

Curriculum Vitae

Haley A. Vlach

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University of Wisconsin–Madison
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EDUCATION

- 2007-2012 Ph.D. Psychology, University of California, Los Angeles
Cognitive & Developmental Psychology
- 2006-2007 M.A. Psychology, University of California, Los Angeles
Cognitive & Developmental Psychology
- 2002-2006 B.S. Psychology, Carnegie Mellon University
with University Honors; Phi Beta Kappa

ACADEMIC POSITIONS

- 2024-present Professor
Department of Educational Psychology, University of Wisconsin–Madison
Affiliate Faculty: Department of Communication Sciences & Disorders;
Department of Psychology
- 2020-present Chair, Human Development Area
Department of Educational Psychology, University of Wisconsin–Madison
- 2012-present Lab Director: Learning, Cognition, & Development (LCD) Lab
- 2012-present Principal Investigator: Wisconsin Center for Education Research (WCER)
- 2018-2024 Associate Professor
2012-2018 Assistant Professor
Department of Educational Psychology, University of Wisconsin–Madison

RESEARCH INTERESTS

Cognitive development, including language acquisition, word learning, memory, categorization, generalization, concept learning, science learning; Bridging psychological science with education

SELECTED AWARDS, FELLOWSHIPS, & HONORS

Awards

- 2023 Vilas Associates Award, UW-Madison
- 2022 H. I. Romnes Faculty Award, UW-Madison
- 2020 Boyd McCandless Award, APA Div. 7, early career award in developmental psychology

- 2019 Vilas Faculty Early Career Investigator Award, Vilas Trust
- 2019 Mentoring Undergraduates in Research and Scholarly Activities Award, UW-Madison
- 2018 James S. McDonnell Foundation Human Cognition Scholar Award
- 2017 SRCD Early Career Contribution Award, early career award in developmental science
- 2015 William Chase Award, early career award in cognitive science
- 2011 SRCD Student Travel Award
- 2010 Robert Glushko and Pamela Samuelson Award, Cognitive Science Society
- 2010 Distinction in Teaching Award, UCLA
- 2008 NSF Graduate Research Fellowship, Honorable Mention Award

Fellowships & Honors

- 2023-2028 Ron Schwarz Faculty Fellowship
- 2013, 2014, 2015, 2019, 2022, 2023 Hilldale Undergraduate/Faculty Research Fellowship, UW-Madison
- 2018 Appointed Fellow of UW-Madison Teaching Academy
- 2015 Appointed Fellow (FPsyS) of Psychonomics Society
- 2009, 2010 PROPS Teaching/Mentor Fellowship, UCLA
- 2008-2009 Graduate Mentorship Research Fellowships, UCLA
- 2008, 2009 Graduate Mentorship Summer Research Fellowship, UCLA
- 2007-2008 CONNECT Educational Research Fellowship, UCLA
- 2006-2007 University Chancellor's Award and Fellowship, UCLA
- 2006 Phi Beta Kappa, Carnegie Mellon University
- 2006 Gretchen Goldsmith Lankford Fellowship, Carnegie Mellon University
- 2005 Victoria Bloom Memorial Fellowship, Carnegie Mellon University
- 2005 Walk Memorial Fellowship, Carnegie Mellon University
- 2004 William C. Dement Fellowship, Brown University

PUBLICATIONS

*indicates student or postdoc authors

Journal Articles:

Crespo*, K., **Vlach**, H.A., Kaushanskaya, M. (2024). The effects of speaker and exemplar variability in children's cross-situational word learning. *Psychonomic Bulletin & Review*, 1-11.
<https://doi.org/10.3758/s13423-023-02444-6>

Morey, C. C., AuBuchon, A. M., Attwood, M., Castelain, T., Cowan, N., Crepaldi, D., Fjerdningstad, E., Fredriksen, E., Jarrold, C., Koch, C., Lelonkiewicz, J. R., Lupyan, G., Mendenhall, W., Moreau, D.,

- Schonberg, C., Tamnes, C. K., **Vlach**, H. A., & Elliott, E. M. (2024). Is verbal rehearsal strategic? An investigation into overt rehearsal of nameable pictures in 5- to 10-year-old children. *Journal of Cognition and Development*, 1–20. <https://doi.org/10.1080/15248372.2024.2389123>
- Yüksel*, E.M., Green, C.S., **Vlach**, H.A. (2024). Effect of instruction and experience on students' learning strategies. *Metacognition and Learning*, 1-20. <https://doi.org/10.1007/s11409-023-09372-9>
- Zettersten*, M., Bredemann*, C., Kaul*, M., Ellis*, K., **Vlach**, H., Kirkorian, H., & Lupyan, G. (2024). Nameability supports rule-based category learning in children and adults. *Child Development*, 95(2), 497-514. <https://doi.org/10.1111/cdev.14008>
- Green, C. S., & **Vlach**, H. A. (2023). Perceptual learning, cognitive learning, and learning from video games: Commonalities with children's learning from digital media. *Journal of Applied Research in Memory and Cognition*, 12(4), 485-490. <https://doi.org/10.1037/mac0000148>
- Crespo*, K., **Vlach**, H. A., & Kaushanskaya, M. (2023). The effects of bilingualism on children's cross-situational word learning under different variability conditions. *Journal of Experimental Child Psychology*, 229, 1-16. <https://doi.org/10.1016/j.jecp.2022.105621>
- Knabe*, M., Bredemann*, C. A., & **Vlach**, H. A. (2023). A lack of retrieval practice effects in children's recognition and recall memory of novel words during storybook reading. *Frontiers in Developmental Psychology*, 1, 1270938. <https://doi.org/10.3389/fdyps.2023.1270938>
- Knabe*, M., Schonberg*, C. C., & **Vlach**, H. A. (2023). Does the public know what researchers know? Perceived task difficulty impacts adults' intuitions about children's early word learning. *Cognitive Research: Principles and Implications*, 8(1), 45. <https://doi.org/10.1186/s41235-023-00493-y>
- Knabe*, M., Schonberg*, C. C., & **Vlach**, H. A. (2023). When time shifts the boundaries: Isolating the role of forgetting in children's changing category representations. *Journal of Memory and Language*, 132, 104447. <https://doi.org/10.1016/j.jml.2023.104447>
- Knabe*, M., & **Vlach**, H. A. (2023). Not all is forgotten: Children's associative matrices for features of a word learning episode. *Developmental Science*, 26(2), e13291. <https://doi.org/10.1111/desc.13291>
- AuBuchon, A. M., Elliott, E. M., Morey, C. C...**Vlach**, H. A., & Voracek, M. (2022). Lexical access speed and the development of phonological recoding during immediate serial recall. *Journal of Cognition and Development*, 23(5), 624-643. <https://doi.org/10.1080/15248372.2022.2083140>
- Lazaroff*, E., & **Vlach**, H. A. (2022). Children's science vocabulary uniquely predicts individual differences in science knowledge. *Journal of Experimental Child Psychology*, 221, 1-21. <https://doi.org/10.1016/j.jecp.2022.105427>
- Lazaroff*, E., & **Vlach**, H. A. (2022). "What makes this a wug?" Relations among children's question asking, memory, and categorization of objects. *Frontiers in Psychology*, 13, 892298. <https://doi.org/10.3389/fpsyg.2022.892298>
- Suffill*, E., Schonberg*, C., **Vlach**, H. A., & Lupyan, G. (2022). Children's knowledge of superordinate words predicts subsequent inductive reasoning. *Journal of Experimental Child Psychology*, 221, 105449. <https://doi.org/10.1016/j.jecp.2022.105449>

- Vlach**, H. A., Kaul*, M., Hosch*, A., & Lazaroff*, E. (2022). Attending less and forgetting more promotes generalization: Dynamics of simultaneous, massed, and spaced presentations in science concept learning. *Journal of Applied Research in Memory and Cognition*, 11(3), 361–373. <https://psycnet.apa.org/doi/10.1016/j.jarmac.2021.10.007>
- Bredemann*, C. A., & **Vlach**, H. A. (2021). Where's the advantage? Mutual exclusivity promotes children's initial mapping, but not long-term memory, for words compared to other strategies. *Frontiers in Psychology*, 12, 686554. <https://doi.org/10.3389/fpsyg.2021.686554>
- Elliot, E. M., Morey, C. C., AuBuchon, A... & **Vlach**, H. A. (2021). Multi-lab direct replication of Flavell, Beach and Chinsky (1966): Spontaneous verbal rehearsal in a memory task as a function of age. *Advances in Methods and Practices in Psychological Science*, 4(2), 25152459211018187. <https://doi.org/10.1177/25152459211018187>
- Knabe*, M., & **Vlach**, H. A. (2020). When are difficulties desirable for children? First steps toward a developmental and individual differences account of the spacing effect. *Journal of Applied Research in Memory and Cognition*, 9(4), 447-454. <https://doi.org/10.1016/j.jarmac.2020.07.007>
- Knabe*, M., & **Vlach**, H. A. (2020). Anti-representationalism in language development research: A commentary on Ambridge (2020). *First Language*, 40(5-6), 592-595. <https://doi.org/10.1177/0142723720905918>
- Green, C. S., Bavelier, D., Kramer, A. F., Vinogradov, S...**Vlach**, H. A., ... & Witt, C. M. (2019). Improving methodological standards in behavioral interventions for cognitive enhancement. *Journal of Cognitive Enhancement*, 3, 2-29. <https://doi.org/10.1007/s41465-018-0115-y>
- Mulak*, K. E., Escudero, P., & **Vlach**, H. A. (2019). Cross-situational learning of phonologically overlapping words across degrees of ambiguity. *Cognitive Science*, 43(5), e12731. <https://doi.org/10.1111/cogs.12731>
- Vlach**, H. A. (2019). Learning to remember words: Memory constraints as double-edged sword mechanisms of language development. *Child Development Perspectives*, 13(3), 159-165. <https://doi.org/10.1111/cdep.12337>
- Vlach**, H. A., Bredemann*, C. A., & Kraft*, C. (2019). To mass or space? Young children do not possess adults' misconceptions of spaced learning. *Journal of Experimental Child Psychology*, 183, 115-133. <https://doi.org/10.1016/j.jecp.2019.02.003>
- Vlach**, H. A., & DeBrock*, C. A. (2019). Statistics learned are statistics forgotten: Children's retention and retrieval of cross-situational word learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 45(4), 700-711. <https://psycnet.apa.org/doi/10.1037/xlm0000611>
- Will*, K. K., Masad*, A., **Vlach**, H. A., & Kendeou, P. (2019). The effects of refutation texts on generating explanations. *Learning and Individual Differences*, 69, 108-115. <https://doi.org/10.1016/j.lindif.2018.12.002>
- Miller*, H. E., **Vlach**, H. A., & Simmering, V. R. (2017). Producing spatial words is not enough: Understanding the relation between language and spatial cognition. *Child Development*, 88(6), 1966-1982. <https://doi.org/10.1111/cdev.12664>

- Vlach**, H. A., & DeBrock*, C. A. (2017). Remember dax? Relations between children's cross-situational word learning, memory, and language abilities. *Journal of Memory and Language*, 93, 217-230. <https://doi.org/10.1016/j.jml.2016.10.001>
- Escudero, P., Mulak*, K. E., & **Vlach**, H. A. (2016). Cross-situational learning of minimal word pairs. *Cognitive Science*, 40(2), 455-465. <https://doi.org/10.1111/cogs.12243>
- Escudero, P., Mulak*, K. E., & **Vlach**, H. A. (2016). Infants encode phonetic detail during cross-situational word learning. *Frontiers in Psychology*, 7, 1419. <https://doi.org/10.3389/fpsyg.2016.01419>
- Vlach**, H. A. (2016). How we categorize objects is related to how we remember them: The shape bias as a memory bias. *Journal of Experimental Child Psychology*, 152, 12–30. <https://doi.org/10.1016/j.jecp.2016.06.013>
- Vlach**, H. A., & Noll*, N. (2016). Talking to children about science is harder than we think: Characteristics and metacognitive judgments of explanations provided to children and adults. *Metacognition and Learning*, 11(3), 317-338. <https://doi.org/10.1007/s11409-016-9153-y>
- Gluckman*, M., **Vlach**, H. A., & Sandhofer, C. M. (2014). Spacing simultaneously promotes multiple forms of learning in children's science curriculum. *Applied Cognitive Psychology*, 28(2), 266-273. <https://doi.org/10.1002/acp.2997>
- Vlach**, H. A. (2014). The spacing effect in children's generalization of knowledge: Allowing children time to forget promotes their ability to learn. *Child Development Perspectives*, 8(3), 163-168. <https://doi.org/10.1111/cdep.12079>
- Vlach**, H. A., & Kalish, C. W. (2014). Temporal dynamics of categorization: Forgetting as the basis of abstraction and generalization. *Frontiers in Psychology*, 5, 91929. <https://doi.org/10.3389/fpsyg.2014.01021>
- Vlach**, H. A., & Sandhofer, C. M. (2014). Retrieval dynamics and retention in cross-situational statistical learning. *Cognitive Science*, 38 (4), 757-774. <https://doi.org/10.1111/cogs.12092>
- Vlach**, H. A., Sandhofer, C. M., & Bjork, R. A. (2014). Equal spacing and expanding schedules in children's categorization and generalization. *Journal of Experimental Child Psychology*, 123, 129-137. <https://doi.org/10.1016/j.jecp.2014.01.004>
- Ankowski, A. A., **Vlach**, H. A., & Sandhofer, C. M. (2013). Comparison vs. contrast: Task specifics affect category acquisition. *Infant and Child Development*, 22(1), 1-23. <https://doi.org/10.1002/icd.1764>
- Krogh, L., **Vlach**, H. A., Johnson, S. P. (2013). Statistical learning in development: Flexible yet constrained. *Frontiers in Psychology*, 3, 31886. <https://doi.org/10.3389/fpsyg.2012.00598>
- Vlach**, H. A., & Johnson, S. P. (2013). Memory constraints on infants' cross-situational statistical learning. *Cognition*, 127(3), 375-382. <https://doi.org/10.1016/j.cognition.2013.02.015>
- Vlach**, H. A., Ankowski, A. A., & Sandhofer, C. M. (2012). At the same time or apart in time? The role of presentation timing and retrieval dynamics in generalization. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 38(1), 246-254. <https://psycnet.apa.org/doi/10.1037/a0025260>

- Vlach, H. A., & Sandhofer, C. M. (2012). Distributing learning over time: The spacing effect in children's acquisition and generalization of science concepts. *Child Development*, 83(4), 1137-1144. <https://doi.org/10.1111/j.1467-8624.2012.01781.x>
- Vlach, H. A., & Sandhofer, C. M. (2012). Fast mapping across time: Memory mechanisms support children's ability to retain words. *Frontiers in Psychology*, 3(46), 17291. <https://doi.org/10.3389/fpsyg.2012.00046>
- Vlach, H. A., & Sandhofer, C. M. (2011). Developmental differences in children's context-dependent word learning. *Journal of Experimental Child Psychology*, 108(2), 394-401. <https://doi.org/10.1016/j.jecp.2010.09.011>
- Vlach, H. A., Krogh, L., Thom, E. E. & Sandhofer, C. M. (2010). Doing with development: Moving toward a complete theory. *Behavioral and Brain Sciences*, 33(2-3), 227-228. <https://doi.org/10.1017/S0140525X1000049X>
- Vlach, H. A. & Carver, S. M. (2008). The effects of observation coaching on children's graphic representations. *Early Childhood Research & Practice*, 10(1), 1-15.
- Vlach, H. A., Sandhofer, C. M., & Kornell, N. (2008). The spacing effect in young children's memory and category induction. *Cognition*, 109(1), 163-167. <https://doi.org/10.1016/j.cognition.2008.07.013>
- Vlach, H. A., & Carver, S. M. (2006). The impact of observation on children's drawings. *National Association of Laboratory Schools Journal*, 30, 6-15.

Book Chapters, Conference Proceedings, & Other Publications:

- Knabe*, M. L., Kaushanskaya, M., & Vlach, H. A. (2024). Dual-language storybooks as a word learning tool for single-language learners. In *IEEE International Conference on Development and Learning* (p. 1-6), Austin, Texas, IEEE Press. CF Paper Id: ICDL2024-37
- Yüksel*, E.M., Knabe*, M. L., Green, C.S., Vlach, H.A. (2024). Interleaving benefits category learning but not item memory. In S. Frank, E. Hazeltine, A. Mackey, L. Samuelson, & M. Toneva (Eds.), *Proceedings of the Annual Meeting of the Cognitive Science Society* (46). Cognitive Science Society.
- Knabe*, M. L., Yüksel*, E. M., & Vlach, H. A. (2023). Patterns of visual attention in blocked and interleaved learning. In F. Anggoro, M. Goldwater, B. Hayes, & D. Ong (Eds.), *Proceedings of the 45th Annual Conference of the Cognitive Science Society* (45). Cognitive Science Society.
- Knabe*, M. L., Lazaroff*, E., & Vlach, H. A. (2022). Academic vocabulary as a measure of school readiness. In *Handbook of Research on Innovative Approaches to Early Childhood Development and School Readiness* (pp. 113-141). IGI Global. <https://doi.org/10.4018/978-1-7998-8649-5.ch006>
- Knabe*, M., & Vlach, H. A. (2021). Does the spacing effect depend on prior knowledge? Evaluating the role of word familiarity in learning from spaced vs. massed schedules [Abstract]. In T. Fitch, C. Lamm, H. Leder, & K. Tessmar (Eds.), *Proceedings of the 43rd Annual Conference of the Cognitive Science Society* (p. 3474). Cognitive Science Society.
- Knabe*, M., Lazaroff*, E., & Vlach, H. A. (2020). Can misconceptions be forgotten? Evaluating the efficacy of a directed-forgetting paradigm in revising science misconceptions [Abstract]. In S. Denison,

M. Mack, Y. Xu, & B.C. Armstrong (Eds.), *Proceedings of the 42nd Annual Conference of the Cognitive Science Society* (p. 3519). Cognitive Science Society.

Knabe*, M. & Vlach, H. A. (2020). To repeat or not to repeat: Competitor repetition and variability in children's memory for words [Abstract]. In S. Denison., M. Mack, Y. Xu, & B.C. Armstrong (Eds.), *Proceedings of the 42nd Annual Conference of the Cognitive Science Society* (p. 3520). Cognitive Science Society.

Lazaroff*, E., & Vlach, H. A. (2020). Are analogies enough? Assessing long-term retention of and cognitive supports for science concepts learned using structural alignment [Abstract]. In S. Denison, M. Mack, Y. Xu, & B.C. Armstrong (Eds.), *Proceedings of the 42nd Annual Conference of the Cognitive Science Society* (p. 3522). Cognitive Science Society.

Vlach, H. (2020, July 1). Q & A with Haley Vlach, Boyd McCandless Award Winner. *Developmental Psychologist*. <https://www.apadivisions.org/division-7/publications/newsletters/developmental/2020/07/haley-vlach-interview>

Schonberg*, C., & Vlach, H. A. (2019). Temporal dynamics of preschoolers' novel word learning and categorization [Member Abstract]. In A.K. Goel, C.M. Seifert, & C. Freksa (Eds.) *Proceedings of the 41st Annual Conference of the Cognitive Science Society* (p. 3567). Montreal, QB: Cognitive Science Society.

DeBrock*, C. A., & Vlach, H. A. (2018). Testing effects in children's storybook reading [Member Abstract]. In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (p. 2842). Austin TX: Cognitive Science Society.

Kaul*, M., Lazaroff*, E., & Vlach, H. A. (2018). Allowing children time to forget promotes their acquisition and generalization of science concepts [Member Abstract]. In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (p. 2891). Austin TX: Cognitive Science Society.

Lazaroff*, E., & Vlach, H. A. (2018). The role of inquiry in children's and adults' memory, categorization, and explanation of new information [Member Abstract]. In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (p. 2899). Austin TX: Cognitive Science Society.

Vlach, H. A. (2018). Temporal dynamics of categorization: Is there a best of both worlds? In T.T. Rogers, M. Rau, X. Zhu, & C. W. Kalish (Eds.), *Proceedings of the 40th Annual Conference of the Cognitive Science Society* (ps. 67-68). Austin TX: Cognitive Science Society.

Vlach, H. A., & Bjork, R. A. (2017). How can we improve teaching? *World Class: Tackling the ten biggest challenges facing schools today*. Editors: David James and Tom Bennett; Publisher: Routledge.

Miller*, H. E., & Vlach, H. A. (2016). Biased attention to spatial dimensions predicts children's spatial word acquisition [Abstract]. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.), *Proceedings of the 38th Annual Conference of the Cognitive Science Society* (p. 2876). Austin, TX: Cognitive Science Society.

Miller*, H. E., Vlach, H. A., & Simmering, V. R. (2014). Children's flexibility in using spatial language and its relation to spatial skills [Abstract]. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (p. 3361). Austin, TX: Cognitive Science Society.

- Vlach, H. A. (2014). The shape bias shapes more than just attention: Relationships between categorical biases & object recognition memory. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society* (pp. 3049 - 3054). Austin, TX: Cognitive Science Society.
- Escudero, P., Mulak*, K. E., & Vlach, H. A. (2013). Cross-situational statistical learning of phonologically overlapping words. In M. Knauff, M., Pauen, N., Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (pp. 418-423). Austin, TX: Cognitive Science Society.
- Vlach, H. A. (2013). Recognition memory processes in novel noun generalization [Abstract]. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (p. 4155). Austin, TX: Cognitive Science Society.
- Vlach, H. A., & Johnson, S. P. (2011). Memory constraints on infants' statistical word learning [Abstract]. In L. Carlson, C. Hölscher, & T. Shipley (Eds.), *Proceedings of the 33rd Annual Conference of the Cognitive Science Society* (p. 829). Austin, TX: Cognitive Science Society.
- Vlach, H. A., & Sandhofer, C. M. (2011). Retrieval dynamics of in-the-moment and long-term statistical word learning. In L. Carlson, C. Hölscher, & T. Shipley (Eds.), *Proceedings of the 33rd Annual Conference of the Cognitive Science Society* (pp. 789-794). Austin, TX: Cognitive Science Society.
- Vlach, H. A., & Sandhofer, C. M. (2010). Desirable difficulties in cross-situational word learning. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp. 2470-2476). Austin, TX: Cognitive Science Society.
- Vlach, H. A., & Sandhofer, C. M. (2008). Context and induction: The impact of background context on children's category learning [Abstract]. In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (p. 1573). Austin, TX: Cognitive Science Society.

RESEARCH SUPPORT

Funded External Grants

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|-----------|---|
| 2023-2028 | NIH R01DC021150-01 (award total: \$3,063,464)
“Dual Language Development in Young Children with ASD”
PI: Rita Kaushanskaya; Co-Is: Haley Vlach; Audra Sterling; Maria Stanley |
| 2023-2028 | NIH R01DC020447-01 (award total: \$2,277,761)
“Talking Late in Two Languages”
PI: Rita Kaushanskaya; Co-I: Haley Vlach |
| 2023-2026 | NSF SLAI 2318033 (award total: \$711,202)
“Moving Beyond Size: Word Meanings Underlying Children's Productive Vocabulary”
PI: Haley Vlach; Co-PI: Gary Lupyan |
| 2022-2027 | NIH R37 CA262110-01A1 (award total: \$3,131,100)
“Defining and Optimizing Critical Interpretation Skills in Screening Mammography to Improve Cancer Detection”
PI: Lonie Salkowski; Consultant: Haley Vlach |

- 2018-2024 James S. McDonnell Foundation (award total: \$600,000)
 “The Development of Higher-Order Cognition: Words, Categories, and Concepts”
 PI: Haley Vlach
- 2017-2021 Australian Research Council (ARC) (award total: \$895,000)
 “Enhancing Language Learning via Auditory Training and Interaction”
 CI: Paola Escudero, Subcontract PI: Haley Vlach
- 2017-2021 NSF PAC 1734260 (award total: \$546,577)
 “The Effect of Nameability on Categorization”
 PI: Gary Lupyan; Co-PIs: Haley Vlach & Gregory Zelinsky
- 2017-2021 NIH R21 HD092867-01 (award total: \$420,750)
 “The Impact of Word Learning on Children’s Category Induction”
 Multi-PIs: Gary Lupyan & Haley Vlach
- 2016-2021 NSF ECR 1561531 (award total: \$529,881)
 “To Compare or Space? The Role of Timing in Children’s Science Learning”
 PI: Haley Vlach
- 2015-2017 NIH R03 HD081153-01 (award total: \$143,797)
 “Developing the Ability to Retain and Retrieve Word Mappings Across Time”
 PI: Haley Vlach
- 2012-2013 MARCS Institute Research Grant, Australia (award total: \$12,500)
 “Cross-situational Word Learning: Effects of Phonological Similarity and Set Size”
 Multi-PIs: Paola Escudero, Karen Mulak, & Haley Vlach
- 2010-2012 NIH R03 HD064909-01 (award total: \$141,136)
 “Desirable Difficulties in Children’s Word Learning”
 PI: Catherine Sandhofer, Co-PIs: Robert Bjork & Haley Vlach

Funded Internal Grants

- 2024-2025 UW Institute for Clinical and Translational Research (award total: \$75,000)
 “Approach for cognitive rehabilitation of infants living in rural communities”
 PI: Melisa Carrasco McCaul, Co-PI: Haley Vlach
- 2023-2024 Wisconsin Alumni Research Foundation (award total: \$46,024)
 “Children’s Forgetting and Consolidation of Words in Real-World Environments”
 PI: Haley Vlach
- 2022-2027 Wisconsin Alumni Research Foundation (award total: \$60,000)
 Flexible funds provided with the H. I. Romnes Faculty Award
 PI: Haley Vlach
- 2022-2023 Wisconsin Alumni Research Foundation (award total: \$43,755)
 “BookBank: A Database of Parent-Child Storybook Reading in Naturalistic Settings”
 PI: Haley Vlach

- 2018-2022 William F. Vilas Trust Estate (award total: \$50,000)
Flexible funds provided with the Vilas Faculty Early Career Investigator Award
PI: Haley Vlach
- 2021-2022 Wisconsin Alumni Research Foundation (award total: \$43,433)
“Characterizing Relations between Children's Science Vocabulary and Media Use”
Multi-PIs: Heather Kirkorian & Haley Vlach
- 2021 McPherson Eye Research Institute (award total: \$4,000)
PI: Haley Vlach; Graduate Student Support Initiative for: Melina Knabe
- 2020-2021 Wisconsin Alumni Research Foundation (award total: \$12,000)
“Science Vocabulary as a Foundation for Children's Science Knowledge: An Intervention Study”
PI: Haley Vlach
- 2017-2021 Wisconsin Alumni Research Foundation (award total: \$297,128)
“From Simple Words to Complex Ideas: Understanding the Role of Language in Learning”
PI: Gary Lupyan, Co-PIs: Heather Kirkorian & Haley Vlach
- 2017-2018 Wisconsin Alumni Research Foundation (award total: \$48,611)
“Where to Look? Eye Movements During Parent-Child Storybook Reading and Word Learning”
PI: Haley Vlach
- 2016-2017 TeachOnline@UW Teaching Innovation Grant (award total: \$1,000)
Awarded to develop online version of Ed Psych 320 (Infant & Child Development)
PI: Haley Vlach
- 2015-2016 Wisconsin Alumni Research Foundation (award total: \$36,036)
“Individual and Developmental Differences in Spaced Learning”
PI: Haley Vlach
- 2015-2016 WCER Faculty Award (award total: \$4,000)
“At the Same Time or Apart in Time? Timing in Children’s Generalization of Knowledge”
PI: Haley Vlach
- 2014-2015 Wisconsin Alumni Research Foundation (award total: \$36,985)
“Memory Processes in Children’s Cross-Situational Word Learning”
PI: Haley Vlach
- 2013-2014 Wisconsin Alumni Research Foundation (award total: \$26,033)
“Is Timing Everything? Timing in Children’s Generalization”
PI: Haley Vlach
- 2009-2010 UCLA Excellence in Research Grant (award total: \$5,000)
2008-2009 “Children’s Long-term Memory for Words and Categories”
PI: Haley Vlach

- 2007-2008 CONNECT Educational Research Grant (award total: \$25,000)
 “Grounding the Spacing Effect in Science Education”
 PI: Haley Vlach
- 2007-2008 UCLA Rapid Start Research Grant (award total: \$1,000)
 PI: Haley Vlach

Grants Awarded & Declined:

- 2021-2024 NSF SBE 2104563 (award total: \$138,000)
 “Language Knowledge or Language Use? Disentangling Different Aspects of Language in Children’s Thinking”
 PI: Christina Schonberg; Co-PI: Haley Vlach
- 2016-2017 Wisconsin Alumni Research Foundation (\$46,413; funded by NSF)
 “To Compare or Space? Presentation Timing in Science Learning”
 PI: Haley Vlach

INVITED COLLOQUIA & PUBLIC TALKS

- 2023 Interdisciplinary Training Program in Education Sciences
 2023 University of Wisconsin-Madison, Cognition & Cognitive Neuroscience Proseminar
 2022 A*STAR, Agency for Science, Technology and Research, Singapore
 2021 PBS Special: “Why Forgetting Helps Us Remember”
 2021 Wednesday Nite @ the Lab
 2021 Symposium on Research in Child Language Disorders, Plenary Speaker
 2021 Preparing for a Post-COVID Academic Job Market, University of Wisconsin-Madison
 2021 McPherson Eye Research Institute
 2020 Women in Academia Panel, University of Wisconsin-Madison
 2020 Learning from Language Workshop, University of Wisconsin-Madison
 2020 Symposium on Research in Child Language Disorders, Plenary Speaker (rescheduled; pandemic)
 2020 Duke University, Psychology & Neuroscience
 2020 University of Maryland, College Park, Human Development and Quantitative Methods
 2019 University of Iowa, Psychology, Communication Sciences and Disorders, & DeLTA
 2019 University of Wisconsin, Madison, Medical School
 2018 Cognitive Science Society Annual Meeting, Professional Development Forum
 2018 University of Wisconsin-Madison, Communication Sciences & Disorders
 2017 Illinois State University, Psychology
 2017 Northwestern University, Cognitive Science
 2017 University of Wisconsin, Madison, Medical School
 2017 Wisconsin Center for Academically Talented Youth
 2017 Methods in Cognitive Training, NSF workshop
 2017 University of California, Los Angeles, Psychology
 2017 University of California, Irvine, Cognitive Sciences
 2017 Drexel University, Psychology
 2017 Georgia State University, Educational Psychology
 2016 Princeton University, Psychology
 2016 University of Toronto, Psychology
 2016 University of Utah, Educational Psychology
 2016 Natural History Museum of Utah

2016 University of Western Sydney, MARCS Institute
2016 Centre for Excellence for the Dynamics of Language, Australia
2016 Carnegie Mellon University, Psychology
2015 University of Iowa, Psychology, Communication Sciences and Disorders, & DeLTA
2015 University of Minnesota, Twin Cities, Ed Psychology & Institute of Child Psychology
2013 University of Wisconsin-Madison, Psychology
2012 American Education Week
2013 University of Minnesota, Twin Cities, Ed Psychology & Institute of Child Psychology
2012 Princeton University, Psychology
2012 University of California, Irvine, Education
2012 University of Illinois, Urbana-Champaign, Educational Psychology
2012 Temple University, Psychology
2011 Dartmouth College, Education
2011 University of California, Los Angeles, Psychology
2009 California State University, Los Angeles, Psychology

CONFERENCE PRESENTATIONS

Yüksel, E.M., Knabe, M. L., Green, C.S., Vlach, H.A. (2024, July). *Interleaving benefits category learning but not item memory* [Poster presentation]. Annual Meeting of the Cognitive Science Society, Rotterdam, Netherlands.

Knabe, M. L., Kaushanskaya, M., & Vlach, H. A. (2024, May). *Dual-language storybooks as a word learning tool for single-language learners* [Paper presentation]. 2024 IEEE International Conference on Development and Learning, Austin, TX.

Knabe, M. L., Kaushanskaya, M., & Vlach, H. A. (2024, March). *Hearing the same story dos veces: Examining the structure of bilingual storybooks and their impact on novel word learning* [Paper presentation]. 2024 Biennial Meeting of the Cognitive Development Society Conference, Pasadena, CA.

Macksey, S., Yüksel, E., Ezpeleta, A., & Vlach, H.A. (2024, March). *What variables influence children's metamemory skills for newly learned words?* [Poster session] 2024 Biennial Meeting of the Cognitive Development Society Conference, Pasadena, CA.

Tong, Y., Horgan, E., Kirkorian, H., & Vlach, H. A. (2024, March). *From pages to pixels: Science books - but not TV shows and apps - predict children's science vocabulary* [Poster session]. 2024 Biennial Meeting of the Cognitive Development Society, Pasadena, CA.

Knabe, M. L. & Vlach, H. A. (2023, November). *Spacing effect and word familiarity: Evaluating the role of prior knowledge in learning from spaced vs. massed schedules* [Poster session]. 2023 Psychonomic Society Annual Meeting, San Francisco, CA.

Knabe, M. L., Yüksel, E. M., Kornell, N., Green, C. S. & Vlach, H. A. (2023, November). *Looking more but learning less: Patterns of visual attention in massed and interleaved learning* [Poster session]. 2023 Psychonomic Society Annual Meeting, San Francisco, CA.

Knabe, M. L. & Vlach, H. A. (2023, September). *The effect of word familiarity on spaced learning across time* [Poster session]. 23rd Conference of the European Society for Cognitive Psychology, Porto, Portugal.

- Yüksel, E. M., Knabe, M. L., Kornell, N., Green, C. S. & Vlach, H. A. (2023, September). *Patterns of visual attention in blocked and interleaved learning: Effects on category learning and recognition memory* [Poster session]. 23rd Conference of the European Society for Cognitive Psychology, Porto, Portugal.
- Knabe, M. L., Yüksel, E. M., Kornell, N., Green, C. S. & Vlach, H. A. (2023, July). *Patterns of visual attention in blocked and interleaved learning* [Poster session]. Annual Meeting of the Cognitive Science Society, Sydney, Australia.
- Ellis, K., Barmore, B., Schonberg, C., & Vlach, H. A. (2023, March). *The power of words: Children's and adults' metavocabulary* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference, Salt Lake City, UT.
- Ellis, K., Barmore, B., Simon, N., Knabe, M., & Vlach, H. A. (2023, March). *Language and shape co-occur together: Linguistic and extralinguistic labels in relation to children's shape bias* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference, Salt Lake City, UT.
- Ezpeleta, A., & Vlach, H. A. (2023, March). *Can children predict and monitor their memory for word mappings?* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference, Salt Lake City, UT.
- Knabe, M., Schonberg, C., Vlach, H. A., & Lupyan, G. (2023, March). *Adults' naïve theories of word learning affect their age of acquisition estimates for words* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference, Salt Lake City, UT.
- Tong, Y., & Vlach, H. A. (2023, March). *Language-dependent memory in bilingual word learning from storybooks* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference, Salt Lake City, UT.
- Knabe, M., Yüksel, E., Barmore, B., & Vlach, H. A. (2022, November). *Patterns of visual attention in massed and interleaved learning* [Paper presentation]. Psychonomic Society's 63rd Annual Meeting, Boston MA.
- Yüksel, E., Green, C. S., & Vlach, H. A. (2022, November). *The effects of instruction & experience on students' learning strategies* [Poster session]. Psychonomic Society's 63rd Annual Meeting, Boston MA.
- Barmore, B., Schonberg, C., & Vlach, H. A. (2022, April). *Metavocabulary: Do children understand the implications of knowing words?* [Poster session]. Cognitive Development Society Conference, Madison, WI.
- Knabe, M., Schonberg, C., & Vlach, H. A. (2022, April). *Does the public know what researchers know? Perceived task difficulty impacts adults' intuitions about children's early word learning* [Paper presentation]. Cognitive Development Society Conference, Madison, WI.
- Knabe, M., Tong, Y., & Vlach, H. A. (2022, April). *Choosing the right book: Assessing the textual characteristics of Spanish-English bilingual storybooks* [Poster session]. Cognitive Development Society Conference, Madison, WI.
- Lazaroff, E., & Vlach, H. A. (2022, April). *Relational language predicts children's science knowledge through child and family science talk frequency* [Poster session]. Cognitive Development Society Conference, Madison, WI.

- Knabe, M., Schonberg, C., & Vlach, H. A. (2021, April). *Does the public know what researchers know? Perceived task difficulty impacts adults' intuitions about children's early word learning* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference (virtual due to pandemic).
- Knabe, M., & Vlach, H. A. (2021, April). *Hearing the same story dos veces: Assessing the textual characteristics of Spanish-English dual-language storybooks* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference (virtual due to pandemic).
- Lazaroff, E., & Vlach, H. A. (2021, April). *Science language in storybooks: Parallels among words, children's speech, and adult perceptions* [Talk]. Society for Research in Child Development (SRCD) Biennial Conference (virtual due to pandemic).
- Lazaroff, E., & Vlach, H. A. (2021, April). *Sci-VT: Developing measures of children's science vocabulary* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference (virtual due to pandemic).
- Schonberg, C., & Vlach, H. A. (2021, April). *When time shifts the boundaries: Isolating the role of forgetting in children's changing category representations* [Talk]. Society for Research in Child Development (SRCD) Biennial Conference (virtual due to pandemic).
- Suffill, E., & Vlach, H. A. (2021, April). *When does it stop being blue? Children's and adults' categorization of color categories* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference (virtual due to pandemic).
- Knabe, M., Lazaroff, E., & Vlach, H. A. (2020, July). *Can misconceptions be forgotten? Evaluating the efficacy of a directed-forgetting paradigm in revising science misconceptions* [Poster session]. Cognitive Science Meeting (virtual due to pandemic).
- Knabe, M. & Vlach, H. A. (2020, July). *To repeat or not to repeat: Competitor repetition and variability in children's memory for words* [Poster session]. Cognitive Science Meeting (virtual due to pandemic).
- Lazaroff, E., & Vlach, H. A. (2020, July). *Are analogies enough? Assessing long-term retention of and cognitive supports for science concepts learned using structural alignment* [Poster session]. Cognitive Science Meeting (virtual due to pandemic).
- Meylan, S., Braginsky, M., deMayo, B., Sanchez, A., Schonberg, C., Srinivasan, M., Vlach, H., Lupyan, G., Griffiths, T., & Frank, M. C. (2019, November). *Wordful: Tracking early productive vocabulary growth with smartphones* [Paper presentation]. 44th Boston University Conference on Language Development, Boston, MA.
- Bredemann, C. A., & Knabe, M. L., & Vlach, H. A. (2019, October). *Children's recognition and retrieval memory for words learned via storybook reading* [Talk]. Cognitive Development Society Conference, Louisville, KY.
- Hosch, A., Lazaroff, E., Kaul, M., & Vlach, H. A. (2019, October). *When visual attention doesn't explain learning: Spaced learning in children's generalization of STEM concepts* [Poster session]. Cognitive Development Society Conference, Louisville, KY.
- Knabe, M., & Vlach, H. A. (2019, October). *Can preschoolers intentionally forget? Investigating stimulus set type and individual differences in a list-method directed forgetting paradigm* [Poster session]. Cognitive Development Society Conference, Louisville, KY.

- Knabe, M., & Schonberg, C., & Vlach, H. A. (2019, October). *Does the public know what researchers know? Assessing adults' understanding of children's early word learning* [Poster session]. Cognitive Development Society Conference, Louisville, KY.
- Lazaroff, E., Vlach, H. A. (2019, October). *Unanswered questions: The role of inquiry in children's memory and categorization of novel objects* [Poster session]. Cognitive Development Society Conference, Louisville, KY.
- Lazaroff, E., Vlach, H. A. (2019, October). *Which words matter for children's science learning? An analysis of children's vocabulary, science knowledge, and children's science books* [Poster session]. Cognitive Development Society Conference, Louisville, KY.
- Schonberg, C., & Vlach, H. A. (2019, October). *When time changes the boundaries: Shifts in children's generalizations after a delay* [Poster session]. Cognitive Development Society Conference, Louisville, KY.
- Lazaroff, E., Kaul, M., & Vlach, H. A. (2019, August). *Science vocabulary predicts children's science knowledge and conceptions of science* [Poster session]. Annual Convention of the American Psychological Association. Chicago, IL.
- Schonberg, C., & Vlach, H. A. (2019, July). *Temporal dynamics of preschoolers' novel word learning and categorization* [Poster session]. 41st Annual Conference of the Cognitive Science Society. Montreal, Canada.
- Bredemann, C. A., & Vlach, H. A. (2019, June). *Testing effects in children's comprehension and production of words during storybook reading* [Paper presentation]. 13th Annual Meeting of the Society for Applied Research in Memory & Cognition. Brewster, MA.
- Knabe, M. L., & Vlach, H. A. (2019, June). *Learning in context: Attention and memory for features of a word learning episode in mono- and bilingual children* [Poster session]. Society for Research on in Child Language Disorders Annual Conference. Madison, WI.
- Bredemann, C. A., Vlach, H. A., Fennell, C., Levelt, C., Liu, L., & Escudero, P. (2019, March). *Children's memory for words and speech sounds learned via e-book training* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.
- Kaul, M., Lazaroff, E. & Vlach, H. A. (2019, March). *Retrieval difficulty promotes STEM categorization and generalization* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.
- Kaul, M., Lazaroff, E. & Vlach, H. A. (2019, March). *Combining simultaneous and spaced presentations: Distributed pairs in children's generalization of STEM concepts* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.
- Knabe, M., & Vlach, H. A. (2019, March). *Not all is forgotten: Children's memory for features of a word learning episode* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.
- Lazaroff, E., Kaul, M. & Vlach, H. A. (2019, March). *Science vocabulary as a window into differences in children's science knowledge* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.

- Lazaroff, E., & Vlach, H. A. (2019, March). *Differences in children's long-term memory for science concepts learned using structural alignment* [Paper session]. Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.
- Zettersten, M., Bredemann, C., Kaul, M., Vlach, H. A., Kirkorian, H., Lupyan, G. (2019, March). *Verbal labels support rule-based category learning in children* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference. Baltimore, MD.
- Vlach, H. A., DeBrock, C. A., & Kraft, C. (2018, September). *To mass or space? Young children do not possess adults' incorrect biases about spaced learning* [Talk]. International Mind, Brain, and Education Society 6th Biennial Conference. Los Angeles, CA.
- DeBrock, C. A., & Vlach, H. A. (2018, July). *Testing effects in children's storybook reading* [Poster session]. 40th Annual Conference of the Cognitive Science Society. Madison, WI.
- Kaul, M., Lazaroff, E., & Vlach, H. A. (2018, July). *Allowing children time to forget promotes their acquisition and generalization of science concepts* [Poster session]. 40th Annual Conference of the Cognitive Science Society. Madison, WI.
- Lazaroff, E., & Vlach, H. A. (2018, July). *The role of inquiry in children's and adults' memory, categorization, and explanation of new information* [Poster session]. 40th Annual Conference of the Cognitive Science Society. Madison, WI.
- Vlach, H.A. (2018, July). *Temporal dynamics of categorization: Is there a best of both worlds?* [Paper presentation]. 40th Annual Conference of the Cognitive Science Society. Madison, WI.
- Vlach, H. A., Lazaroff, E. E., & Kaul, M. (2018, June). *Variation in the timing of learning: Simultaneous, massed, and spaced presentations lead to differences in children's generalization of STEM concepts* [Paper presentation]. Jean Piaget Society Annual Conference, Amsterdam, Netherlands.
- DeBrock, C. A., & Vlach, H. A. (2017, October). *Children's forgetting of words mapped via mutual exclusivity* [Paper presentation]. Cognitive Development Society Conference, Portland, OR.
- Lazaroff, E. E., & Vlach, H. A. (2017, October). *Frequently asked questions: Patterns of inquiry in children and adults when viewing novel objects* [Poster presentation]. Cognitive Development Society Conference, Portland, OR.
- Vlach, H. A., & DeBrock, C. A. (2017, June). *Statistics learned are statistics forgotten: The developing ability to retain and retrieve cross-situational statistical learning* [Paper presentation]. Interdisciplinary Advances in Statistical Learning Conference. Bilbao, Spain.
- DeBrock, C. A., & Vlach, H. A. (2017, April). *Testing the story: Examination of the testing effect in children's word Learning and storybook reading* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.
- DeBrock, C. A., & Vlach, H. A. (2017, April). *Children's short- and long-term retention of novel labels learned via mutual exclusivity* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.

- Noll, N., Vlach, H. A., & Kalish, C. W. (2017, April). *Single feature dominance constrains children's conjunctive categorization* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.
- Vlach, H. A. (2017, April). *What happens after encoding? Children's consolidation and integration of semantic memories* [Chair of symposium presentation]. Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.
- Vlach, H. A., & DeBrock, C. A. (2017, April). *Remember daxes and feps? A protracted course of development for the retention and retrieval of cross-situational statistics* [Paper presentation]. Society for Research in Child Development (SRCD) Biennial Conference. Austin, TX.
- Will, K., Masad, A., Vlach, H., & Kendeou, P. (2017, April). *The role of quality explanations in knowledge revision* [Poster session]. Annual Meeting of the American Educational Research Association, San Antonio, TX.
- DeBrock, C. A., & Vlach, H. A. (2016, November). *Observing testing effects on children's word learning through storybook reading* [Poster session]. Annual Meeting of the Psychonomic Society. Boston, MA.
- Will, K., Vlach, H. A., & Kendeou, P. (2016, November). *The role of explanation quality in knowledge revision*. [Poster session]. Annual Meeting of the Psychonomic Society. Boston, MA.
- Vlach, H. A., & Noll, N. (2016, September). *How do we talk to children about science? Characteristics of science explanations for children vs. adults* [Paper presentation]. International Mind, Brain, and Education Society Meeting, Toronto, Canada.
- Will, K., Masad, A., Vlach, H. A., & Kendeou, P. (2016, July). *Generating explanations in the service of knowledge revision* [Paper presentation]. Annual Meeting of the Society for Text & Discourse, Kassel, Germany.
- DeBrock, C. A., & Vlach, H. A. (2016, June). *Mutual exclusivity promotes initial mapping, but not long-term memory, of words* [Paper presentation]. Jean Piaget Society Annual Conference, Chicago, IL.
- Noll, N., Vlach, H. A., & Kalish, C. W. (2016, June). *Constraints on children's conjunctive categorization* [Paper presentation]. Jean Piaget Society Annual Conference, Chicago, IL.
- Kriengwatana, B., Xu, Y., Kooij, K., Escudero, P., Vlach, H. A., & Raijmakers, M. (2016, May). *Language-specificity and memory in infant cross-situational learning* [Poster session]. International Conference on Infant Studies. New Orleans, LA.
- Vlach, H. A., & DeBrock, C. A. (2016, May). *Multiple domains of memory development support infants' cross-situational statistical learning* [Paper presentation]. International Conference on Infant Studies. New Orleans, LA.
- Noll, N., Vlach, H. A., & Kalish, C. W. (2015, November). *Developmental differences between children's and adults' conjunctive categorizations* [Poster session]. Annual Meeting of the Psychonomic Society. Chicago, IL.
- Vlach, H. A. (2015, November). *A developmental account of the spacing effect: Children that forget more, remember more* [Paper presentation]. Annual Meeting of the Psychonomic Society. Chicago, IL.
- DeBrock, C. A. & Vlach, H. A. (2015, October). *Mutual exclusivity supports children's mapping, but not retention, of words* [Poster session]. Cognitive Development Society (CDS) Biennial Conference, Columbus, OH.

- Miller, H., Vlach, H. A., & Simmering, V. R. (2015, October). *Relation between language and spatial cognition: Uncovering mechanisms* [Poster session]. Cognitive Development Society (CDS) Biennial Conference, Columbus, OH.
- Noll, N., Vlach, H. A., & Kalish, C. W. (2015, October). *Conjunctive categorizations with perceptual features: Developmental differences between children and adults* [Poster session]. Cognitive Development Society (CDS) Biennial Conference, Columbus, Ohio.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2015, June). *Infants' encoding of phonological detail during cross-situational word learning* [Paper presentation]. Workshop on Infant Language Development (WILD) Conference, Stockholm, Sweden.
- Vlach, H. A. (2015, April). *The spacing effect in children's science concept learning: Allowing children time to forget promotes their ability to learn* [Paper presentation]. American Educational Research Association Annual Meeting. Chicago, IL.
- Kraft, C., & Vlach, H. A. (2015, March). *Children that forget faster remember more: Individual and developmental differences in interleaved learning* [Paper presentation]. Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, PA.
- Miller, H. E., Vlach, H. A., & Simmering, V. R. (2015, March). *Evaluating relations between spatial language and spatial skills across tasks* [Paper presentation]. Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, PA.
- Miller, H. E., Vlach, H. A., & Simmering, V. R. (2015, March). *Quality of children's spatial language use predicts spatial skills* [Paper presentation]. Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, PA.
- Vlach, H. A. (2015, March). *Remembering object features across time: The shape bias as a memory bias* [Paper presentation]. Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, PA.
- Vlach, H. A. (2015, March). *To remember or not remember? Consolidation and forgetting as mechanisms of cognitive development* [Chair of symposium presentation]. Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, PA.
- Vlach, H. A. (2015, March). *What was that word? Infants' vocabulary development is constrained by the ability to retain and retrieve words* [Paper presentation]. Society for Research in Child Development (SRCD) Biennial Conference. Philadelphia, PA.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2014, November). *Infants' cross-situational learning of minimally different words depends on the type and magnitude of the phonological contrast* [Poster session]. Boston University Conference on Language Development. Boston, MA.
- Vlach, H. A. (2014, November). *Individual and developmental differences in the benefits of interleaved learning* [Poster session]. Annual Meeting of the Psychonomic Society. Long Beach, CA.

- Miller, H. E., Vlach, H. A., & Simmering, V. R. (2014, July). *Children's flexibility in using spatial language and its relation to spatial skills* [Poster session]. 36th Annual Conference of the Cognitive Science Society. Quebec City, Canada.
- Vlach, H. A. (2014, July). *The shape bias shapes more than just attention: Relationships between categorical biases & object recognition memory* [Poster session]. 36th Annual Conference of the Cognitive Science Society. Quebec City, Canada.
- Vlach, H. A. (2014, July). *Forgetting science promotes children's science learning* [Paper presentation]. Upper Midwest Mathematical Thinking Conference. Madison, Wisconsin.
- Vlach, H. A. (2014, July). *When infants look at objects, are they learning? Dynamics and dissociations of attention and memory across learning environments (Chair)* [Symposium presentation]. International Conference on Infant Studies. Berlin, Germany.
- Vlach, H. A. (2014, July). *The shape bias as a memory bias: Interactions of memory and generalization across infancy, childhood, and adulthood* [Poster session]. International Conference on Infant Studies. Berlin, Germany.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2014, July). *Cross-situational learning of phonologically similar words in 12-, 14- and 17-month-olds* [Paper presentation]. International Conference on Infant Studies. Berlin, Germany.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2014, July). *Infant's cross-situational learning of novel minimal and non-minimal pairs* [Paper presentation]. International Association for the Study of Child Language. Amsterdam, Netherlands.
- Miller, H. E., Vlach, H. A., & Simmering, V. R. (2014, May). *The role of selection and flexibility in language use in developing spatial skills*. [Paper presentation]. 44th Annual Meeting of the Jean Piaget Society. San Francisco, CA.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2013, August). *Cross-situational statistical learning of phonologically overlapping words* [Paper presentation]. 35th Annual Conference of the Cognitive Science Society. Berlin, Germany.
- Vlach, H. A. (2013, August). *Recognition memory processes in novel noun generalization* [Poster presentation]. 35th Annual Conference of the Cognitive Science Society. Berlin, Germany.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2013, June). *Cross-situational word learning of monosyllables with different degrees of phonological overlap* [Paper presentation]. Workshop on Infant Language Development (WILD) Conference, Donostia, San Sebastián, Spain.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2013, June). *Word learning in monolingual and multilingual adults: Minimal versus non-minimal word pairs* [Paper presentation]. International Child Phonology Conference, Nijmegen, The Netherlands.
- Vlach, H. A., & Johnson, S. P. (2013, April). *Memory processes in infants' cross-situational statistical learning* [Paper presentation]. Society for Research in Child Development (SRCD) Biennial Conference, Seattle, Washington.

- Vlach, H. A., Sandhofer, C. M., & Bjork, R. A. (2013, April). *Expanding vs. equally spaced learning schedules in children's category acquisition and generalization* [Poster session]. Society for Research in Child Development (SRCD) Biennial Conference, Seattle, Washington.
- Escudero, P., Mulak, K. E., & Vlach, H. A. (2012, December). *Word learning in monolingual and multilingual adults: Minimal versus non-minimal word pairs* [Poster session]. 14th Australasian International Conference on Speech Science and Technology, Sydney, Australia.
- Vlach, H. A., & Sandhofer, C. M. (2011, November). *What was that called? Retrieval dynamics in statistical word learning* [Poster session]. Cognitive Development Society (CDS) Biennial Conference, Philadelphia, PA.
- Vlach, H. A., & Johnson, S. P. (2011, July). *Memory constraints on infants' statistical word learning* [Poster session]. 33rd Annual Conference of the Cognitive Science Society. Boston, MA.
- Vlach, H. A., & Sandhofer, C. M. (2011, July). *Retrieval dynamics of in-the-moment and long-term statistical word learning* [Paper presentation]. 33rd Annual Conference of the Cognitive Science Society. Boston, MA.
- Vlach, H.A., Ankowski, A., & Sandhofer, C. M. (2011, May). *The interplay of encoding and retrieval dynamics in young children's generalization* [Paper presentation]. Symposium on Cognitive and Language Development Annual Conference, Los Angeles, CA.
- Vlach, H. A., & Sandhofer, C. M. (2011, May). *Forgetting as abstraction: Providing opportunities for forgetting promotes long-term generalization* [Paper presentation]. Western Psychological Association (WPA) Annual Conference, Los Angeles, CA.
- Vlach, H. A., Gluckman, M., & Sandhofer, C. M. (2011, April). *Promoting transfer by creating difficulty for learners: Spaced learning in children's generalization of science concepts* [Paper presentation]. Society for Research in Child Development (SRCD) Biennial Conference, Montreal, Canada.
- Vlach, H. A., & Sandhofer, C. M. (2010, August). *Desirable difficulties in cross-situational word learning* [Paper presentation]. 32nd Annual Conference of the Cognitive Science Society. Portland, OR.
- Vlach, H. A., & Sandhofer, C. M. (2010, May). *Difficulty promotes word learning: Desirable difficulties in cross-situational statistics* [Paper presentation]. Symposium on Cognitive and Language Development Annual Conference, Irvine, CA.
- Vlach, H. A. (Chair) (2010, April). *The science (and math) of learning by example* [Symposium and paper presentation]. Western Psychological Association (WPA) Annual Conference, Cancun, Mexico.
- Vlach, H. A., & Sandhofer, C. M. (2009, October). *The paradox of comparison and spacing in generalization* [Poster session]. Cognitive Development Society (CDS) Biennial Conference, San Antonio, Texas.
- Vlach, H. A., & Sandhofer, C. M. (2009, May). *Word learning and memory: Memory mechanisms support children's ability to retain fast mapped words* [Paper presentation]. Symposium on Cognitive and Language Development Annual Conference, Los Angeles, CA.
- Vlach, H. A., & Sandhofer, C. M. (2009, April). *The role of lesson timing in children's acquisition and retention of science concepts* [Poster session]. Society for Research in Child (SRCD) Development Conference, Denver, CO.

- Vlach, H. A., & Sandhofer, C. M. (2009, April). *Fast mapping and retention: Memory mechanisms support children's ability to retain learned words* [Poster session]. Society for Research in Child Development (SRCD) Conference, Denver, CO.
- Vlach, H. A. (2008, July). *Word learning research: What methods can we use to investigate one of developmental psychology's most difficult questions?* [Invited talk]. Developmental Psychology Seminar Series, UCLA, Los Angeles, CA.
- Vlach, H. A., & Sandhofer, C. M. (2008, July). *Context and induction: The impact of background context on children's category learning* [Poster session]. 30th Annual Conference of the Cognitive Science Society. Washington, D. C.
- Vlach, H. A., & Sandhofer, C. M. (2008, May). *Memory mechanisms support category learning and induction* [Paper presentation]. Symposium on Cognitive and Language Development Annual Conference, Irvine, CA.
- Vlach, H. A. (2008, March). *Can categorization principles support learning in the classroom?* [Invited talk in lecture series]. Applied Developmental Psychology Seminar Series, UCLA, Los Angeles, CA.
- Vlach, H. A. (2008, February). *Basic cognitive processes and the classroom: Can basic research on memory and categorization promote learning?* [Invited talk in lecture series]. Applied Developmental Psychology Seminar Series, UCLA, Los Angeles, CA.
- Vlach, H. A. (2007, December). *Memory and the young child—How memory mechanisms support infant and toddler learning* [Invited talk in lecture series]. UCLA Infant Development Program, Los Angeles, CA.
- Vlach, H. A., & Sandhofer, C. M. (2007, October). *The role of contextual change in young children's category learning* [Poster session]. Cognitive Development Society (CDS) Biennial Conference, Santa Fe, NM.
- Vlach, H. A., Sandhofer, C. M., & Kornell, N. (2007, October). *Timing influences young children's object and category learning* [Poster session]. Cognitive Development Society (CDS) Biennial Conference, Santa Fe, NM.
- Vlach, H. A., & Sandhofer, C. M. (2007, May). *Contextual change and encoding specificity in young children's category learning* [Paper presentation]. Symposium on Cognitive and Language Development Annual Conference, Los Angeles, CA.
- Vlach, H. A., Sandhofer, C. M., & Kornell, N. (2007, May). *The role of the spacing effect in young children's object and category learning* [Paper presentation]. Symposium on Cognitive and Language Development Annual Conference, Los Angeles, CA.
- Vlach, H. A., & Carver, S. M. (2007, March). *The effects of observation coaching on children's graphic representations* [Poster session]. Society for Research in Child Development (SRCD) Conference, Boston, MA.
- Vlach, H. A., & Carver, S. M. (2007, March). *Observation coaching's effect on children's drawings* [Paper presentation]. National Association of Lab Schools Conference, Los Angeles, CA.
- Vlach, H. A., & Carver, S. M. (2006, May). *The effects of observation coaching on children's graphic representations* [Paper presentation]. Meeting of the Minds Conference, Pittsburgh, PA.

TEACHING

Courses Taught:

Child Development (Graduate level; Fall 2014, 2015, 2019, 2020, 2021, 2022, 2023)

Cognition & Development in Science Learning (Undergraduate/Graduate level; Fall 2012)

Human Development (Graduate level; Winter 2011)

Infant & Child Development (Undergraduate level; Fall 2012, Fall 2013, Spring 2014, Spring 2015, Fall 2015)

Introduction to Psychology (Undergraduate level; Summer 2010)

Learning, Memory, & Development (in Education?) (Graduate level; Fall 2013)

Memory & Memory Development (Graduate level; Spring 2013, Fall 2016, Spring 2020, 2022)

More to Psychological Science than Science (Graduate level; Spring 2023)

Principles of Cognitive Development (Graduate level; Fall 2017, 2022)

Psychology Research Opportunities Program Seminar (Undergraduate level; Winter 2010, Spring 2010, Winter 2011, Spring 2011)

Research Experience in Educational Psychology (Undergraduate level; every semester since Fall 2016)

Research in Educational Psychology (Graduate level; Spring 2014, 2015, 2016, 2017, 2018, 2021)

Guest Lecturer:

California State University, Los Angeles; Carnegie Mellon University; Loyola Marymount University; University of California, Los Angeles (Education Department, Psychology Department, & Center X); University of Wisconsin, Madison

MENTORINGPostdoctoral Scholar Mentorship

- Christina Schonberg, currently at IXL Learning
- Ellise Suffill, currently at University of Vienna
- Karen Mulak, currently at University of Maryland

PhD Students at UW-Madison for which I am a primary mentor and Committee Chair:

- Catherine (DeBrock) Bredemann, Educational Psychology, 2014-2020
- Emma Lazaroff, Educational Psychology, 2016-2022
- Melina Knabe, Educational Psychology, 2017-present
- Yi Tong, Educational Psychology, 2020-present
- Ezgi Yüksel, Psychology, 2020-present
- Ashley Ezpeleta, Educational Psychology, 2021-present
- Samantha Macksey, Educational Psychology, 2023-present

Member of First Year Project Committees at UW-Madison

- Lauren Anthony, Psychology
- Sarah Brown, Psychology
- Hilary Miller, Psychology
- Nathan Vasquez, Psychology
- Ellie Breitfeld, Psychology
- Ezgi Yüksel, Psychology

Member of Master Committees at UW-Madison

- Julie Hunt, Educational Psychology
- Di Wang, Educational Psychology
- Jordan Thevenow-Harrison, Educational Psychology
- Roxanne Etta, Human Development & Family Studies
- Radhika Gosavi, Educational Psychology
- Catherine DeBrock, Educational Psychology
- Nigel Noll, Educational Psychology
- Elizabeth Skora Horgan, Human Development & Family Studies
- Emma Lazaroff, Educational Psychology
- Melina Knabe, Educational Psychology
- Yan Li, Educational Psychology
- Priscilla Tovar-Perez, Educational Psychology

Member of Preliminary Exam Committees at UW-Madison

- Dong Liu, Educational Psychology
- Shannon Harris, Curriculum & Instruction
- Rachael Hansen, Educational Psychology
- Angie Calvin, Educational Psychology
- Jordan Thevenow-Harrison, Educational Psychology
- Liz Toomarian, Educational Psychology
- Aaron Cochrane, Psychology
- GeckHong Yeo, Educational Psychology
- Radhika Gosavi, Educational Psychology
- Amy Bintliff, Educational Psychology
- Catherine DeBrock, Educational Psychology
- Kimberly Crespo, Communication Sciences & Disorders
- Kristina Woodard, Psychology
- Elizabeth Skora Horgan, Human Development & Family Studies
- Emma Lazaroff, Educational Psychology
- Mengjiao Song, Educational Psychology
- Nathan Vasquez, Psychology
- Clint Jensen, Psychology
- Alexandria Viegut, Educational Psychology
- Wongeun Ji, Educational Psychology
- Xiangyun Tang, Educational Psychology
- Katherine Norman, Educational Psychology
- Lillian Xu, Psychology
- Kathryn Prescott, Communication Sciences & Disorders
- Janine Mathée-Scott, Communication Sciences & Disorders
- Eren Fukuda, Psychology
- Lauren Anthony, Psychology
- Emma Libersky, Communication Sciences & Disorders

- Ellie Breitbart, Psychology
- Pema Lhamo, Educational Psychology
- Leandro Chernicoff, Educational Psychology
- Robert Quintana, Educational Psychology
- Ezgi Yüksel, Psychology
- Yan Li, Educational Psychology

Member of Dissertation Committees at UW-Madison

- Erica Wojcik, Psychology
- Collette Fischer, Educational Psychology
- Christine Meng, Curriculum & Instruction
- Annie Riggs, Psychology
- Hsun-chih Huang, Educational Psychology
- Jordan Thevenow-Harrison, Educational Psychology
- Libby Pier, Educational Psychology
- James (Alex) Bonus, Communication Arts
- Lana Mahgoub, Educational Psychology
- Hilary Miller, Psychology
- Katie Ostrander, Educational Psychology
- Carolyn Liesen, Human Development & Family Studies
- Radhika Gosavi, Educational Psychology
- Aaron Cochrane, Psychology
- Amy Bintliff, Educational Psychology
- Roxanne Etta, Human Development & Family Studies
- Kimberly Crespo, Communication Sciences & Disorders
- Maame Adomako, Educational Psychology
- Emma Lazaroff, Educational Psychology
- Brendan Eagan, Educational Psychology
- Wongeun Ji, Educational Psychology
- Tina Woodard, Psychology
- Katherine Norman, Educational Psychology
- Kathryn Prescott, Communication Sciences & Disorders
- Janine Mathée-Scott, Communication Sciences & Disorders
- Rui Meng, Educational Psychology
- Steven Schwering, Psychology
- Desia Bacon, Psychology
- Emma Libersky, Communication Sciences & Disorders
- Lillian Xu, Psychology
- Melissa Schoenlein, Psychology
- Melina Knabe, Educational Psychology
- Pauline Ho, Educational Psychology
- Caitlyn Slawny, Communication Sciences & Disorders
- Yuguang (Aria) Duan, Psychology

Lab Manager Mentorship

- Ana Masad
- Matthew Walczak
- Megan Kaul
- Alexis Hosch
- Benjamin Barmore
- Kaitlynn Ellis

Supervision of Senior Thesis Students at UW-Madison

- Rachel Beletti, Communication Sciences & Disorders, 2013-2014
- Carla Kraft, Rehabilitation Psychology, 2014-2015
- Emily Katz, Rehabilitation Psychology, 2015-2016
- Nathan Simon, History & Psychology, 2019-2020
- Perri Cochin, Communication Sciences & Disorders, 2021-2022
- Olivia Goulette, Communication Sciences & Disorders, 2022-2023
- Zechun Zhao, Psychology, 2022-2023
- Kaylin Gruen, Communication Sciences & Disorders, 2023-2024
- Aayush Agrawal, Neurobiology & Psychology, 2023-2024

Research Supervision/Independent Study for Undergraduate Students:

I typically have 15-20 undergraduate research assistants in my lab each semester.

SERVICE

University Committees & Panels

2023-	Faculty Mentor, Women, Trans, & Non-Binary Faculty Mentoring Program
2022-	Chair of Hildale/Holstrom Fellowship Review Committee
2021-	McPherson Eye Research Institute Education Committee
2020-2023	Faculty Senator, Alternate
2019-2022	Language Cluster Committee
2019-2021	Undergraduate Mentor Awards Review Committee
2018	Hilldale/Holstrom Fellowship Review Committee
2017-2018	Faculty Senator, Primary
2017	Teaching Academy Panel
2017	Waisman Center Review Committee
2015-2017	Faculty Senator, Alternate
2015, 2016	Hilldale/Holstrom Fellowship Review Committee
2014-2015	Faculty Senator, Primary
2013-2014	Faculty Senator, Alternate

School of Education Committees & Panels

2023	SoE Graduate Fellowships and Awards Committee
2021-2022	Deans Alliance Mentoring Circles
2019-2020	Doctoral Research Program (DRP) Advisory Committee
2019-2020	WCER Grant Editor Search Committee

2015-2018 SoE Programs Committee
2017 SoE Online Education Panel
2017 Wisconsin Ideas in Education Series (WIES) panelist on academic job search
2015-2017 Wisconsin Ideas in Education Series (WIES) Co-organizer
2014-2015 Ed-GRS Committee

Department of Educational Psychology Committees & Panels

2020- Chair of Human Development Area
2020- Curriculum Committee
2023-2024 Tenure Review Committee for Dave Klingbeil
2020-2023 Diversity Steering Committee
2022-2023 Adolescent and Lifespan Development Search Committee
2021-2022 Chair of Language Cluster Hiring Committee for Computational Approaches
2019-2021 Diversity and Inclusion Association Faculty Committee
2019-2020 Chair of Language Cluster Hiring Committee for Computational Approaches
2019-2020 Faculty Review Committee
2019-2020 Chair of Tenure Review for Ed Hubbard
2015-2016 School Psychology Faculty Search Committee
2013-2014 Recruitment, Admissions, Fellowships, and Awards Committee
2012-2013 Recruitment, Admissions, and Fellowships Committee

Professional

Associate Editor

Child Development (2022 – present)
Frontiers in Developmental Psychology (2011-2014)
Journal of Educational Psychology (2020 – present)

Editorial Board

Frontiers in Developmental Psychology (2014-Present)
Journal of Experimental Child Psychology (2016-2020)

Guest Editor

Psychological Science (2021)

Ad-Hoc Reviewer

Applied Cognitive Psychology
Applied Psycholinguistics
Behavior Research Methods
British Journal of Developmental Psychology
British Journal of Educational Psychology
Child Development
Cognition
Cognitive Development
Cognitive Research: Principles and Implications
Cognitive Science
Current Directions in Psychological Science
Developmental Psychology
Early Childhood Research Quarterly
First Language

Frontiers in Cognitive Science
Frontiers in Developmental Psychology
Frontiers in Language Sciences
Infant Behavior and Development
Infant and Child Development
Journal of Applied Research in Memory and Cognition
Journal of Cognition and Development
Journal of Experimental Child Psychology
Journal of Experimental Psychology: Applied
Journal of Experimental Psychology: General
Journal of Experimental Psychology: Learning, Memory, and Cognition
Language Learning and Development
Learning and Instruction
Journal of Memory and Language
Memory
Science Education

Conferences/Academic Society Leadership

Member of Child Development Editor Search Committee for SRCD in 2023-2024

Co-organizer/host for Learning from Language Workshop at University of Wisconsin-Madison in 2020

Chair of Tutorials & Workshops for CogSci2018

Co-Chair of Boyd McCandless Early Career Award Selection Committee for APA 2021 Convention

Member of Boyd McCandless Early Career Award Selection Committee for APA 2022 Convention

Ad-hoc reviewer: Cognitive Development Society, Cognitive Science Society, International Conference on Development and Learning and on Epigenetic Robots, Society for Research on Child Development

Grant Panels

Principal Member: IES Basic Processes in Education Research Panel, 2018-2022

Ad-hoc reviewer: NSF (Developmental Science); Czech Science Foundation; Social Sciences and Humanities Research Council (SSHRC) of Canada; Spencer Foundation; Swiss National Science Foundation; Israel Science Foundation; Wisconsin Alumni Research Foundation (WARF)

Professional Affiliations

ARC Center for Excellence for the Dynamics of Language, Australia; McPherson Eye Research Institute, UW-Madison

Professional Society Memberships

American Psychological Association (APA)
American Educational Research Association (AERA)
ARC Centre of Excellence for the Dynamics of Language
Cognitive Development Society (CDS)
Cognitive Science Society (CSS)
International Mind, Brain, and Education Society (IMBES)
International Society for Infant Studies (ISIS)
Phi Beta Kappa

Psychonomic Society, FPsyS (Fellow status)
Society for Research in Child Development (SRCD)