescription for play: How play fosters social and cognitive development.* Keynote Speaker, e-LADDA CON 21: Understanding Language and Literacy Development in the Digital Age (Virtual Conference), Norwegian University of Science and Technology.

Hirsh-Pasek, K. (2021, September 17). *How high-quality language creates high quality learning environments.* Invited Talk, Université de Paris Laboratoire de Psychologie du Développement et de l'Éducation de l'enfant. Virtual.

Hirsh-Pasek, K. (2021, September 2). *Re-Imagining education: How you can best prepare children for 21st century success.* Invited Speaker, T4 Alliance Impact Seminar on Learning Science.

Hirsh-Pasek, K. (2021, August 25). *A Prescription for play: How play builds social and cognitive capitol.* Speaker, Virtual Play and Fun Conference, Child Oriented Mental Intervention Centre (COMIC).

Hirsh-Pasek, K. (2021, June 28). *Learning leveraged: Planning for better than returning to normal*. Keynote Speaker, DEY 2021 Virtual Summer Institute.

Hirsh-Pasek, K. (2021, May 6). *Reimagining education: A View from the science of learning.* Virtual Presentation, University of Maryland, College of Education.

Hirsh-Pasek, K. (2021, March 30). *Reimagining Early Care and Education: A New American Vision.* Educational Policy Event, Virtual Conference, New America Org.

Hirsh-Pasek, K. (2021, February 20). *A New path to education reform: Playful learning reduces COVID slide and promote learning in school and beyond*. The Science of Teaching During a Pandemic, Virtual Conference, Learning and Brain Foundation.

Hirsh-Pasek, K. (2021, February 19). *Re-IMagining Education: Learning Happens Everywhere.* Keynote Speaker, Beyond School Hours 2021 National Educational Conference, Foundations, Inc., Virtual Conference.

Hirsh-Pasek, K. (2021, February 3). *Finding joy through playful learning.* Virtual Conference, Playful Learning Landscapes Action Network, Playful Pittsburgh Collaborative, and Trying Together.

Hirsh-Pasek, K. (2020, October 31). *GoodSeed Movement Event Launch*. Virtual Panel.

Hirsh-Pasek, K. (2020, October 20). *Addressing inequality in education.* Conscious Cities Festival, the Centre for Conscious Design (Virtual Presentation).

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 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, 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, Grands 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 25). *A Prescription for Play: Why play fosters social and cognitive development.* Keynote Address, International Conference of Child Research Network Asia, Jakarta, Indonesia.
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 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 Educati*on. 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 Aukland, 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 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 Form, 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, 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 5). *Living in Pasteur's Quadrant: Navigating the uncharted waters between basic and applied research.* Colloquium, Northwestern University, Chicago, IL.

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. (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, 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. (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., & 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. (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, 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, March 12). *Where processing events meets language: Implications for first and second language learning.* Latin American School for Education, Cognition and Neuroscience, Puenta 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, 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 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 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, 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, 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, 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., & 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 evi*dence. 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 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. (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). *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. (2006, December). *Creating lifelong learners: Where child development meets practice.* Colloquium, Ursinus College.

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. (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, March). *Play = Learning*. New York Public Library, New York.

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

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. (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). T*he 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.

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, 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, 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, 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. (2002, April 4). *How children learn their first words*. Colloquium, Michigan State University.

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. (2000, Boston). *Breaking the language barrier*. Eunice Kennedy Schriver Center.

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. (1999, October). *Breaking the language barrier: How children learn their first words.* Colloquium, Lehigh University.

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, April). *Breaking the language Barrier*. Colloquium, Temple University, Philadelphia.

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

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.

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. (1993, March). *Skeletal foundations for grammatical learning: What infants bring to the language learning task*. Colloquium, Princeton 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.

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. (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.

Conference Presentations

Golinkoff, R. M. & Hirsh-Pasek, K. (2026, June). *Playful Learning Landscapes: Bringing language and learning to the streets.* UK Workshop on Generative Language Acquisition, Belfast, Ireland.

Robinson, J., Masters, A. S., Pesch, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2025, May). *The Wishing Gap: US Parents Wished they Played More than they Actually Do.* Poster presented at the Society for Research in Child Development Biennial Meeting 2025.

Eulau, K., Campbell, K., Scott, M., Fabiano, F., Lytle, S., & Hirsh-Pasek, K. (2025, May 2). *The Lasting Effects of a Tiered, Community-Based, Out-of-School Summer Program.* Poster presented at the Society for Research on Child Development Biennial Meeting, Minneapolis, MN.

Blinkoff, E., Hirsh-Pasek, K., Rumper B., Gibbs, H. M., & Golinkoff, R. M. (2025, April 23-27). *Where the science of learning meets education policy* [Invited roundtable discussion]. American Educational Research Association Annual Meeting, Denver, CO, United States.

Blinkoff, E., Hirsh-Pasek, K., Rumper B., Gibbs, H. M., & Golinkoff, R. M. (2025, April 23-27). *Remarks on "where the science of learning meets education policy"* [Invited lightning talk]. American Educational Research Association Annual Meeting, Denver, CO, United States.

Craig, J., Delgado, A., Gardiner, M., Hirsh-Pasek, K., & Golinkoff, R. M. (2024, July). *Turning to technology: A remote language screener for children between 3 and 6 years of age*. Poster, International Congress for Infant Studies, Glasgow, Scotland.

Delgado, A., Isikoglu, N., Craig, J., Araya, F., Swift, L, Vetrano, K., Hirsh-Pasek, K., & Golinkoff, R. M. (2024, July). D*oes play with a novel visual alphabet promote children's and parents' spatial language and questions?* Poster, International Congress of Infant Studies, Glasgow, Scotland.

Delgado, A., Ramirez, A. G., Patt, R., Hirsh-Pasek, K., de Villiers, J., Iglesias, A., & Golinkoff, R. M. (2024, July). *Predicting toddlers' language development from age 2 to 3: Insights from the QUILS:TOD.* Poster, International Congress of Infant Studies: Glasgow, Scotland.

Blinkoff, E., Nesbitt, K. T., Golinkoff, R. M., & Hirsh-Pasek, K. (2024, June 24-26). *Active playful learning in kindergarten: Impacts of a coaching intervention on classroom interactions and learning.* Poster, National Research Conference on Early Childhood, Arlington, VA, United States.

Ochoa, K. D., Bermudez, V.N., Pesch, A., Anderson-Coto, M.J., Seccia, I.T., Santana, E.S., Hernandez, L., Ahn, J., Hirsh-Pasek, K., & Bustamante, A.S. (2024). Parents as Co-designers and Co-researchers in Playful Learning Landscapes Projects. Paper presented at

the *American Educational Research Association*, Philadelphia, PA, USA, April 11-14, 2024.

Ramirez, A. G., Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R. M. (2023, May). *The topics of parent-child conversation and later language development and school readiness.* Presentation (Virtual), American Educational Research Association (AERA), Chicago, IL.

Pesch, A., Ochoa, K. D., Bermudez, V. N., Santana, E., Salazar, J., Ahn, J., Bustamante, A.S., & Hirsh-Pasek, K. (March, 2023). *Playful Learning Landscapes: Evaluating the impact of a community-focused, evidence-based intervention on Latine families' STEM-language and interaction-quality.* Poster presented the Society for Research in Child Development, Salt Lake City, UT.

Eulau, K., Alper, R., Luo, R., & Hirsh-Pasek, K. (2022, November 10). *Caregiver Expectations and Knowledge of Development and Their Impact on Expressive Vocabulary.* Poster presented at the International Society for Developmental Psychobiology, San Diego, CA.

Lee, J. Y., Todaro, R. D., Masek, L., & Hirsh-Pasek, K. (2022, July). *Stability of infant play behaviors: A person-centered approach*. Poster presented at the 2022 International Congress of Infant Studies, Ottawa, Canada.

Ramirez, A. G., Herbst, E., Becker, L., Collins, M. A., Levine, Hirsh-Pasek, K., & Golinkoff, R. M. (2022, July). *How do parents' beliefs about infant-directed speech relate to their children's word learning.* Poster presented at the International Congress of Infant Studies (ICIS), Ottawa, Canada.

Evans, N., Todaro, R., & Hirsh-Pasek, K. (2022, April). *Does guided play help children transfer their knowledge?: Findings from an online study.* Poster presented at the SRCD Special Topic Meeting: Learning through Play and Imagination: Expanding Perspectives, St. Louis, MO.

Evans, N., Jirout, J., & Hirsh-Pasek, K. (2022, April). *Developing comfort with uncertainty to support curiosity and creativity*. Paper presented in *Supporting Student Curiosity: Classroom-Based Research and Implications for Practice* Symposium, the American Education Research Association Annual Meeting, San Diego, CA (Virtual).

Evans, N., Todaro, R., Jirout, J., & Hirsh-Pasek, K. (2022, April). *Curiosity promotes preschoolers' learning on a causal task.* Poster presented at the Cognitive Development Society Biennial Meeting, Madison, WI.

Rumper, B., Frechette, E., Sharifnia, E., Greenfield, D. B., Hirsh-Pasek, K., & Golinkoff, R. (2022, April). *Science opportunities across contexts in majority dual language learning head start classrooms.* Paper presentation, the American Educational Research Association Annual Meeting, San Diego, CA (Virtual).

Evans, N., Jirout, J., & Hirsh-Pasek, K. (2022, April). *Developing comfort with uncertainty to support curiosity and creativity*. Session presented at the at the American Educational Research Association Annual Meeting, San Diego, CA (Virtual).

Hirsh-Pasek, K., Ratner, N. B., Golinkoff, R., & Leong, V. (2022, February). *Playful empowered learning: Using science to reimagine education.* Session, 2022 AAAS Annual Meeting (Virtual).

Turco, R. G., de Villiers, J. G., Hanno, E. C., Jones, S. M., Lesaux, N. K., Golinkoff, R., Hirsh-Pasek, K., Iglesias, I., & Wilson, M. (2021, November). *Early language screener predictor of later reading: QUILS and RAPID*. Seminar presented at the convention of the American Speech and Hearing Association, Washington, D. C.

Golinkoff, R. M., Herbst, E., de Villiers, J., Hirsh-Pasek, K., Iglesias, I., Wilson, M., & Levine, D. (2021, November). *The QUILS family: Tablet-based screeners for toddlers, young children ages 3-6, and Spanish-English bilingual children.* Poster presented at International Society for Developmental Psychobiology (Virtual due to COVID-19).

Ramirez, A. G., Herbst, E., Bruette, A., Levine, D., Hatch, C., Casalvera, A., Hirsh-Pasek,

K., & Golinkoff, R. M. (2021, November). *Do parents' beliefs about baby talk match their interactions with infants*. Poster presented at the International Society for Developmental Psychobiology (Virtual due to COVID-19).

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 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 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 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 presented at the 15th Congress of the International Association for the Study of Child Language, Philadelphia, PA.

Scott, M. E., Preston, M., Hopkins, E. J., Dore, R. A., Toub, T. S., Collins, M. F., Lawson-Adams, J., Schatz, J., Dicksinson, D., Golinkoff, R., & Hirsh-Pasek, K. (2021, June). The role of self-regulation on word learning in an intervention setting. In S. Weiss (Chair), *The development of self-regulation: Implications for language development, word learning and screentime.* Symposium conducted at the Annual Meeting of the Jean Piaget Society (Virtual).

Ramirez, A., Masek, L., Hassinger-Das, B., Hirsh-Pasek, K., & Golinkoff, R. M. (2021, April 11). *Investigating informational lexical density as a predictor of school readiness*. Poster presented at the 2021 AERA Virtual Annual Meeting.

Golinkoff, R. M., Dore, R., Gaudreau, C., Nichols, D., & Hirsh-Pasek, K. (2021, April 10). Live reading, video chat, and pseudo-contingent video equally support story comprehension in preschoolers. In M. Carlo (Chair), *Disrupting the Status Quo in Vocabulary: Radically Rethinking "What," "Who," and "How" for Vocabulary Instruction.* Symposium at the 2021 AERA Virtual Annual Meeting.

Hirsh-Pasek, K., Hassinger-Das, B., Dore, R., Avelar, D., & Golinkoff, R. M. (2021, April 9). Supplement not substitute: Why E-books still require a human touch. In R. Barr (Chair), *When Technology is Here to Stay: Maximizing the Potential of E-Books for Learning in Young Childhood.* Symposium at the SRCD 2021 Virtual Biennial Meeting.

Todaro, R., Koren, E., Smith, D., (2021, April 9). *Play captains impacting children's math language use on city Play Streets*. Poster Presentation, SRCD 2021 Virtual Biennial Meeting.

Avelar, D., Levine, D., Kaliakin, M., Flambaum, S., Hirsh-Pasek, K., & Golinkoff, R. M. (2021, April 9). *How children used video chat during the COVID-19 pandemic: Results from a new survey.* Poster Presentation, SRCD 2021 Virtual Biennial Meeting.

Rumper, B., Alper, R., Jaen, J., Masek, L., Luo, R., Golinkoff, R. M., Mogul, M. & Hirsh-Pasek, K. (2021, April 9). Importance of community partnerships in cultural and linguistic intervention adaptation. In D. Teti (Chair), *Parenting Programs for Young Children Around the Globe: Advances in Modalities, Culturally Sensitive Content, and Effects*. Flash talk session at the SRCD 2021 Virtual Biennial Meeting.

Evans, N., Schlesinger, M., Todaro, R., Hopkins, E., Golinkoff, R. M., & Hirsh-Pasek, K. (2021, April 9). Does exploration fuel young children's creative problem-solving during play? In D. Sobel (Chair), *Developmental Change in the Form and Function of Exploratory Learning.* Symposium at the SRCD 2021 Virtual Biennial Meeting.

Odean, R., Bower, C., Verdine, B. N., Medford, J., Marzouk, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2021, April 9). Early block play strategy predicts later math and spatial

reasoning. In S. Kucker (Chair), *Cascading Consequences of Object Play on Cognition*. Symposium at the SRCD 2021 Virtual Biennial Meeting.

Evans, N., Schlesinger, M., Todaro, R., Hopkins, E., Golinkoff, R. M., & Hirsh-Pasek, K. (2021, April 9). Does exploration fuel young children's creative problem-solving during play? In D. Sobel (Chair), *Developmental Change in the Form and Function of Exploratory Learning.* Symposium at the SRCD 2021 Virtual Biennial Meeting.

Hirsh-Pasek, K., Farley-Ripple, E., & Woulfin, S. (2021, April 8). Issues related to policy making and implementation. In L. Cohen-Vogel, J. T. Scott, & P. A. Youngs, (Chairs), *AERA Educational Policy Handbook Roundtable Session*. Paper presented at the 2021 AERA Virtual Annual Meeting.

Zimmermann, L., Bower, C., Verdine, B. N., Toub, T., Hirsh-Pasek, K. & Golinkoff, R. M. (2021, April 8). Investigating malleable factors during spatial training: Transfer to preschoolers' spatial skills but not math outcomes. In E. Zippert (Chair), *Examining the Roles of Patterning Knowledge, Spatial Assembly, and Analogic Reasoning in Early Mathematics Development.* Symposium at the SRCD 2021 Virtual Biennial Meeting.

Hutchins, H., Robinson, L., Charania, S., Danielson, M., Ghandour, R., Zubler, J., & Hirsh-Pasek, K. (2021, April 8). *A Psychometric assessment of pilot language and communication items on the 2018 and 2019 National Survey of Children's Health.* Poster Presentation, SRCD 2021 Virtual Biennial Meeting.

Masters, A., Todaro, R., Schlesinger, M., Fabiano, R., Golinkoff, R. M., & Hirsh-Pasek, K. (2021, April 8). *Let's get physical: Examining physical playful learning activities and spatial language use.* Poster presented at the SRCD 2021 Virtual Biennial Meeting.

Evans, N., Todaro, R., Schlesinger, M., Golinkoff, R. M., & Hirsh-Pasek, K. (2021, April 8). Fostering young children's divergent thinking through guided play. In R. Liu (Chair), *Creativity in Childhood: Contexts and Conditions That Foster Children's Creativity and Innovative Abilities*. Symposium at the SRCD 2021 Virtual Biennial Meeting.

Piper, D., Todaro, R., Hirsh-Pasek, K. & Golinkoff, R. M. (2021, April 8). *How rude! The relative effects of smartphone use on adults' and children's perceived incivility.* Poster Presentation, SRCD 2021 Virtual Biennial Meeting.

Masek, L., Edgar, E., McMillan, B., Todd, J. T., Golinkoff, R. M., Bahrick, L. E., & Hirsh-Pasek, K. (2021, April 7). Attending to learn: Longitudinal associations between infant attention, caregiver-child interaction quality, and language development. In F. Prieto (Chair), *Unique Contributions of Fathers, Mothers and Children to Language Skills in the First Years.* Symposium at the SRCD 2021 Virtual Biennial Meeting.

Blinkoff, E., Hassinger-Das, B., Golinkoff, R. M., & Hirsh-Pasek, K. (2021, April 7). *Misaligned expectations and serious concerns: Educating young children during COVID-19.* Poster presented at the SRCD 2021 Virtual Biennial Meeting.

Gaudreau, C., Olowokudejo, A., Otuonye, C. J., Pritulsky, C., Hirsh-Pasek, K., & Golinkoff, R. M. (2021, April 7). Phone or paper? The Effect of different parental distractions on parents' and children's question-asking. In S. Kumar & A. Haber (Chairs), *Fostering Children's Early Curiosity, Engagement and Question-Asking Behavior.* Symposium at the SRCD 2021 Virtual Biennial Meeting.

Blinkoff, E., Ilgaz, H., Vu, L., & Hirsh-Pasek, K. (2021, April 7). Raising questions about open-ended questions and children's vocabulary. In S. Kumar & A. Haber (Chairs), *Fostering*

Children's Early Curiosity, Engagement and Question-Asking Behavior. Symposium at the SRCD 2021 Virtual Biennial Meeting.

Masters, A., Scott, M., Dickinson, D. K., Golinkoff, R. M., & Hirsh-Pasek, K. (2021, April 7). *Comparing language groups in a vocabulary intervention for preschoolers*. Poster presented at SRCD 2021 Virtual Biennial Meeting.

Puttre, H., Neal, D., Bruette, A., Corriveau, K., Golinkoff, R. M., & Hirsh-Pasek, K. (2021, April 7). *Caregivers facilitate category learning in infants through labeling.* Poster presented at the SRCD 2021 Virtual Biennial Meeting.

Scott, M., & Hirsh-Pasek, K. (2021, April 7). Using principles from the science of word learning in a preschool vocabulary intervention. In M. Rowe (Chair), *Lexical Development: environment and mechanisms*. Flash talk session at the SRCD 2021 Virtual Biennial Meeting.

Dore, R. A., Gaudreau, C., King, Y., Nichols, D., Hirsh-Pasek, K., & Golinkoff, R. M. (2021, April). Live reading, video chat, and pseudo-contingent video equally support story comprehension in preschoolers. In S. Smith (Chair), *Disrupting the status quo in vocabulary: Radically rethinking "what," "who," and "how" for vocabulary instruction.* American Educational Research Association. (Virtual due to Covid-19)

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 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.

de Villiers, J., Golinkoff, R., Hirsh-Pasek.K., Iglesias, A., Jackson, E., Levine, D., Odean, R., McCollum, R., Putre, H., & Weaver, H. (2019, November). *Measuring receptive language competence in two-year-olds: Technological innovations and validity*

outcomes. Seminar presented at the convention of the American Speech and Hearing Association, Orlando, FL.

Jackson, E., Beltran, S., McCollum, R., de Villiers, J., Golinkoff, R., Hirsh-Pasek.K., Iglesias, A., Levine, D., Odean, R., Putre, H., & Weaver, H. (2019, November). *Using technology to measure receptive language in two-year-olds: Development of a touchscreen language screener.* Poster presented at the convention of the American Speech and Hearing Association, Orlando, 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.

de Villiers, J., Jackson, E., McCollum, R., Golinkoff, R., Hirsh-Pasek, K., Iglesias, A., Levine, D., Odean, R., Puttre, H., & Weaver, H. (2019, June). *Developing a touchscreen language comprehension screener for two-year-olds.* Poster presented at Society for Research in Child Language Disorders, Madison, WI.

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.

Hirsh-Pasek, K. (2018, October 19). *Putting the education back in educational apps*. SRCD Special Conference on Curiosity, Philadelphia, PA.

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 Meeeting, 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., Spiewak 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.

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.

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

Newman, K., Dickinson, D., Collins, M., Hadley, E., Nesbitt, K., Pierce, M., Rivera, B., Ilgaz, H., 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-Hearning Association, Chicago, IL.

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

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

Glazek, K., Fisher, K., Schol, E., Rouse, C., Hirsh-Pasek, K., & Golinkoff, R. (2013, August). *Effects of instruction type on problem-solving and novelty preference in early childhood.* 121st Annual Convention of the American Psychological Association, Honolulu, HI.

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

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

Damonte, J. C., Ridge, K. E., Shi, R., Golinkoff, R., & Hirsh-Pasek, K. (2013, May). *How the bound morpheme –ing helps infants with speech segmentation.* Poster 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). S*urprising 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). *S*kype me! *Contingent interactions help toddlers learn language.* In J. DeLoache (Chair of symposium), *Children's learning from interactive screen media.* Society for Research on Child Development, Seattle, WA

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

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

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

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

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

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

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

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

Konishi, H., Kosko, C., Golinkoff, R.M. & Hirsh-Pasek, K. (2012, November) Quantity and quality of input influences verb comprehension – 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 ,ath 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 Multilinguial 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 L1 lexicalization biases.* The 30th Annual Winter Applied Linguistics Conference, New York, NY.

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

Roseberry, S., Hirsh-Pasek, K., Golinkoff, R. M., & Pruden, S. M. (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.
Goksun, 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., Goksun, T., Hirsh-Pasek, K., Shallcross, W. L., & Golinkoff, R. M. (2008, March). *Where you're going trumps what you're doing: Infants prefer paths over manners in dynamic displays.* 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., Goksun, 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 the16th 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.* SRCD, Boston, MA.

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

Ma, W., Golinkoff, R. M., & Hirsh-Pasek, K. (2007, March). *Why do Chinese children learn more verbs?* SRCD, 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. Özçalıskan & 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.

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.* Society for Research in Child Development, Minneapolis.

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., & Lavallee, 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 contex*t. Society for Research in Child Development Eastern Regional Conference.

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

Podcasts and Webinars

Russell, N. (Host). (2026, July 23). Words That Matter: How Conversation, Play, and Meaning Unlock Literacy (A Conversation with Dr. Kathy Hirsh-Pasek). [Webinar interview]. In *Teaching Strategies.* Retrieved from: https://teachingstrategies.com/webinar/how-conversation-play-and-meaning-unlock-literacy/

Loose, C., & Ketchum, A. (Hosts). (2026, May 20). Kathy Hirsh-Pasek on Play, AI Toys, Parenting, and the Future of Childhood. Episode 20. [Audio podcast interview]. In *Plant the Seed of Learning Podcast.* Retrieved from https://www.youtube.com/watch?v=WVN15ZSw-M4&feature=youtu.be

Hau, I., Suskind, D., Shah, S., & Hirsh-Pasek, K. (2026, April 27). *Raising young children in an AI world: generation AI starts early series.* Webinar, Brookings Institution. Washington, DC. https://www.brookings.edu/events/raising-young-children-in-an-ai-world/

Kang, M. (Host). (2026, April 16). The Power of Play: Kathy Hirsh-Pasek. [Audio podcast interview]. In *Small Talk: Big Ideas About Little Learners by NAEYC.* Retrieved from https://www.naeyc.org/smalltalk/season-1/episode-2

Hirsh-Pasek, K. (2026, March 25). *Technology in Early Childhood Classrooms: Does It Belong?* Webinar Panelist. Khan Academy.

Boden, D. (Host). (2026, March 10). Play isn't a distraction from Learning. It is Learning with Kathy Hirsh-Pasek & R. M. Golinkoff. [Audio podcast interview]. In *Minimalist Moms Podcast.* Retrieved from https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://podcasts.apple.com/au/podcast/play-isnt-a-distraction-from-learning-it-is/id1159498258%3Fi%3D1000754597204&ved=2ahUKEwj-_dmf-dyTAxXhnGoFHRqjLwQQFnoECBsQAQ&usg=AOvVaw2bVXwm03yFWdSArNhq395W

Yurich, G. (Host). (2026, February 26). We've Sucked the Joy Out of Parenting" - Dr. Kathy Hirsh-Pasek and Dr. Roberta Golinkoff, Einstein Never Used Flashcards [Audio podcast interview]. In *the 100 Hours Outside Podcast.* Retrieved from https://pod.link/1448210728/episode/NDVkZWE1NjAtMTJjMS0xMWYxLWE4ZDYtZWY5MDFhZmQ5MmQz

Arnold, J. (Host). (2026, February 18). Parenting Without Panic featuring Benj Pasek and Kathy Hirsh-Pasek. S1, Episode 10. [Audio podcast interview]. In *Let's Begin with Jenna Arnold Podcast*. Retrieved from https://podcasts.apple.com/us/podcast/parenting-without-panic-ft-benj-pasek-dr-kathy-hirsh-pasek/id1763927142?i=1000693335082

Hirsh-Pasek, K. (2026, February 13). *The symmetry contingency bias: A uniquely human cognitive bias that makes language-learning possible*. Webinar Discussant. JEWEL Project Mini-Symposium on Paths to Word Meaning 5. RIKEN Center for Brain Science. Saitama, Japan.

Wilson, A., & Ables, M. (Hosts). (2026, January 30). Fresh Take: Dr. Kathy Hirsh-Pasek and Dr. Roberta Golinkoff [Audio podcast interview]. In *What Fresh Hell: Laughing in the face of motherhood podcast with hosts Amy Wilson and Margaret Ables.* Retrieved from https://podcasts.apple.com/podcast/id1170073178?i=1000747335126

Reina, R. (Host). (2026, January 27). Dr. Kathy Hirsh-Pasek and Dr. Roberta Golinkoff on Why Kids Learn Best Through Play. [Audio podcast interview]. In *The Mom Room Virtual Podcast*. Retrieved from https://podcasts.apple.com/us/podcast/dr-kathy-hirsh-pasek-dr-roberta-golinkoff-on-why-kids/id1521655911?i=1000746825552

Affleck, A. (Host). (2026, January 15). Episode 15: Dr. Kathy Hirsh-Pasek [Audio podcast interview]. In Empowering Young Minds Association of Children's Museum Podcast. Retrieved from https://podcasts.apple.com/us/podcast/episode-15-dr-kathy-hirsh-pasek/id1745391223?i=1000745305060

Clark, T. (Host). (2026, January 13). Einstein Never Used Flash Cards: How Our Children Really Learn with Dr. Kathy Hirsh-Pasek and Dr. Roberta Golinkoff [Audio podcast interview]. In *Modern Moms Probs Podcast*. Retrieved https://podcasts.apple.com/us/podcast/einstein-never-used-flash-cards-how-our-children-really/id1616566826?i=1000744980250

Seferian, S. (Host). (2026, January 6). Timeless Parenting with Dr. Kathy Hirsh-Pasek and Dr. Roberta Golinkoff [Audio podcast interview]. In Sustainable Minimalist Podcast. Retrieved from https://podcasts.apple.com/us/podcast/sustainable-minimalists/id1329830361?i=1000743969078

Clark, T. (Host). (2025, December 16). The Parenting Myth That's Stressing You Out. Episode 6/139 [Audio podcast interview]. In *Modern Moms Probs Podcast*. Retrieved from https://www.youtube.com/watch?v=xeAzFvcSBr0

Pressman, A. (Host). (2025, December 12). Einstein Never Used Flashcards: How Our Children Really Learn – and Why They Need to Play More with Professor Kathy Hirsh-Pasek [Audio podcast interview]. In *Raising Good Humans Podcast*. Retrieved https://podcasts.apple.com/us/podcast/einstein-never-used-flash-cards-how-our-children-really/id1473072044?i=1000740970030

Oyama, G. (Host). (2025, December 12). Speech Therapy in the Age of AI with Dr. Kathy Hirsh-Pasek [Audio podcast interview]. In *Beyond Words Podcast*. Retrieved from https://youtu.be/3t81plbZseU

Conner, M. (Host). (2025, November 16). Talking the Talk: Helping Kids Find Their Words. [audio podcast interview]. In *aParently Speaking Podcast*, #111.

Behr, G. (Host). (2025, November 13). *Remaking Tomorrow: S9, Episode 7 Ellen Roche & Kathy Hirsh-Pasek.* [audio podcast interview].

Hirsh-Pasek, K. (2025, October 14). *Screens in the First Five Years: What We Need to Know.* Webinar Panelist. Children and Screen: Institute of Digital Media and Child Development.

Hirsh-Pasek, K. (2025, September 10). *The Active Playful Learning model: Reimagining education for the 21st century*. Webinar, Opening and Closing Remarks. Brookings Institution. Washington, DC.

Conner, M. (Host). (2025, September 1). Kathy Hirsh-Pasek - Why Play Beats Flashcards for Raising Brilliant Kids! [Audio podcast interview]. In *aParently Speaking Podcast*.

Hirsh-Pasek, K. (2025, April 3). *Putting the Power Back in Play*. CAYL Catalyst Webinar Series, Ep. #47. Panelist.

Hirsh-Pasek, K. (2025, March 28). *Play in Early Childhood*. Webinar, Invited Speaker, Lagos State University, Nigeria.

Hirsh-Pasek, K. (2025, March 20). *Play and Its Role in Psychological Development in Individuals with Autism.* Webinar Speaker, Autism Hour Summit 2025.

Perry, K. (Host). (2025, January 8). Kathy Hirsh-Pasek - Language Development, Learning, and Play in Early Childhood [Audio podcast interview]. In *Screen Deep Podcast.*

Hirsh-Pasek, K. (2024, October 28). *Early Childhood Language and Communication Webinar.* Moderator, Children & Screens.

Hirsh-Pasek, K (2024, October 15). *Active Playful Learning: Using a 3-part equation to support*

optimal student outcomes. Speaker and Panelist, Campaign for Grade Level Reading Webinar. Washington, DC.

Young, J. (Host). (2024, April 16). Kathy Hirsh-Pasek [Audio podcast interview]. In *Edsurge Podcast: Whatever Happened to Building a Metaverse for Education?* Retrieved from https://www.edsurge.com/news/2024-04-16-whatever-happened-to-building-a-metaverse-for-education

Rastogi, K. (Host). (2024, April 7). Kathy Hirsh-Pasek [Audio podcast interview]. In *Playgrounds to Pixels: Children in the Digital Tech Era - Play and Technology*. Retrieved from https://open.spotify.com/episode/3l7Sow3H7ca8cJBSYK0JZn?si=a2b33fe0592b4f5c&nd=1&dlsi=6a94de2d5918445d

Hirsh-Pasek, K. (2024, March 7). *Play for all ages: Designing intergenerational spaces that build connections and encourage learning.* Webinar, Generations United's Shared Site Learning Network.

Hirsh-Pasek, K. (2024, March 5). *Playful Learning Landscapes: Transforming cities into family friendly, inclusive spaces, infused with learning.* Guest Speaker, A Place to Play: Working Towards Fairness of Place for All Children Webinar, Center on the Developing Child, Harvard University, Cambridge, MA.

Hirsh-Pasek, K. (2024, February 21). *Active Playful Learning: In and Out of School*. Webinar, Hellenic Psychological Society, Greece.

Mills, K. (Host). (2023, December 13). *Speaking of Psychology, APA Podcast: Episode 266 - Why we learn best through play, with Kathy Hirsh-Pasek, PhD.* Retrieved from https://www.apa.org/news/podcasts/speaking-of-psychology/play

Rydzewski, R. (Host). (2023, November 14). *Remaking Tomorrow: S5 Ep7: Kathy Hirsh-Pasek, Temple University.* Retrieved from https://slbradio.org/podcast/s5-ep7-kathy-hirsh-pasek-temple-university/

Pellico, K., & Shen, C. (Hosts). (2023, August 14). Kathy Hirsh-Pasek [Audio podcast interview]. In *CT Public Podcast: Forever young – The rise of the "kidults."* Retrieved from https://www.ctpublic.org/show/where-we-live/2023-08-14/forever-young-the-rise-of-the-kidults

Hirsh-Pasek, K. (2023, June 12). *Can We Make Schools Work Better? The Science Says Yes!* Webinar, Teachers College Press.

Hirsh-Pasek, K. (2023, April 25). *Playful Learning Journey: The What and Why of Playful Learning.* Webinar, Edfunders Virtual Event.

Zuckerman, R. (Host). (2023, January 25). Kathy Hirsh-Pasek [Audio podcast interview]. In *Randi Zuckerman Means Business Podcast: The AI Boom & ChatGPT.* Retrieved from https://randi-zuckerberg-means-business.simplecast.com/episodes/the-ai-boom-chatgpt-dU2smAuA

Hirsh-Pasek, K. (2022, November 29). *Play + Academics + Relationships: Teaching in Ways Kindergarteners Learn Best Transforming Kindergarten to Promote Impactful Learning Series,* Webinar, Presenter, GLR Learning Tuesdays Webinar, 2 Co-sponsored by New America.

Young, J. (Host). (2022, June 28). Kathy Hirsh-Pasek [Audio podcast interview]. In *Edsurge Podcast: Where Does Education Fit in an Emerging Metaverse?* Retrieved from https://www.edsurge.com/news/2022-06-28-where-does-education-fit-in-an-emerging-metaverse

Hirsh-Pasek, K. (2022, May 25). *Creating ideal learning environments through play.* Panelist, the Hunt Institute and Trust for Learning Webinar.

Hirsh-Pasek, K. (2022, May 10). *Supporting Children in the Metaverse*. Panelist, Children's Media Association Webinar.

Owen, T., & Dwivedi, S. (2022, March 17). Kathy Hirsh-Pasek [Audio podcast interview]. In *TVO Podcast: Screen Time - Are screens breaking kids' brains?* Retrieved from https://www.tvo.org/podcasts/screen-time/are-screens-breaking-kids-brains

Hirsh-Pasek, K. (2022, February 2). *Playful learning, not play vs. learning in preschool: How play fosters cognitive development.* Early Childhood Investigations Webinars (ECE Webinars) (Virtual).

Hirsh-Pasek, K. (2021, June 29). *Sneak peek at playful learning in classrooms: What does success look like?* Moderator/ Co-Presenter, Webinar, Grade Level Reading Campaign.

Hirsh-Pasek, K. (2021, April 27). *The Fall K-3 Classroom: What the data imply about composition, challenges and opportunities*. EducationWeek Webinar.

Hirsh-Pasek, K. (2021, January 13). *A new path to education reform: The next chapter on 21st century skills.* Virtual Panel, Webinar by Brookings Institute.

Hirsh-Pasek, K. (2020, December 17). *Raising the flag on quality: Measuring important early childhood outcomes.* Virtual Panel, Webinar by AppleTree Institute.

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).

Rolph, J. (Host). (2020, May 20). Kathy Hirsh-Pasek [Audio podcast interview]. In *My New Life with Lovevery: Baby Talk: Learning Your Baby's Language with Communication and Play*. Retrieved from https://podcasts.apple.com/us/podcast/baby-talk-learning-your-babys-language-with/id1505875687?i=1000475161449.

Pressman, A. (Host). (2020, April 24). Kathy Hirsh-Pasek [Audio podcast interview]. In *Raising Good Humans: Ep 40 – How to get those babies talking!* Retrieved from https://podcasts.apple.com/us/podcast/ep-40-how-to-get-those-babies-talking/id1473072044?i=1000472498746

Hirsh-Pasek, K. (2019, June 4). *The earliest conversations.* Touchstones webinar (900 attendees).

Hirsh-Pasek, K. (2017, September 6). *Guided play in early education: Becoming Brilliant*. Early Childhood Investigations, Webinar.

Hirsh-Pasek, K. (2017, May 10). *Powerful play: Enhancing knowledge and skill development by gently guiding play*. NAEYC Webinar, Washington, DC.

Hosted Podcasts

Turner Lee, N., Shah, S., & Hirsh-Pasek, K. (Guest Host). (2026, August 4). AI and toddlers: The impacts on early development. *The TechTank Podcast, Brookings Institute*. Retrieved from: https://www.brookings.edu/articles/ai-and-toddlers-the-impacts-on-early-development-the-techtank-podcast/

Behr, G. & Hirsh-Pasek, K (Guest Host). (2025, November 6). *Remaking Tomorrow: S9, Episode 6 Robert Pianta, University of Virginia.* [audio podcast].

Hirsh-Pasek, K. (Guest Host) & Rydzewski, R. (2024, October 17). *Remaking Tomorrow: S7 Episode 7 Susan Neuman, New York State University.* [Audio podcast]. Retrieved from S7 Ep7: Susan B. Neuman, New York University

Hirsh-Pasek, K. (Guest Host) & Rydzewski, R. (2024, October 3). *Remaking Tomorrow: S7 Episode 5 Jodi Mindell, Sleep Center at Children's Hospital of Philadelphia.* [Audio podcast]. Retrieved from S7 Ep5 Jodi Mindell, PhD, Psychologist/Researcher

Hirsh-Pasek, K. (Guest Host) & Rydzewski, R. (2024, September 19). *Remaking Tomorrow: S7 Episode 3 Susan Magsamen, International Arts and Mind Lab.* [Audio podcast]. Retrieved from https://slbradio.org/podcast/s7-ep3-susan-magsamen-international-arts-and-mind-lab/

Hirsh-Pasek, K. (Guest Host) & Rydzewski, R. (2024, September 12). *Remaking Tomorrow: S7 Episode 2 Michael Rich, Digital Wellness Lab.* [Audio podcast] .Retrieved from https://slbradio.org/podcast/s7-ep2-michael-rich-digital-wellness-lab/

Hirsh-Pasek, K. (Guest Host) & Rydzewski, R. (2024, September 5). *Remaking Tomorrow: S7 Episode 1 Roberta Golinkoff, University of Delaware.* [Audio podcast]. Retrieved from https://slbradio.org/podcast/s7-ep1-roberta-golinkoff-university-of-delaware/

Grants and Research Support

Awarded:

LEGO Foundation
January 2023-2028 ($19,981,250.00)
Title: Learning Through Play: Reimagining PreK to Grade 4 Education
PI: Hirsh-Pasek

National Science Foundation
August 2020-August 2025 ($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-February 2024 (Temple portion $500,000.00)
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
September 2019-February 2023 ($300,000.00)
Title: Play Everywhere Philadelphia
PI: Hirsh-Pasek

William Penn Foundation
September 2020- April 2025 ($206,475.00)
Title: Literacy Rich Environment Initiative Proposal
PI: Hirsh-Pasek

William Penn Foundation
April 2021- April 2024 ($448,660.00)
Title: Early Childhood Education Research
PI: Hirsh-Pasek

Vanguard Group
August 2021- July 2023 ($173,559.00)
Title: Unleashing the Potential: Expanding a Caregiver-focused Instrument for Harmonizing Early Language Development
PI: Hirsh-Pasek

LEGO Foundation
January 2021-August 2023 ($285,356.00)
Title: A Global Research Report on Playful Learning
PI: Hirsh-Pasek

LEGO Foundation
August 2021-September 2023 ($204,486.00)
Title: Parent Support for Learning Through Play
PI: Hirsh-Pasek

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, education al 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;
Governing Board SRCD, 2021-2022;
Board Zero to Three, 2023-
Board Member, Learning Research and Development Center (LRDC) Board of Visitors, 2023-

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

Crayola, 2007-2009
Sesame Workshop, 2006-present
Cartoon Network, 2005-2008
America's Promise, 2004-present
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
Brilliant Beginnings - a California based company interested in enriching young children and their parents. n
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, 2009-2019
Dean Search Committee – Education, 2010-2011; 2012-2013
Search Committees in Education and Communication Sciences, 2007
Graduate Board of the University, 2002-??
Graduate Board of CLA, 2004-2007
Great Teacher's Award Committee, 1999-2002; 2009-2019
Family Studies Committee, 2001-2002
Honors Search Committee, 1993-1994
University Fellowship Committee, 1993-1994
Linguistic Committee, 1987-2020 (Subcommittee on Curriculum Development)
University Senate Disciplinary Committee, 1988-2019
University Biomedical Research Grant Committee, 1991-2019
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, 2009-2019
Chair, Awards Committee, 2007–2009
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, play, education, 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
Play and Learn Council, Fisher Price, 2004-present
Advisory Board: Fred Rogers, 2011- present
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
Advisory Board: Bay Area Discovery Museum
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
Advisory Board: Chicago Children's Museum
Advisory Board: Children's Museum of Manhattan
Advisory Board,: NCECDLT Research to Practice Consortium, National Head Start
Advisory Board: Ready to Learn, PBS
Advisory Board: Nickelodeon
Advisor, Family and Work Institute

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
AERA

Dissertation Committee Service

Katherine Eulau (2026), Chair of Committee, on language development

Kaitlyn Campbell (2025), Committee Member, on development of neural processing
Allyson Masters (2024) Chair of Committee, on playful learning
Elias Blinkoff (2023) Chair of Committee, on playful learning
Cathy Ren (2021) Committee Member, on environmental factors in early math learning
Lillian Masek (2021) Chair of Committee, on attention and language development
Natalie Evans (2021) Chair of Committee, on creativity
Molly Scott (2020) Chair of Committee on deep meaning in reading.
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.
Elizabeth 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 family context in children's emotion regulation.
George 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 Queens2002land, 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.