



- 1977-1979 Visiting Research Assistant Professor, Center for the Study of Reading, University of Illinois
- 1976-1977 Visiting Assistant Professor, Illinois State University, Psychology Department, Normal, Illinois (half-time)
- 1974-1976 Research Associate, University of Illinois, Psychology Department (half-time); Research Fellow, Illinois State Pediatric Institute, Chicago, Illinois (half-time)
- 1973-1974 Assistant Professor, Psychology Department, Florida Atlantic University, Boca Raton, Florida

## PUBLICATIONS

### Books

- DeLoache, J. S. (Ed.) (1992). *Current readings in child development*. Boston: Allyn and Bacon.
- DeLoache, J. S. (Ed.) (1994). *Current readings in child development*, 2nd edition. Boston: Allyn and Bacon.
- DeLoache, J. S., Mangelsdorf, S. C., & Pomerantz, E. (Eds.) (1998). *Current readings in child development*, 3<sup>rd</sup> edition. Needham Heights, MA: Allyn and Bacon.
- DeLoache, J. S., & Gottlieb, A. (Eds.) (2000). *A world of babies: Imagined child care manuals from other cultures*. Cambridge: Cambridge University Press.
- Siegler, R. S., DeLoache, J. S., & Eisenberg, N. (1<sup>st</sup> ed., 2003; 2<sup>nd</sup> ed., 2006). *How children develop*. New York: Worth.

### Journal Articles and Chapters

- Ellen, P. & DeLoache, J. S. (1968). Hippocampal lesions and spontaneous alternation behavior in the rat. *Physiology and Behavior*, 3, 857-860.
- Pate, J. L. & DeLoache, J. S. (1970). Brightness and direction as cues for spontaneous alternation behavior. *Psychonomic Science*, 18, 27-28.
- Cohen, L. B., DeLoache, J. S., & Rissman, M. W. (1975). The effects of stimulus complexity on infant visual attention and habituation. *Child Development*, 46, 611-617.
- DeLoache, J. S. (1976). Rate of habituation and visual memory in infants. *Child Development*, 47, 145-154.
- Cohen, L.B., DeLoache, J.S., & Pearl, R. (1977). An examination of interference effects in infants' memory for faces. *Child Development*, 48, 88-96.

- Brown, A. & DeLoache, J.S. (1978). Skills, plans and self-regulation. In R. Siegler (Ed.), *Children's thinking: What develops?* (pp. 3-35) Hillsdale, NJ: Lawrence Erlbaum Associates.
- DeLoache, J.S., Rissman, M.W., & Cohen, L.B. (1978). An investigation of the attention-getting process in infants. *Infant Behavior and Development*, 1, 11-25.
- Cohen, L.B., DeLoache, J.S., & Strauss, M. (1979). Infant perceptual development, In J.D. Osofsky (Ed.), *Handbook of infant development* (pp. 393-348). New York: Wiley.
- DeLoache, J.S. & Brown, A.L. (1979). Looking for Big Bird: Studies of memory in very young children. *The Quarterly Newsletter of the Laboratory of Comparative Human Cognition*, 1, 53-57.
- DeLoache, J.S., Strauss, M., & Maynard, J. (1979). Picture perception in infancy. *Infant Behavior and Development*, 2, 77-89.
- DeLoache, J.S. (1980). Naturalistic studies of memory for object location in very young children. In M. Perlmutter (Ed.), *Children's memory* (No. 10, pp. 17-32). San Francisco: Jossey-Bass.
- DeLoache, J.S. & Brown, A.L. (1983). Very young children's memory for the location of objects in a large scale environment. *Child Development*, 54, 888-897.
- DeLoache, J.S. (1984). Oh where, oh where: Memory-based searching by very young children. In C. Sophian (Ed.), *Origins of cognitive skills* (pp. 57-80). Hillsdale, NJ: Lawrence Erlbaum Associates.
- DeLoache, J.S. (1984). What's this? Maternal questions in joint picture book reading with toddlers. *Quarterly Newsletter of the Laboratory of Comparative Human Cognition*, 6, 87-95.
- DeLoache, J.S. & Brown, A.L. (1984). Where do I go next? Intelligent searching by very young children. *Developmental Psychology*, 20, 37-44.
- DeLoache, J.S. (1985). Memory-based searching in very young children. In H. Wellman (Ed.), *The development of search ability* (pp. 151-183). Hillsdale, NJ: Lawrence Erlbaum Associates.
- DeLoache, J.S., Cassidy, D.J., & Brown, A.L. (1985). Precursors of mnemonic strategies in very young children. *Child Development*, 56, 125-137.
- DeLoache, J.S., Sugarman, S., & Brown, A.L. (1985). The development of error correction strategies in young children's manipulative play. *Child Development*, 56, 928-939.
- DeLoache, J.S. (1986). Memory in very young children: Exploitation of cues to the location of a hidden object. *Cognitive Development*, 1, 123-137.
- Steinberg, D. & DeLoache, J.S. (1986). Preschool children's sensitivity to artistic style in paintings. *Visual Arts Research*, 12, 1-10.
- DeLoache, J.S. (1987). Rapid change in the symbolic functioning of very young children. *Science*, 238, 1556-1557.
- DeLoache, J.S. & Brown, A.L. (1987). Differences in the memory-based searching of delayed and

- normally developing young children. *Intelligence*, 11, 277-289.
- DeLoache, J.S. & Brown, A.L. (1987). The emergence of plans and strategies. In H. Weinreich-Haste and J. Bruner (Eds.), *Making sense: A child's construction of the world* (pp. 108-130). London: Methuen.
- DeLoache, J.S., Cassidy, D.J., & Carpenter, C.J. (1987). The three bears are all boys: Mothers' labelling of gender-neutral picture book characters. *Sex Roles*, 17, 163-178.
- DeLoache, J.S. & DeMendoza, O.A.P. (1987). Joint picturebook reading of mothers and one-year-old children. *British Journal of Developmental Psychology*, 5, 111-123.
- DeLoache, J.S. & Todd, C.M. (1988). Young children's use of spatial categorization as a mnemonic strategy. *Journal of Experimental Child Psychology*, 46, 1-20.
- DeLoache, J.S. (1989). The development of representation in young children. In H. Reese (Ed.), *Advances in Child Development and Behavior*, Vol. 22 (pp. 2-39). New York: Academic Press.
- DeLoache, J.S. (1989). Young children's understanding of the correspondence between a scale model and a larger space. *Cognitive Development*, 4, 121-139.
- DeLoache, J.S. (1990). Young children's understanding of models. In R. Fivush and J. Hudson (Eds.), *Knowing and remembering in young children* (pp. 94-126). New York: Cambridge University Press.
- DeLoache, J.S. (1991). Symbolic functioning in very young children: Understanding of pictures and models. *Child Development*, 62, 736-752.
- DeLoache, J.S., Kolstad, D.V., & Anderson, K.N. (1991). Physical similarity and young children's understanding of scale models. *Child Development*, 62, 111-126.
- DeLoache, J.S. & Marzolf, D.P. (1992). When a picture is not worth a thousand words: Young children's understanding of pictures and models. *Cognitive Development*, 7, 317-329.
- DeLoache, J.S. (1993). Distancing and dual representation. In R.R. Cocking & K.A. Renninger (Eds.), *The development and meaning of psychological distance* (pp. 91-107). Hillsdale, NJ: Erlbaum.
- DeLoache, J.S. & Burns, N.M. (1993). Symbolic development in preschool children: Understanding models and pictures. In C. Pratt & A. Garton (Eds.), *The development and use of representation in children* (pp. 91-107). Chichester, England: Wiley.
- DeLoache, J.S. & Burns, N.M. (1994). Early understanding of the representational function of pictures. *Cognition*, 52, 83-110.
- Marzolf, D.P. & DeLoache, J.S. (1994). Transfer in young children's understanding of spatial representations. *Child Development*, 65, 1-15.
- DeLoache, J.S. (1994). The use of dolls in interviewing young children. In M.S. Zaragoza, J.R. Graham, G.C.N. Hall, & Y.S. Ben-Porath (Eds.), *Memory and testimony in the child witness* (pp. 160-178). Thousand Oaks, CA: Sage.
- DeLoache, J.S. & Burns, N.M. (1994). Symbolic functioning in young children. *Journal of Applied*

*Developmental Psychology*, 15, 513-527.

- Cassidy, D.J. & DeLoache, J.S. (1995). The effect of questioning on young children's memory for an event. *Cognitive Development*, 10, 109-130.
- DeLoache, J.S. (1995). Early symbolic understanding and use. In D. Medin (Ed.), *The Psychology of learning and motivation*, Vol. 33 (pp. 65-114). New York: Academic Press.
- DeLoache, J.S. (1995). Early understanding and use of symbols. *Current Directions in Psychological Science*, 4, 109-113.
- DeLoache, J.S. & Marzolf, D.P. (1995). The use of dolls to interview young children. *Journal of Experimental Child Psychology*, 60, 155-173.
- Uttal, D.H., Schreiber, J.C., & DeLoache, J.S. (1995). Waiting to use a symbol: The effects of delay on children's use of models. *Child Development*, 66, 1875-1891.
- DeLoache, J.S. (1996). Shrinking trolls and expanding minds: Early symbolic development. *Psychological Science Agenda*, 9(3), 8-9.
- DeLoache, J.S., Pierroutsakos, S.L., & Troseth, G. (1996). The three R's of pictorial competence. In R. Vasta (Ed.), *Annals of Child Development* (pp. 1-48). Bristol, PA: Jessica Kingsley.
- DeLoache, J.S. (1996). Shrinking trolls and expanding minds: How very young children learn to understand and use symbols. *Zero to Three*, 17, 10-16.
- Uttal, D.H., Scudder, K.V., & DeLoache, J.S. (1997). Manipulatives as symbols: A new perspective on the use of concrete objects to teach mathematics. *Journal of Applied Developmental Psychology*, 18, 37-54.
- DeLoache, J.S., Miller, K.F., & Rosengren, K.S. (1997). The credible shrinking room: Very young children's performance with symbolic and non-symbolic relations. *Psychological Science*, 8, 308-313.
- Selected for list of **Twenty Studies That Fascinated Child Psychology**, *SRCD Newsletter*, October 2003
- Marzolf, D.P., & DeLoache, J.S. (1997). Search tests as measures of cognitive development. In N. Foreman and R. Gillett (Eds.), *Interacting with the environment: A handbook of spatial research paradigms and methodologies* (pp. 131-152). Hove, England: Lawrence Erlbaum Associates Ltd.
- Uttal, D.H., Marzolf, D.P., Pierroutsakos, S.L., Smith, K., Troseth, G., & DeLoache, J.S. (1998). Seeing through symbols? The development of children's understanding of symbolic relations. In B. Spodek & O. Saracho (Eds.), *Play in early childhood education* (pp. 59-79). Albany: State University of New York Press.
- DeLoache, J.S., Uttal, D.H., & Pierroutsakos, S.L. (1998). The development of early symbolization: Educational implications. *Learning and Instruction*, 8, 325-339.
- DeLoache, J.S., Miller, K.F., & Pierroutsakos, S.L. (1998). Reasoning and problem solving. In D. Kuhn

- & R. Siegler (Eds.), *Handbook of child psychology, 5th Edition, Vol 2: Cognition, perception, & language* (pp. 801-850). New York: Wiley.
- Troseth, G., & DeLoache, J. S. (1998). The medium can obscure the message: Young children's understanding of video. *Child Development, 69*, 950-965.
- DeLoache, J. S., & Smith, C. M. (1999). The early understanding and use of symbolic representations. In I. E. Sigel (Ed.), *Theoretical perspectives in the development of representational (symbolic) thought* (pp. 61-86). Hillsdale, NJ: Erlbaum.
- DeLoache, J. S., DeMendoza, O. A. P., & Anderson, K. N. (1999). Multiple factors in early symbol use: The effect of instructions, similarity, and age in understanding a symbol-referent relation. *Cognitive Development, 14*, 299-312.
- Marzolf, D. P., DeLoache, J. S., & Kolstad, V. (1999). The role of relational similarity in young children's use of a scale model. *Developmental Science, 2*, 296-305.
- Uttal, D. H., Liu, L. L., & DeLoache, J. S. (1999). Taking a hard look at concreteness: Do real objects help children learn? In C. Tamis-LeMonda & L. Balter (Eds.), *Child psychology: A handbook of contemporary issues* (pp. 177-192). Hamden, CT: Garland.
- DeLoache, J. S., Uttal, D. H., & Pierroutsakos, S. L. (2000). What's up? The emergence of an orientation preference for picture books. *Journal of Cognition and Development, 1*, 81-95.
- DeLoache, J. S. (2000). Dual representation and young children's use of scale models. *Child Development, 71*, 329-338.
- DeLoache, J. S. (2000). Looking, listening, and learning: Cognitive development in infancy. In D. Cryer & T. Harms, *Research into practice in infant care*. Paul Brookes Publishers.
- DeLoache, J. S., & Gottlieb, A. (2000). If Dr. Spock were born in Bali. In J. DeLoache & A. Gottlieb (Eds.), *A world of babies: Imagined child care manuals from other cultures*. Cambridge: Cambridge University Press.
- DeLoache, J. S. (2002). The symbol-mindedness of young children. In W. Hartup & R. Weinberg (Eds.), *The Minnesota Symposium on Child Psychology, Vol. 32: In celebration of the 75<sup>th</sup> anniversary of the Institute of Child Development* (pp. 73-101). Mahwah, NJ: Erlbaum.
- DeLoache, J. S. (2002). Symbolic development. In U. Goswami (Ed.), *Blackwell Handbook of Childhood Cognitive Development* (pp. 206-226). Oxford: Blackwell.
- Pierroutsakos, S. L., & DeLoache, J. S. (2003). Infants' manual exploration of objects varying in realism. *Infancy, 4*, 141-156.
- DeLoache, J. S., & Korac, N. (2003). Video-based learning by very young children. *Developmental Science, 6*, 245-246.
- Sharon, T., & DeLoache, J. S. (2003). The role of perseveration in children's symbolic understanding and skill. *Developmental Science, 6*, 289-297.

- DeLoache, J. S., Pierroutsakos, S. L., & Uttal, D. H. (2003). The origins of pictorial competence. *Current Directions in Psychological Science, 12*, 114-118.
- DeLoache, J. S. (2004). Becoming symbol-minded. *Trends in Cognitive Sciences, 8*, 66-70.
- DeLoache, J. S., Uttal, D. H., & Rosengren, K. S. (2004). Scale errors offer evidence for a perception-action dissociation early in life. *Science, 304*, 1047-1029.
- DeLoache, J. S., & Sharon, T. (2004). Symbols and similarity: You can get too much of a good thing. *Journal of Cognition and Development, 6*, 33-49.
- DeLoache, J. S., Simcock, G., & Marzolf, D. P. (2004). Transfer by very young children in the symbolic retrieval task. *Child Development, 6*, 1708-1718.
- Troseth, G., Pierroutsakos, S. L., & DeLoache, J. S. (2004). From the innocent to the intelligent eye: The early development of pictorial competence. In R. V. Kail (Ed.), *Advances in Child Behavior and Development, Vol.32*. New York: Academic Press.
- Pierroutsakos, S. L., DeLoache, J. S., & Gound, M. (2005). Very young children are insensitive to picture—but not object—orientation. *Developmental Science, 8*, 326-332.
- DeLoache, J. S. (2005). Scale errors by very young children: A dissociation between action planning and control. *Behavioral and Brain Sciences*.
- DeLoache, J. S. (2005). The Pygmalion problem in early symbol use. In L. Namy (Ed.), *Symbol use and symbolic representation* (Pp. 47-67). Mahwah, NJ: Erlbaum.
- DeLoache, J. S. (August, 2005). Mindful of symbols. *Scientific American*. (Pp. 60-65)  
(Reprinted in *Scientific American Mind* (February 2006).  
(Reprinted in *Scientific American Child Development Special Edition*, 2007)
- Ware, E., Uttal, D. H., Wetter, E. K., & DeLoache, J. S. (2006). Young children make scale errors when playing with dolls. *Developmental Science, 9*, 40-45.
- Simcock, G., & DeLoache, J. S. (2006). The effects of iconicity on re-enactment from picture books by 18- to 30-month-old children. *Developmental Psychology, 42*, 1352-1357
- Troseth, G. L., Bloom, M., & DeLoache, J. S. (in press). Young children's use of scale models: Testing alternatives to representational insight. *Developmental Science, 10*, 763-769.
- DeLoache, J. S., & Ganea, P. A. (2007). The early growth of symbolic understanding and use: A tribute to Ann Brown. In J. C. Campione, K. E. Metz, & A. S. Palincsar (Eds.), *Children's learning in the laboratory and in the classroom: Essays in honor of Ann Brown*. London: Routledge.
- DeLoache, J. D., & Bloom, M. E. (in press). Of chimps and children: Use of spatial symbols by two species. In R. Mitchell & F. Dolins (Eds.), *Spatial Perception, Spatial Cognition: Mapping the Self and Space*. New York: Cambridge University Press.

DeLoache, J. S., Ganea, P. A., & Jaswal, V. K. Early learning through language. (In press). In P. McArdle & John Colombo (Eds.), *Infant pathways to language: Methods, models, and research directions*. Mahwah, NJ: Lawrence Erlbaum & Associates.

DeLoache, J. S., & Chiong, C. (In press). Babies and baby media. *American Behavioral Scientist*.

DeLoache, J.S., Simcock, G., & Macari, S. (In press). Planes, trains, and automobiles: Extremely intense interests in very young children. *Developmental Psychology*.

DeLoache, J. S. (In press). Babies, toddlers, and teens: Books on child development. In E. Ayers (Ed.), *Thinking of Reading*.

DeLoache, J. S., & Ganea, P. A. (in press) Symbol-based learning in infancy. To appear in A. Woodward & A. Needham (Eds.), *Learning and the Infant Mind*. Oxford University Press.

Ganea, P. A., Bloom, M., & DeLoache, J. S. (in press). From picture books to the real world: Pictorial realism affects young children's generalization from depicted to real objects. *Journal of Cognition and Development*.

LoBue, V., & DeLoache, J. S. (in press). Detecting the snake in the grass: Attention to fear-relevant stimuli by adults and young children. *Psychological Science*.

#### Under review:

Amaya, M., Uttal, D. H., & DeLoache, J. S. (under review) Procedural knowledge in two-digit subtraction: Comparing concrete and symbolic.

DeLoache, J. S., & LoBue, V. (in press). The narrow fellow in the grass: Human infants associate snakes and fear. *Developmental Science*.

Chiong, C., & DeLoache, J. S. (under review). Learning the ABC's: What kind of picture books facilitate young children's learning?

#### Other

DeLoache, J. S. (1981). A young child's memory for location of objects. *Illinois Research*, 23, 8B9.

DeLoache, J. S. (1994). I know; Therefore I reason. Review of U. Goswami, *Analogical reasoning in children*. *Contemporary Psychology*, 40, 35-36.

DeLoache, J. S. (1999, December 26). Inside the minds of our littlest scientists. Review of A. Gopnik, A. N. Meltzoff, & P. K. Kuhl, *The scientist in the crib*. *Chicago Tribune*.

DeLoache, J. S., & Clore, G. L. (2007). Not always smooth sailing. *APS Observer*, May.

## NUMEROUS PRESENTATIONS TO PROFESSIONAL SOCIETIES (1969 to present)

### RESEARCH AND TEACHING INTERESTS

#### Research

Cognitive development in infants and young children  
Development of symbolization  
Development of memory  
Social context of cognitive development  
Culture and development

#### Teaching

Developmental Psychology  
Infancy  
Cognitive development  
Cross-cultural perspectives on infant development

### MEMBERSHIP IN PROFESSIONAL SOCIETIES

Society for Research in Child Development  
American Psychological Society  
American Psychological Association  
International Society for Infant Study  
Jean Piaget Society  
Zero to Three

### HONORS, AWARDS, ELECTED OFFICES

Psi Chi Scholarship, Georgia State University, 1968  
Kell Award, Georgia State University (presented to graduating senior with the highest grade- point average), 1967  
Valedictorian, Georgia State University, 1967.  
University Scholar, University of Illinois, 1969-70.  
Visiting Scholar, Stanford University Psychology Department, 1980.  
List of Excellent Teachers, University of Illinois, 1984.  
Outstanding Advisor in HDFE, 1986.  
Associate, Center for Advanced Study, University of Illinois, 1986-87. (Declined).  
James McKean Cattell Fund Fellowship, 1986-87. (Declined).  
Visiting Scholar, Department of Experimental Psychology, University of Oxford, England, 1986-87.  
Senior International Fellowship, Fogarty Foundation, National Institutes of Health, 1986-87.  
Outstanding Instructor in HDFE, 1988  
Fellow, American Psychological Association, Divisions 3 and 7

Fellow, American Psychological Society.  
 List of Excellent Teachers, University of Illinois, 1993  
 Fellow, Program for the Study of Cultural Values and Ethics, University of Illinois, 1994  
 List of Excellent Teachers, University of Illinois, 1996  
 Fellow, Center for Advanced Study in the Behavioral Sciences, Palo Alto, CA, 1996-97.  
 Executive Committee, Developmental Psychology Division, American Psychological Association, 1998-2002  
 Executive Board, Cognitive Development Society, 1999-2001  
 Executive Board, International Society for the Study of Infancy, 1998-2002  
 Master Lecture, Society for Research in Child Development, 1999  
 President, Developmental Psychology Division, American Psychological Association, 2000-2001.  
 Scientific MERIT Award, National Institute for Child Health and Human Development, 1999.  
 William R. Kenan, Jr. Professor of Psychology, University of Virginia, 2000-  
 Visiting Scholar, Harvard University, Department of Psychology – Spring 2003  
 Fellow in Residence, Rockefeller Foundation Study and Conference Center (Bellagio, Italy), May, 2003.  
 Plenary speaker, Cognitive Development Society, October, 2003  
 Twenty Studies That Fascinated Child Psychology, *SRCD Newsletter*, October 2003 – DeLoache, Miller, & Rosengren, 1997  
 “Bring the Family” speaker, American Psychological Society, May 2005  
 Fellow, American Association for the Advancement of Science

#### RESEARCH GRANTS AND PROJECTS FUNDED

- 1973 – 74      Principal Investigator. Florida Atlantic University, National Science Foundation Seed grant, "Visual Memory in Infants."
- 1974 – 75      Co-Investigator with G.L. Clore. University of Illinois Research Board grant, "Interactions between Concept Usage, Stereotyping and Memory."
- 1978 – 84      Co-Principal Investigator with Ann Brown. National Institute of Child Health and Human Development, "Cognitive Development in Early Childhood." (Project 4 of Program Project grant HD-05951, "Cognition in the Retarded Child"). Total award \$185,860 (direct costs) .
- 1979 – 82      Principal Investigator. Hatch grant (ILLU-60-0305), "Memory in Very Young Children."
- 1980 – 81      University of Illinois Research Board grant to purchase equipment, \$3,000.
- 1984 – 87      Principal Investigator. National Institute for Child Health and Human Development, "Early Cognitive Development: Search Skills in Very Young Children" (Project 4 of HD-05951). Total award \$129,374 (direct costs).
- 1986 – 87      Fellowship, Fogarty Foundation, National Institutes of Health. "The development of representation in young children." Total award \$32,000.
- 1987 – 90      Principal Investigator, HATCH grant (ILLU 60-0309), "The development of young children's understanding of models." \$4,500/year.
- 1988 – 91      Principal Investigator, National Institute for Child Health and Human Development,

- "Representational Functioning in Young Children" (HD 25271). Total award \$269,213 (direct costs).
- 1991 – 94 Competitive renewal of HD-25271. Total award - \$262,609 (direct costs).
- 1994 – 99 Competitive renewal of HD-25271. Total award - \$523,953 (direct costs).
- 1999 – 2004 Competitive renewal of HD-25271. Total award - \$962,785 (direct costs).
- 1999 – 2002 Sponsor, Tanya Sharon. NRSA, NIH (F-32-HD08599), Intentionality and inhibition in early symbolic skill.
- 2002 – 2005 Co-Principal Investigator. (David Uttal – Principal Investigator) OERI, Cognition and Student Learning Program. Learning from symbolic objects.
- 2005 – 2008 Competitive renewal of OERI grant.
- 2004 – 2009 MERIT renewal of HD-25271 (Years 18-22). Total award - \$1,260,402 (direct costs).
- 2005 – 2007 Co-Investigator. (Patricia Ganea – Principal Investigator). National Science Foundation. Learning and generalization of scientific information from picture books. Total award - \$518,343 (total costs)

## PROFESSIONAL ACTIVITIES

### Editorial Boards

*Child Development* (1984-87)  
*Cognitive Development* (1986-98)  
*British Journal of Developmental Psychology* (1988-94)  
*Developmental Psychology* (1993-95)  
*Journal of Applied Developmental Psychology* (1995- )  
*Journal of Cognition and Development* (1999-2002)  
*Monographs of the Society for Research in Child Development* (1999)  
*Journal of Experimental Psychology: General* (2002-03)  
*Science* (2004-2007)

### Grant Review Panels

Member, Human Development and Aging Study Section, National Institute of Child Health and Human Development, NIH (1989 - 1993)  
 Memory and Cognition Panel, National Science Foundation, May 1985  
 Child Learning and Development Panel, National Science Foundation, June 1999  
 NIH: BBBS-4 panel, October, 2002

### Professional Service

Board of Directors, Jean Piaget Society, 1990-93  
 Program Committee, American Psychological Society, 1991-92  
 Publications Committee, American Psychological Society, 1992-94  
 Program Committee, Society for Research in Child Development, 1991-97  
 Co-chair, Program Committee, Society for Research in Child Development, 1993-95  
 Chair, McCandless Award Committee, American Psychological Association, 1996-97  
 Credentials Committee, American Psychological Association - Division 7, 1997-99;  
 Chair, 1998-99  
 Credentials Committee, American Psychological Society, 1998-99  
 Executive Committee, American Psychological Association - Division 7, 1998-  
 Executive Board, International Society for the Study of Infancy, 1998-2004  
 Executive Board, Cognitive Development Society, 1999-2001  
 Chair, External Review Committee for UNC- Chapel Hill Psychology Department, March, 2001  
 President, American Psychological Association - Division 7, 1999-2000  
 Committee on Scientific Awards, American Psychological Association, 2001-2003  
 Past-President, American Psychological Association – Division 7, 2001-2002  
 Member, Department Advisory Committee, Carnegie Mellon University, 2002-2006  
 Member, Advisory Board, Cornell Institute for Research on Children, 2002-04  
 Chair, Committee on Scientific Awards, APA, 2003  
 Chair, Review Panel for Society for Research in Child Development, 2005  
 Chair, Review Panel for International Society for Infancy Study, 2005  
 Member, Review Panel (site visitors) for the Swiss National Science Foundation, Division for  
 Targeted Research/National Centres of Competence in Research. 2006-2008.

### Colloquia and Invited Addresses

Stanford University, Psychology Department Developmental Program, January 1980.  
 University of California, San Diego, Laboratory of Comparative Human Cognition, April 1980.  
 Stanford University, Early Development and Early Education Colloquium Series, May 1980.  
 Carnegie-Mellon University, Carnegie-Mellon Symposium on Cognition, May 1983.  
 State University of New York at Buffalo, Psychology Department Developmental Program,  
 November 1983.  
 Tulane University, Psychology Department, April 1984.  
 Midwestern Psychological Association, Invited Talk, May 1984.  
 University of Illinois, Psychology Department, February 1985.  
 Conference on Human Development, Nashville, April 1986.  
 University of Oxford, Department of Experimental Psychology Developmental Program, October 1986.  
 Cognitive Development Unit, Medical Research Council, London, November 1986.  
 University of Sussex, Department of Experimental Psychology, February 1987.  
 University of York, Department of Psychology, March 1987.  
 Scottish Developmental Psychology Forum, Stirling, Scotland, May 1987.  
 University of Oxford, Department of Experimental Psychology, June 1987.  
 Emory University, Emory Cognition Project Conference, Atlanta, October 1987.  
 Indiana University, Developmental Psychology Program, November 1987.  
 Washington University, Psychology Department, St. Louis, November 1987.  
 Carnegie-Mellon University, Psychology Department, Pittsburgh, September 1988.  
 University of Illinois, Psychology Department, Champaign-Urbana, October 1988.  
 Ontario Institute for Studies in Education, Toronto, February 1989.  
 State University of New York at Buffalo, Developmental Group, Buffalo, February 1989.  
 Purdue University, Developmental Psychology Program, West Lafayette, March 1989.  
 Northern Illinois University, Graduate Colloquium Series, April 1989.  
 Florida Atlantic University, Psychology Department, January 1990.  
 Educational Testing Service, Princeton, NJ: Conference in honor of Irving Sigel, May 1990.  
 Midwestern Psychological Association, Invited Talk, Chicago, May 1990.

University of Pennsylvania, Cognitive Science Program, Philadelphia, September 1990.  
Pennsylvania State University, Conference on the Preschool Child, University Park, October 1990.  
University of Florida, Psychology Department, February 1991.  
Princeton University, Cognitive Science Program, March 1991.  
University of Chicago, Developmental Psychology, May 1991.  
American Psychological Association, Invited Discussant, August 1991.  
Pennsylvania State University, Human Development, February 1992.  
Vanderbilt University (Peabody College), Developmental Psychology, October 1992.  
Kent State University, Kent Forum on Applied Psychology, April 1993.  
University of Michigan, Developmental Psychology, October, 1993.  
Northwestern University, Communicative Disorders Program, February 1994.  
Conference on Human Development, Invited Paper, Pittsburgh, April 1994.  
Psychonomics Society (invited participant in invited symposium), St. Louis, November 1994.  
University of North Carolina, Psychology Department, April 1995.  
Midwestern Psychological Association (invited talk), Chicago, May 1995.  
American Psychological Association, Division 7 (invited address), New York, August 1995.  
American Psychological Association, Division 7 (invited participant in invited symposium), New York, August 1995.  
Georgia State University, Psychology Department, October 1995.  
Zero-to-Three, 10th National Training Institute (invited talk), Atlanta, December 1996.  
Emory University, Psychology Department, December 1996.  
Parents-as-Teachers (invited address), St. Louis, July 1996.  
Center for Advanced Study in the Behavioral Sciences, Palo Alto, September 1997.  
University of Arizona, Psychology Department, October 1996.  
Carnegie-Mellon University, Psychology Department, October 1996.  
Stanford University, Psychology Department, January 1997.  
University of California Santa Cruz, Developmental Psychology Program, February, 1997.  
University of California Berkeley, Developmental Psychology Program, March 1997.  
Frank Porter Graham Child Development Center, Synthesis Conference on Research into Practice in Infant/Toddler Care (invited talk), October 1997.  
University of Virginia, Psychology Department, November 1997.  
Northwestern University, Conference on Spatial Cognition, January 1998.  
Southwestern Society for Research in Human Development (invited address), March 1998.  
American Psychological Association Summer Teaching Institute (invited address), June 1998.  
Max Planck Institute for Human Development, Berlin, August 1998.  
Center for Cognitive Neuroscience, Eunice Kennedy Shriver Center, September 1998.  
Master Lecture, Society for Research in Child Development, April 1999.  
University of North Carolina, Institute on Early Care and Education, June 1999.  
European Conference on Developmental Psychology (co-organizer and discussant of invited symposium), September 1999.  
Geneseo State College (NY), The Harvey Wahlgren All-College Lecture, February 2000.  
University of Otago, New Zealand, Conference on Memory: Mechanisms, Processes, and Applications, March 2000.  
Pennsylvania State University, The Lois Bloom Lecture (inaugural lecture), April 2000.  
University of Iowa, The Charles Spiker Memorial Lecture, April 2000.  
University of Minnesota, The Minnesota Symposium, October 2000.  
National Institute for the Teaching of Psychology, January, 2001.  
University of California at San Francisco, Department of Psychiatry, January 2001.  
University of California at Berkeley, Memorial Symposium in Honor of Ann Brown, January 2002  
University of Maryland, Psychology Department, March 2001  
Carolinas Psychology Conference (keynote speaker), April 2001  
Zero-to-Three, Scientific Meeting (invited talk), April 2001  
American Psychological Association, Presidential Address (Division 7), August 2001  
Southern Society for Philosophy and Psychology, Invited Address, April 2002.  
American Psychological Society, Invited Talk, June 2002.  
Furman University, Psychology Department, October 2002.  
Emory University, Symbol Use and Symbolic Representation workshop, October 2002.  
Harvard University, Laboratory for Developmental Science, February 2003  
Harvard University, Vision Lab, May 2003  
University of Massachusetts, Developmental Psychology, April 2003  
University of Delaware, College of Education, October 2003  
Cognitive Development Society, Plenary speaker, October 2003  
Rutgers University, Cognitive Science, February 2004  
University of North Carolina, Psychology Department, March, 2004  
Duke University, March 2004  
NIH – NICHD Council Meeting, September, 2004

LIFE Conference, Max Planck Institute, Berlin, October 2004  
Max Planck Institute, Leipzig, October 2004  
University of Texas, February 2005  
Georgetown University, February 2005  
Macquarie University, Brisbane, Australia, March 2005  
Boston University, April, 2005  
APS Bring the Family Talk, Los Angeles, May 2005  
New York University, Psychology Department, February, 2006  
National Academy of Sciences – Conference on Children and Media, March, 2006.  
University of Lund, Sweden, Psychology Department, October, 2006  
Yale University, Donald Taylor Memorial Lecturer, Psychology Department, February 2007  
University of Washington, Allen L. Edwards Psychology Lecture Series, February 2007  
University of British Columbia, Psychology Department, February 2007  
Max Planck Institute, Berlin, May 2007

September, 2007