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

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**Education**

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

**Honors and Awards**

Alliance Research Council for America's Promise 2005-  
Associate Editor, *Child Development*, 2001 – 2007  
Advisory Board, CIVITAS 2005-  
Treasurer, International Society for Infant Studies, 2004-2010  
Named Debbie and Stanley Lefkowitz Professor of Psychology, 2004  
Chair, Language and Communication Panel for ICIS Conference, 2004, 2006  
Books for a Better Life Award for *Einstein Never Used Flashcards*  
(Best Psychology Book in 2003)  
Who's Who in America, 2003-  
Invited Outside Examiner in Developmental Psychology for Swarthmore College, 1994, 2002  
Chairperson, Maccoby Book Award, Division 7, APA - 2000  
Temple University Great Teacher Award - 1999  
Temple University Teaching Academy - 1999  
American Psychological Association Judge for the International Science Fair, 1999  
Fellow, American Psychological Association – Divisions 7, 5, & 1,  
Who's Who in American Science 1994-  
Philadelphia Business Journal 40 under 40 award from as one of Philadelphia's  
outstanding leaders under 40 years of age, February 1993  
Fellow American Psychological Association - Division 1, General Psychology, 1993  
Psychology Roundtable - Invited participant, 1991  
Center for Advanced Study in the Behavioral Sciences (nominated to submit application  
for fellowship, 1991)

Fellow, Wexner Heritage Foundation. Selected as one of ten women in Philadelphia area to participate in National Jewish Leadership Program, 1991-1994  
 Ford Foundation award to sponsor course on Child Development & Social Policy, co-taught at Haverford, Bryn Mawr and Swarthmore Colleges, Spring 1985, 1986  
 Sigma Xi, Swarthmore College Chapter, 1983  
 Invited to serve on interdisciplinary graduate school panel for Ethnography in Education Forum, University of Pennsylvania, 1980  
 Invited Junior Scholar to Interdisciplinary Institute on the Origins and Growth of Communication, Society for Research in Child Development, Summer, 1979  
 Pi Lambda Theta, University of Pennsylvania, 1977  
 Dean's Scholarship, University of Pennsylvania, 1977  
 University of Pittsburgh nominee for Rhodes, Danforth and Marshall Scholarships, 1975  
 Summa Cum Laude, University of Pittsburgh, 1975  
 Omicron Delta Kappa, University of Pittsburgh, 1975

**Professional Employment:**

1997- present	Professor, Department of Psychology, and Director, Infant Language and Perception Laboratory, Temple University	
1990-1997	Associate Professor, Department of Psychology, and Director, Infant Language and Perception Laboratory, Temple University	Language and P
1987-1990	Assistant Professor, Department of Psychology, and Director, Infant Language and Perception Laboratory, Temple University	
1984-1987	Assistant Professor, Department of Psychology, and Director, Infant Language and Perception Laboratory, Haverford College	
1982-1984	Assistant Professor, Department of Psychology, and Director, Infant Speech Perception Laboratory, Swarthmore College	
1981-1985	Assistant Professor, Department of Psychiatry, Medical College of New Jersey, Rutgers University	
1980-1984	Unysis Corporation (formerly, Sperry Univac, Inc.), Blue Bell, Pennsylvania Consultant research psychologist on software ease-of-use	

**Doctoral Dissertation**

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

Advisor: Lila Gleitman, Professor of Psychology

**Books**

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

Hirsh-Pasek, K. & Golinkoff, R. (Eds.) (2006) *Action meets word: How children learn verbs*. New York: Oxford University Press

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

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

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

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

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

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

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

### **Research Articles Published or in Press**

Golinkoff, R. Hirsh-Pasek, K., Seston, R., Brandone, A. and Song, L. (in preparation) The story of *ing*: Young children expect to hear *ing* on verbs and not on nouns.

Seston, B., Golinkoff, R., Weiyi Ma, W., Tomlinson, N. & Hirsh-Pasek, K. (submitted) *Vacuuming with my mouth?: Children's comprehension of novel extensions of familiar verbs*. *Developmental Psychology*.

McDonnough, C., Hirsh-Pasek, K., Golinkoff, R., M. Lannon, R. (submitted) An image is worth a thousand words: Why nouns tend to dominate verbs in early word learning. *Journal of Child Language*.

Maguire, M., Hirsh-Pasek, K., Golinkoff, R.M. (submitted) Less is More: Fewer Exemplars Facilitate Children's Verb Extension. *Journal of Child Language*.

Hirsh-Pasek, K. & Golinkoff, R. M. (in press) Language acquisition in childhood. In W. Donsbach (Ed). *The Blackwell International Encyclopedia of Communication*. Oxford, UK: Blackwell

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

- Imai, M., Li, L., Haryu, E., Hirsh-Pasek, K., Golinkoff, R. M., & Shigematsu, J. (in revision) Novel noun and verb learning in Chinese, English, and Japanese children: Universality and language-specificity in novel noun and verb learning. *Cognition*.
- Hirsh-Pasek, K., Golinkoff, R., Berk, L., & Singer, D. (submitted) All work and no play: A call for evidence-based preschool education. *American Psychologist*.
- Pulverman, R., Golinkoff, R., Hirsh-Pasek, K., Sootsman, Buresh, J. (in revision) Manners Matter: Infants' Attention to Manner and Path in Non-Linguistic Dynamic Events. *Cognition*.
- Hollich, G., Golinkoff, R. M. & Hirsh-Pasek, K. (in press) Young Children Prefer to Attach Labels to Whole Objects Over Salient Parts. *Developmental Psychology*.
- Brandone, A., Pence, K., Golinkoff, R.M., Hirsh-Pasek, K. (in press) Just do it: The young child's guide to early verb learning. *Child Development*.
- Parish, J., Hennon, E., Hirsh-Pasek, K., Golinkoff, R.,M. & Tager-Flusberg, H. (in press) Children with Autism Illuminate the Role of Social Intention in Word Learning. *Child Development*.
- Parish, J., Ma, W., Hirsh-Pasek, K., Golinkoff, R.M. (in press) A world of relations: relational words. In B. Malt & P. Wolf. Words and the world: How words capture the human experience. Oxford University Press.
- Hirsh-Pasek, K., & Golinkoff, R. M. (in press). How to choose toys for your baby. In S. Ettus (Ed.), *The experts' guide to the baby years*. New York, NY: Random House.
- Hirsh-Pasek, K. & Golinkoff, R. M. (in press). From the lab to the living room: Stories that talk the talk and take the walk. In M. K. Welch-Ross & L. G. Fasig (Eds.), *Handbook on communicating and disseminating behavioral science*. CA: Sage.
- Hirsh-Pasek, K. & Golinkoff, R. (in press). Brains in a box: Do new age toys deliver on the promise? Harwood, R. Child development in a changing society, 1st ed. Hoboken, NJ: Wiley Press.
- Haryu, E., Imai, M., Okada, H., Lianjing, L., Meyer, M., Hirsh-Pasek, K., & Golinkoff, R. (in press) Noun bias in Chinese children: Novel Noun and Verb Learning in Chinese, Japanese, and English Preschoolers. Proceedings of the Boston Language Conference.
- Golinkoff, R. & Hirsh-Pasek, K. (in press) How *do* babies learn to talk? In E.M. Rickerson (Ed.) *The Five-Minute Linguist: Bite-Sized Essays on Language and Languages*. London: Equinox Publishing.
- Pruden, S., Hirsh-Pasek, K., & Golinkoff, R. (in press) Current events: How infants parse events for language. In T. Shipley & J. Zachs (Eds.) Events. New York: Oxford University Press.
- Golinkoff, R. M., Pence, K., Brand, R., & Hirsh-Pasek, K. (in press).

Do actions always speak louder than words?: Infant-directed speech as a tool for the acquisition of verbs and the parsing of action events.  
In T. Bowers (Ed.), *Festschrift for Richard Venezky*.

Song, L., Golinkoff, R. M., Seston, R., Ma, W., Shallcross, W., & Hirsh-Pasek, K. (2007). Action stations: verb learning rests on constructing categories of action. Proceedings of the 31th Boston University Conference on Language Development

Golinkoff, R. & Hirsh-Pasek, K. (2007) Language development: The view from The radical middle. Proceedings of the 31th Boston University Conference on Language Development

Hirsh-Pasek, K. & Burchinal, M. (2006) Putting language learning in context: How change at home and in school affects language growth across time. *Merrill Palmer Quarterly*, 52, 449-485

Pruden, S. Hirsh-Pasek, K. & Parish, J. (2006) Can infants resolve philosophical questions? A review of Rakison and Oakes' *Early Category and Concept Development: Making Sense of the Blooming, Buzzing Confusion*. *Philosophical Psychology*, 19, (1)

Pulverman, R. Hirsh-Pasek, K., Pruden, S. & Golinkoff, R. (2006) Precursors to verb learning: Infant attention to manner and path. *Frühförderung interdisziplinär (Interdisciplinary Early Childhood Intervention)*, 25,1

Pruden, S., Hirsh-Pasek, K., Hennon, Golinkoff, R., Hennon, E. (2006) The birth of words: Ten-month-olds learn words through perceptual salience. *Child Development*. 77, 2, 266-281.

Golinkoff, R. M., & Hirsh-Pasek, K. (2006). Baby wordsmith: From associationist to social sophisticate. *Current Directions in Psychological Science*, 15, 30-33.

Pulverman, R., Hirsh-Pasek, K., Pruden, S., Golinkoff, R. M., & (2006). Precursors to verb learning: Infant attention to manner and path. pp.134-160 In K. Hirsh-Pasek & R. M. Golinkoff (Eds.), *Action meets word: How children learn verbs*. New York: Oxford Press,

Brandone, A., Salkind, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2006). Language development. In G. Bear & K. Minke (Eds.), *Children's needs: Development, prevention, and intervention*, pp. 499-514. Bethesda, MD: National Association of School Psychologists.

Golinkoff, R. & Hirsh-Pasek, K. (2006) The emergentist coalition model of word learning in children has implications for language in aging. (pp. 207-222) In E. Bailystok & F. Craik (Eds.) *Lifespan cognition: Mechanisms of change*. Oxford University Press.

Golinkoff, R. M., & Hirsh-Pasek, K. (2006). Introduction: Progress on the verb learning front. In K. Hirsh-Pasek & R. M. Golinkoff (Eds.), *Action meets word: How children learn verbs* (pp. 3-28). New York, NY: Oxford University Press.

- Maguire, M., Hirsh-Pasek & Golinkoff, R. (2006) A unified theory of word learning: Putting verb acquisition in context. pp 364-392 In K. Hirsh-Pasek & R. Golinkoff, *Action meets word: How children learn verbs*. Oxford University Press
- Hirsh-Pasek, K., Michnick Golinkoff, R., Hennon, E.A., Maguire, M Sootsman, J. (2006) O modelo “emergentista” de coalizão da aprendizagem de palavras: uma nova maneira de se pensar na psicologia do desenvolvimento The Emergentist Coalition Model of Word Learning: A New Mode of Thinking in Developmental Psychology. In Corrêa, L. M. S. (Ed.) *Aquisição Da Linguagem e Problemas do Desenvolvimento Lingüístico*. Rio de Janeiro: Editora da PUC-Rio.
- Pruden, S.M., Hirsh-Pasek, K. & Golinkoff, R. (2005) The Social Dimension in Language Development: A Rich History and a New Frontier. In P. Marshall & N. Fox (Eds.), *The development of social engagement: Neurobiological perspectives*
- NICHD Early Child Care Research Network (2005) Oral language and reading: Continuing the dialogue with Storch Bracken. *Developmental Psychology*, 41, 6, 1000-1003
- NICHD Early Child Care Research Network (2005). Early child care and children's development in the primary grades: Results from the NICHD Study of Early Child Care. *American Educational Research Journal* 43(3), 537-570.
- Pence, K., Golinkoff, R., Brand, R. & Hirsh-Pasek, K. (2005) When actions can't speak for themselves: How might infant-directed speech and infant-directed action influence verb learning? In T. Trabasso, J. Sabatini, D. Massaro & R. Calfee (Eds) *From orthography to pedagogy: Essays in honor of Richard Venezky*. NJ: Erlbaum.
- Hirsh-Pasek, K. , Kochanoff, A., Newcombe, N., & deVilliers, J. (2005) Using scientific knowledge to inform preschoolers: Making the case for “Empirical validity.” Social Policy Report. Society for Research in Child Development
- NICHD, ECCRN (2005) Pathways to reading. The role of oral language in learning to reading. *Developmental Psychology*. 41, 2, 428-442
- NICHD Early Child Care Research Network. (2005). Predicting individual differences in attention, memory, and planning in first graders from experiences at home, child care, and school. *Developmental Psychology*, 41, 99-114.
- Pulverman, R., Golinkoff, R. M. & Hirsh-Pasek, K. (2004). Seven-month-olds' attention to potential verb referents in nonlinguistic events. In the *Proceedings of the 28th Annual Boston University Conference on Language Development*.
- Pruden, S.M. Hirsh-Pasek K. Maguire, M., & Meyer M. (2004) Foundations of Verb Learning: Infants Categorize Path and Manner in Motion Events. *Proceedings of the 28th Annual Boston University Conference on Language Development*.

- Hirsh-Pasek, K., Golinkoff, R., Hennon, E., & Maguire, M. (2004) Hybrid theories at the frontier of developmental psychology: The emergentist coalition model of word learning as a case in point. *Weaving a lexicon*. Cambridge, MA: MIT Press
- NICHD Early Child Care Research Network. (2004). Are child developmental outcomes related to before-and after-school care arrangements? Results from the NICHD Study of Early Child Care. *Child Development, 75*, 280-295.
- NICHD Early Child Care Research Network. (Spring 2004). Multiple pathways to early academic achievement. *Harvard Educational Review, 1-29*.
- NICHD Early Child Care Research Network. (2004). Affect dysregulation in the mother-child relationship in the toddler years: Antecedents and consequences. *Development and Psychopathology, 16*, 43-68.
- NICHD Early Child Care Research Network. (2003). The NICHD Study of Early Child Care: Contexts of development and developmental outcomes over the first seven years of life. In J. Brooks-Gunn, A.S. Fuligni, and L. J. Berlin (Eds.), *Early Child Development in the 21st Century* (pp. 181-201). New York: Teachers College Press.
- Pulverman, R., Sootsman, J. L., Golinkoff, R. M., & Hirsh-Pasek, K. (2003). Infants' non-linguistic processing of motion events: One-year-old English speakers are interested in manner and path. In E. V. Clark (Ed.), *Proceedings of the 31st Child Language Research Forum* (pp. 11-20).  
<http://csli-publications.stanford.edu/CLRF/2002/CLRF-2002-title.html>.
- NICHD Early Child Care Research Network and Greg J. Duncan (2003). Modeling the impacts of child care quality on children's preschool cognitive development. *Child Development, 74*, 1485-1506
- NICHD Early Child Care Research Network. Families Matter-Even for Kids in Child Care. *Journal of Developmental and Behavioral Pediatrics* 2003; 24(1):58-62
- NICHD Early Child Care Research Network. (2003). Does quality of child care affect child outcomes at age 4 1/2?. *Developmental Psychology, 39*, 451-469.
- NICHD Early Child Care Research Network. (2003). Child care and common communicable illnesses in children aged 37 to 54 months. *Archives of Pediatrics & Adolescent Medicine, 157*, 196-2003.
- NICHD Early Child Care Research Network. (2003). Does amount of time spent in child care predict socioemotional adjustment during the transition to kindergarten?. *Child Development, 74*, 976-1005.
- NICHD Early Child Care Research Network. (2003). Child care and mother-child interaction from 36 months through first grade. *Infant Behavior and Development, 26*, 345-370.
- Golinkoff, R., Chung, H., Hirsh-Pasek, K., Liu, Jing., Bertenthal, B., Brand, R., Maguire, M., & Hennon, E. (2002) Young children can extend motion verbs to point

lite displays. *Developmental Psychology*, 38, 4, 604-615

- Maguire, M.J., Hennon, E. A., Hirsh-Pasek, K., Golinkoff, R. M., & Slutzki, C. B. (2002). Mapping words to actions and events: how do 18-month-olds learn a verb? In B Skarabela, S. Fish, & A. H. J. Do (Eds.), *Proceedings of the 26th Annual Boston University Conference on Language*, Vol. 1. Somerville, MA: Cascadilla Press.
- Hirsh-Pasek, K. & Golinkoff, R. (2002) Language development. In N. Salkind (Ed) *Child Development*. New York, MacMillan, 227-232
- NICHD Early Child Care Research Network (2002). Early Child Care and Children's Development Prior to School Entry: Results from the NICHD Study of Early Child Care. *American Educational Research Journal*, *39*, 133-164.
- NICHD ECCRN (2002). Child-care structure --> process --> outcome: Direct and indirect effects of child-care quality on young children's development. *Psychological Science*, *13*, 199-206.
- NICHD Early Child Care Research Network. (2001). Before Head Start: Income and ethnicity, family characteristics, child care experiences and child development. *Early Education and Development*, *12* (4), 545-576.
- NICHD Early Child Care Research Network. (2001). Child care and family predictors of preschool attachment and stability from infancy. *Developmental Psychology*, *37*, 847-862.
- Hirsh-Pasek, K., Hennon, E., Golinkoff, R., Pence, K., Pulverman, R., Sootsman, J., Pruden, S., & Maguire, M. (2001) Social attention need not equal social intention: From attention to intention in early word learning. Response to P.Bloom's, How children learn the meanings of words. *Brain Behavior Sciences*. *24*, 1108-1110.
- Hirsh-Pasek, K., & Hennon, E. (2001). When researchers meet practitioners: A return to old-fashioned psychology. A review of Pellegrini & Bjorklund, *s Applied Child Psychology*. *Contemporary Psychology*, *46*, 61-63.
- Weinraub, M., Hill, C., & Hirsh-Pasek, K. (2001). "Child Care: Options and Outcomes." In *Encyclopedia of Women and Gender*, Vol. (1 ) Judith Worell, (Ed.) Academic Press, San Diego, CA. 233-244
- Golinkoff, R., Hirsh-Pasek, K. & Schweisguth, M. (2001) A reappraisal of young children's knowledge of grammatical morphemes. In J. Weissenborn & B. Hoele (Eds.) *Approaches to bootstrapping: Phonological, syntactic and neurological aspects of early language acquisition*. Amsterdam, Philadelphia: John Benjamins., 167-189
- NICHD Early Child Care Research Network. (2001). Child care and common communicable illnesses. *Archives of Pediatrics & Adolescent Medicine*, *155*, 481-488.
- NICHD Early Child Care Research Network. (2001) Parenting and family influences when children are in child care: Results from the NICHD Study of Early Child Care. In Borkowski, J.G., Ramey, S.L., & Bristol-Power, M. (Eds.), *Parenting*

*and the child's world: Influences on academic, intellectual, and social-emotional development* Mahwah, NJ: Erlbaum. 99-124

- NICHD Early Child Care Research Network. (April/May 2001) A new guide for evaluating child care quality. *Bulletin of Zero to Three: National Center for Infants, Toddlers, and Families*, 21 (5), 40-47.
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- Hirsh-Pasek, K., Golinkoff, R., Hollich, G. (2000). An emergentist coalition model for word learning: Mapping words to objects is a product of the interaction of multiple cues. In R. M. Golinkoff, K. Hirsh-Pasek, N. Akhtar, L. Bloom, G. Hollich, K., L. Smith, M. Tomasello, & A. Woodward, *Breaking the word learning barrier: What does it take?* NY: Oxford University Press.
- Hirsh-Pasek, K. (2000) Beyond Shipley, Smith & Gleitman: Young children's comprehension of bound morphemes. In B. Landau & J. Sabini, J. Jonides & E. Newport (Eds.) *Perception, Cognition and Language : Essays in honor of Henry and Lila Gleitman* Cambridge, MA: MIT Press 191-201
- Hirsh-Pasek, K., Golinkoff, R. & Hollich, G. (2000), Trends and transitions in language development: Looking for the missing piece. *Developmental Neuropsychology*, 16, 2, 139-163.
- Hollich, G., Hirsh-Pasek, K., Tucker, M. & Golinkoff, R. (2000) A change is afoot: Emergentist theories in language acquisition. In P. Anderson, C. Emmeche, N.O. Finnemann, & P.V. Christiansen (Eds.) *Downward causation*. Aarhus, Denmark: Aarhus University Press. 143-179.
- NICHD Early Child Care Network (2000) The relation of child care to cognitive and language development. *Child Development*. 71, 4, 960-981.
- NICHD Early Child Care Network (1999) Child outcomes when child-care classes meet recommended guidelines for quality. *American Journal of Public Health*. 89, 7, 1072-1077
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- NICHD Early Child Care Research Network (1999) Chronicity of maternal depressive symptoms, maternal sensitivity, and child functioning at 36 months. *Developmental Psychology*, 35, 5, 1297-1311
- NICHD Early Child Care Research Network. (1999). Child care and mother-child interaction in the first three years of life. *Developmental Psychology*, 35, 6, 1399-1413.
- Hollich, G., Hirsh-Pasek, K. & Golinkoff, R. (1998) Introducing the 3-D Intermodal

- Preferential Looking Paradigm: A new method to answer an age-old question. *Advances in Infancy Research*, 12, 355-375.
- NICHD Early Child Care Research Network (1998) Relations between family predictors and child outcomes: Are they weaker for children in care? *Developmental Psychology*, 34, 5, 1119-1128
- NICHD Early Child Care Research Network (1998) Early child care and self-control, compliance and problem behavior at 24 and 36 months. *Child Development*, 69, 1145-1170
- NICHD Early Child Care Research Network (1998) Relations between family predictors and child outcomes: Are they weaker for children in care? *Developmental Psychology*, 34, 5, 1119-1128
- NICHD Early Child Care Research Network. (1997) Familial factors associated with infant child care characteristics. *Journal of Marriage and the Family* 59, 389-408.
- NICHD Early Child Care Research Network (1997) Child care in the first year of life. *Merrill-Palmer Quarterly*, 43, 340-360.
- NICHD Early Child Care Research Network. (1997) The effects of infant child care on infant-mother attachment: Results of the NICHD Study of Early Child Care. *Child Development*, 68, 860-879.
- NICHD Early Child Care Research Network. (1997) Poverty and Patterns of Child Care. In J. Brooks-Gunn & G. Duncan (Eds.) *Consequences of Growing up Poor*. New York: Russell-Sage.
- NICHD Early Child Care Research Network (1996) Characteristics of infant care: Factors contributing to positive caregiving. *Early Childhood Research Quarterly*, 11, 269-306.
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- Hirsh-Pasek, K. & Golinkoff, R. (1996) The Intermodal Preferential Looking Paradigm reveals emerging language comprehension. In D. McDaniel, C. McKee & H. Cairns (Eds.) *Methods for assessing children's syntax*. MIT Press.
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Book, Inc. 92-106.

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Dynamical systems theory: Reinterpreting "Prosodic Bootstrapping" and its role in language acquisition. In J. Morgan & K. Demuth (Eds.) *Signal to Syntax: Bootstrapping from speech to grammar in early acquisition*. Hillsdale, NJ: Earlbaum.
- Hirsh-Pasek, K. & Rehill, J. (1995) It's Tuesday, it must be Rome: A review of D. Messer's *The development of communication: From social interaction to language*. *Journal of Child Language*, 22, 469-472.
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Lexical principles can be extended to the acquisition of verbs. In M. Tomasello & W. Merriman (Eds.) *Beyond names for things: Young children's acquisition of verbs*. Hillsdale, NJ: Earlbaum 185-223.
- Hirsh-Pasek, K., Golinkoff, R.M., Herman, G. & Kaufman, D.  
(1995). Evidence from comprehension for early knowledge of pronouns. In E.V. Clark. (Ed.) *The Proceedings of the 26th Annual Stanford Language Forum*. Stanford: Center in the Study of Language and Information. 53-59.
- Hirsh-Pasek, K. (1995) The "miracle" of language development: Charting two decades of scientific progress. Review of J. Berko-Gleason (Ed.), *The Development of language*. *Contemporary Psychology*, 40, 5, 450-451.
- The NICHD Early Child Care Network. (1995) The NICHD Study of Early Childcare: A comprehensive longitudinal study of young children's lives. *ERIC Clearinghouse on Elementary and Child Education*. 353-087.
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20th Anniversary Issue, *21*, 1, 125-156. Also in press in K. Perera (Ed.)  
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- Hirsh-Pasek, K. (1986) Beyond the great debate: Fingerspelling as an alternative route to word identification for deaf and dyslexic readers. *The Reading Teacher*, 40, 3, 340-344.
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- Hirsh-Pasek, K., Treiman, R. & Schneiderman, M. (1984) Brown & Hanlon revisited: Mothers' sensitivity to ungrammatical forms. *Journal of Child Language*, 11, 1, 81-89.
- Schneider, M., Hirsh-Pasek, K. & Nudelman, S. (February, 1984) An experimental evaluation of delimiters in a command language syntax. *International Journal of Man Machine Studies*.
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- Hirsh-Pasek, K. & Treiman, R. (1982) Recoding in silent reading: Can deaf children translate print into a more manageable form? *Volta Review*, *84*, 5, 71-83
- Schneider, M., Hirsh-Pasek, K. & Nudelman, S. (1982) An experimental evaluation of line numbering strategies in text editing. In *the Proceedings of the Conference on Human Factors in Computer Systems*.
- Hirsh-Pasek, K., Nudelman, S. & Schneider, M. (1982) Experimental evaluation of abbreviation schemes in limited lexicons. *Behavior and Information Technology*, *4*, 359-370.
- Hirsh-Pasek, K., Gleitman, L. & Gleitman, H. (1978) What did the brain say to the mind? A study of the detection and report of ambiguity by young children. In A. Sinclair, R. J. Jarvella, & W. J. M. Levelt (Eds.) *The Child's conception of language*; New York: Springer-Verlag, 97-132

### **Invited Papers**

- Hirsh-Pasek, K., & Golinkoff, M. The role of play in learning. Harvard Learning and the brain conference. Boston, MA November, 2006
- Golinkoff, R. & Hirsh-Pasek, K. How *do* babies learn to talk? Harvard Learning and the brain conference. Boston, MA, November, 2006
- Golinkoff, R & Hirsh-Pasek, K. Breaking the language barrier: The view from the radical middle. Boston Language Conference. November, 2006
- Hirsh-Pasek, K. & Golinkoff, R. Breaking the language barrier: The view from the radical middle. Eleanor Saffran Cognitive Neuroscience Conference. Philadelphia, PA., September, 2006
- Hirsh-Pasek, K. & Golinkoff, R. Learning: Preparing the 21<sup>st</sup> century child for a global world. Governor's Summit for Governor Tim Kaine's Smart Beginnings Summit. Richmod, VA., August 2006
- Hirsh-Pasek, K. Play = Learning: Preparing the 21<sup>st</sup> century child for a global world. International Conference of Infant Studies, Kyoto Japan, June 2006
- Hirsh-Pasek, K & Golinkoff, R. Creating lifelong learners. Florida Department of Education. May, 2006
- Hirsh-Pasek, K., Four stories about literacy. Whole Child Conference. University of Maryland. May, 2006
- Hirsh-Pasek, K. Play = Learning: How to facilitate learning in preschoolers. JoLyn

- Beeman Lecture. Wisconsin Division for Early Childhood. April, 2006
- Hirsh-Pasek, K. Play = Learning. New York Public Library. New York. March, 2006
- Hirsh-Pasek, K. Creating lifelong learners,: Where child development meets practice. Colloquium, Ursinus College, December 2006
- Hirsh-Pasek, K. Breaking the language barrier. Bermuda Department of Child Development, November 2006
- Hirsh-Pasek, K. The NICHD Study of Early Child Care and Youth Development: A sampler in "Big Science" Colloquium, Villanova University
- Hirsh-Pasek, K. & Golinkoff, R. Building a strong foundation for life: How early learning experiences shape the lifelong learner. Keynote. Early Head Start: Zero to Three Conference. Washington, June 2005.
- Hirsh-Pasek, K. & Golinkoff, R. PLAY = LEARNING. Conference organized by D. Singer, R. Golinkoff & K. Hirsh-Pasek. Yale University, June 2005
- Golinkoff, R. & Hirsh-Pasek, K., A Rose is a Rose But a Scene is Not a Scene: Languages Encode Events Differently. Words and world conference. Lehigh University, June, 2005
- Hirsh-Pasek, K. How babies talk. Invited speaker for City wide-event, Chicago Children's Museum, May, 2005
- Hirsh-Pasek, K. The New Three Rs. Casey Journalism School, University of Maryland, March 2005; Central Pennsylvania Association for Young Children, Harrisburg, PA. March 2005
- Hirsh-Pasek, K. The NICHD Study of Early Child Care and Youth Development: A sampler in "Big Science" Colloquium, Swarthmore College, November, 2004
- Hirsh-Pasek, K. & Golinkoff, R., Creating lifelong learners: Utah State Department of Education. October 2004.
- Hirsh-Pasek, K. Creating lifelong learners. University of Pennsylvania Literacy Network, October, 2004.
- Hirsh-Pasek, K. & Golinkoff, R. Creating lifelong learners. Wisconsin Children's Museum, community forum on children's learning. October, 2004.
- Hirsh-Pasek, K. & Golinkoff, R. Creating lifelong learners. Maryland Children's Museum, community forum on children's learning. September, 2004.
- Hirsh-Pasek, K. & Golinkoff, R. Action meets words. Colloquium, Keio University, Tokyo August 2004.

- Golinkoff, R. & Hirsh-Pasek, K. Breaking the language barrier. Colloquium, Keio University, Tokyo, 2004.
- Golinkoff, R. M., Hirsh-Pasek, K., Meyer, M., Adde, D., Maguire, M., & Pulverman, R. Understanding the paradox of verb learning. International Congress of Psychology, Beijing, China. Presented in a symposium entitled, "Universal and language-specific factors influencing early verb learning," (August, 2004).
- Hirsh-Pasek, K., Golinkoff, R. M., Pruden, S., & Salkind, S. Foundations for verb learning: Infants detect and categorize "paths" and "manners." International Congress of Psychology, Beijing, China. Presented in a symposium entitled, "Universal and language-specific factors influencing early verb learning" (August, 2004)
- Hirsh-Pasek, K. Preschool assessment: Closing the gap between science and practice. NAEYC Conference on Assessment. Washington, DC., June 2004
- Hirsh-Pasek, K. A Revolutionary idea: how libraries can facilitate the new 3 Rs. Keynote, American Library Association Conference, Orlando Florida, June 2004.
- Hirsh-Pasek, K. How babies talk: A workshop. Invited speaker at the First Annual Meeting of the Child Study Institute. Bucharest, Romania June, 2004
- Hirsh-Pasek, K. The origins of verb learning: A case study in nature via nurture. Invited symposium for Conference in Human Development, (Newcombe, chair) Washington, DC, May, 2004
- Hirsh-Pasek, K. Infant research in the public eye: Do we have a role to play in translating research for public consumption? Roundtable discussion. International Conference on Infant Studies, Chicago, April, 2004
- Hirsh-Pasek, K. Cross-talk: Reconsidering domain specificity and domain generality in infant cognition. Roundtable discussion. International Conference on Infant Studies, Chicago, April, 2004
- Hirsh-Pasek, K. How babies talk. Keynote, Head Start Teacher's Conference. Allentown, PA., May, 2004
- Hirsh-Pasek, K. A revolutionary idea: How children's museums can facilitate the New 3 Rs. Keynote, Interactivity: Association of Children's Museums, May 2004
- Hirsh-Pasek, K. A Revolutionary idea: how libraries can facilitate the new 3 Rs. Keynote. Pennsylvania Library Association, April 2004
- Hirsh-Pasek, K. How early learning experiences shape the lifelong learner. Keynote, Terri Lynne Lokoff Child Care Foundation National Award Ceremony, March 2004
- Hirsh-Pasek, K. Preschool assessment: Closing the gap between science and practice. Washington Policy Briefing on Capitol Hill, December 2003

- Hirsh-Pasek, K. Where actions meet words: Foundations of verb learning. Yale University Colloquium. December, 2003
- Hirsh-Pasek, K. Where actions meet words: Foundations of verb learning. University of Michigan Colloquium, November, 2003
- Hirsh-Pasek, K. How early learning experiences shape the lifelong learner. The 21<sup>st</sup> Century learner. Washington, DC. September, 2003
- Hirsh-Pasek, K. How babies talk. Keynote, Bank Street School Conference. June, 2003
- Hirsh-Pasek, K. How babies talk. Keynote, at Child Care Council of Westchester. October, 2002
- Hirsh-Pasek, K. Child Care: A place where quality counts. Forum on Children and Families. New York University. May, 2002
- Hirsh-Pasek, K. Verb Learning in Infancy. Symposium discussant. International Conference on Infant Studies, Toronto, April, 2002
- Hirsh-Pasek, K. How children learn their first words. Colloquium at Michigan State University. April 4, 2002
- Hirsh-Pasek, K. The Story behind the headlines: Relationships between child care quantity, quality, type and child outcomes. Grand Rounds, Psychiatry. Temple University Hospital. Pediatrics. April, 2002
- Hirsh-Pasek, K. The Story behind the headlines: Relationships between child care quantity, quality, type and child outcomes. JCCA National Conference. Baltimore, MD November, 2001
- Hirsh-Pasek, K. The Story behind the headlines: Relationships between child care quantity, quality, type and child outcomes. Grand Rounds, Psychiatry. Temple University Hospital. October, 2001
- Hirsh-Pasek, K. & Weinraub, M. The Story behind the headlines: Relationships between child care quantity, quality, type and child outcomes. Mini Conference on child care. Temple University, June, 2001
- Hirsh-Pasek, K. Friedman, S., Brownell, C., Owen, M., Booth, C., Burchinal, M. Release of the NICHD Public Data Set: From birth to 3. SRCD. Minneapolis, April, 2001
- Hirsh-Pasek, K. Recent findings from the NICHD Study of Early Child Care. University of Delaware, March, 2001
- Hirsh-Pasek, K. Breaking the language barrier. Eunice Kennedy Schriver Center. Boston, 2000
- Hirsh-Pasek, K. Findings from the NICHD Study of Early Child Care: Implications for Jewish Preschools. National Conference for the Jewish Community Centers of North America. Boston, MA, May, 2000

- Hirsh-Pasek, K. & Golinkoff, R. Multiple cues to word learning: The story for object scope and extendibility. Finding the words conference. Stanford University. Palo Alto, CA. April, 2000.
- Hirsh-Pasek, K. Breaking the language barrier. Colloquium, Bryn Mawr College, April, 2000
- Hirsh-Pasek, K. Language development in the 21st Century Baby. Featured Presentation. Embracing our children. Delaware Valley Association for the Education of Young Children. Philadelphia, February, 2000.
- Hirsh-Pasek, K. Language development in the 21st Century Baby. Keynote. Dauphin County Library Association. Harrisburg, PA. December, 1999
- Hirsh-Pasek, K., Golinkoff, R.M., & Hollich, G. The emergentist coalition model of word learning. In Attention to multiple cues offers insights to language researchers OR Why each blind man saw only part of the elephant. Symposium, (K. Hirsh-Pasek and R. Golinkoff, chairs). Boston Language Conference, Boston, MA November, 1999.
- Hirsh-Pasek, K. Breaking the language barrier: How children learn their first words. Colloquium. Lehigh University. October, 1999.
- Hirsh-Pasek, K. Breaking the language barrier: How children learn their first words. Carolina Consortium Discussant. Center for Developmental Science. University of North Carolina.. Raleigh, NC February, 1999
- Hirsh-Pasek, K. Recent findings in the NICHD Study of Early Child Care: Language, Cognition and Beyond. Colloquium, Penn State University Intervention Studies. State College, PA, December, 1998
- Hirsh-Pasek, K. Breaking the language barrier: How children learn their first words. Colloquium Penn State University, State College, PA. December, 1998
- Hirsh-Pasek, K. Breaking the language barrier: How children learn their first words. Colloquium, Tel Aviv University. Tel Aviv, Israel, August, 1998
- Hirsh-Pasek, K. (for the NICHD Study of Early Child Care Network) In Sickness and in Health. SEED Conference. Washington, DC. May, 1998.
- Hirsh-Pasek, K. Breaking the language Barrier. Colloquium, Temple University. Philadelphia, April, 1998.
- Hirsh-Pasek, K. & Golinkoff, R. Trends and transitions in language development. Developmental Neuropsychology Group. International Conference on Infancy Studies Conference, Atlanta. April, 1998.
- Golinkoff, R. & Hirsh-Pasek, K. King Solomon was right: Biblical Injunctions against divided theories of word learning. International Conference on Infancy Studies. Featured Debate. Atlanta, April 1998
- Hirsh-Pasek, K. Breaking the language barrier: How children learn their first

- words. Colloquium. University of Texas at Dallas. March, 1998
- Hirsh-Pasek, K. What infants can teach us about language development. University of Berne, Berne, Switzerland. May, 1997
- Tucker, M. Hirsh-Pasek, K. & Hollich, G. A change is afoot. Emergentist theories in language acquisition. Aarhus, Denmark. Conference on Downward Causation. May, 1997
- Golinkoff, R. & Hirsh-Pasek, K. Emerging cues for early word learning. Carnegie Mellon Conference on the Emergence of language. Pittsburgh, PA., May, 1997
- Hollich, G., Hirsh-Pasek, K., & Golinkoff, R. The 3-D intermodal preferential looking paradigm. Conference examining the use of intermodal preferential looking paradigms in infant studies. Melbourne, Australia, December, 1996.
- NICHD Early Childhood research network. Early child care and attachment. National Association for the Education of Young Children. Dallas, TX, November, 1996.
- Hirsh-Pasek, K., Golinkoff, R., Heberle, J. & Rehill, J. Bridging the gap between social pragmatic and lexical constraints views of word learning: Can the Capulets live with the Montagues? Boston Language Conference, Boston, November, 1996.
- Hirsh-Pasek, K. What infants can tell us about language acquisition: Building a rationalist constructivist view. Colloquium, University of New South Wales. Sydney, Australia. August, 1996.
- Hirsh-Pasek, K. Infant child care and attachment security: Selective results from the NICHD Study of early Childcare. Colloquium, Macquarie University. Sydney, Australia. August, 1996.
- NICHD Early Child Care Research Network. Infant child care and attachment security: Results of the NICHD Study of Early Child Care. International Conference on Infancy Studies. Providence, RI. April, 1996.
- Hirsh-Pasek, K. & Golinkoff, R., When does "Rabbit" mean rabbit? Word Acquisition Mini Conference. Buffalo, NY. October, 1995.
- Golinkoff, R.M. & Hirsh-Pasek, K. Let the mute speak: What infants can tell us about language acquisition. American Psychological Association New York. August, 1995
- Hirsh-Pasek, K. Four decades later: Reconceptualizing the Skinner/Chomsky debate. American Behaviorist Association. Washington, DC. May, 1995.
- Hirsh-Pasek, K. Recent trends in Developmental Psychology. Keynote Speaker For Central Agency For Jewish Education. November, 1994.
- Hirsh-Pasek, K. Unlocking mysteries in language development: What infants can teach theorists. Colloquium: Roen College. February, 1994.

- Hirsh-Pasek, K. How infants make sense of language input. Cognitive Neuroscience Research Group of Philadelphia. March, 1994.
- Hirsh-Pasek, K. & Golinkoff, R. In defense of lexical principles for early word learning. New York Child Language Meeting, April, 1993.
- Hirsh-Pasek, K. Skeletal foundations for grammatical learning: What infants bring to the language learning task. Colloquium, Princeton University, March, 1993.
- Hirsh-Pasek, K., Tucker, M. & Golinkoff, R. Dynamical systems theory: Reinterpreting "Prosodic Bootstrapping" and its role in language acquisition. Signal to Syntax Conference, Brown University, February, 1993.
- Hirsh-Pasek, K. Infant Speech Perceptions. Colloquium, Rutgers University, March, 1992.
- Hirsh-Pasek, K. Skeletal supports for grammatical learning: What the infant brings to the language learning task. Colloquium at Duke University. December, 1991.
- Hirsh-Pasek, K., & Golinkoff, R. Lois Bloom's theory of language acquisition: A commentary. Piaget Society Meetings. May, 1991
- Hirsh-Pasek, K. Language comprehension in infants and toddlers. Invited colloquium at Lehigh University, October, 1989.
- Hirsh-Pasek, K. & Golinkoff, R. The origins of grammar. Invited colloquium at Salk Institute Language Group, July, 1989.
- Hirsh-Pasek, K. & Golinkoff, R. The origins of grammar. Invited colloquium for Yerkes Primate Center Language Project, April, 1989.
- Hirsh-Pasek, K. Kemler Nelson, D. & Jusczyk, P. Infants' sensitivity to acoustic correlates for phrase boundaries. New York Child Language Meeting, December, 1988.
- Hirsh-Pasek, K. Looking for the origins of grammar: Evidence from infants. Sloan Cognitive Sciences Group at the University of Pennsylvania, November, 1988.
- Hirsh-Pasek, K. & Golinkoff, R. Comprehension: A new look at some old themes. National Institute of Mental Health Conference on the Biobehavioral Foundations of Language Development, June, 1988.
- Hirsh-Pasek, K. The origins of grammar: Evidence from comprehension. Colloquium at Carnegie Mellon University, May, 1988.
- Golinkoff, R. & Hirsh-Pasek, K. A new picture of language development: Evidence from comprehension. Boston Language Conference, October, 1987.
- Hirsh-Pasek, K. & Golinkoff, R. From evidence to explanation: Using comprehension data

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

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

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

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

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

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

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

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

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

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

### **Papers Presented at Professional Meetings**

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

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

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

- Pulverman, R., Maguire, M. J., Hirsh-Pasek, K., & Golinkoff, R. M. On the beaten path: Multiple cues converge to make verb learning easier in Spanish. Poster session to be presented at the XVth Biennial International Conference on Infant Studies, Kyoto, Japan. June 2006
- Pulverman, R., Golinkoff, R. M., Hirsh-Pasek, K., Brandone, A. C., & Seston, R. Linguistic input directs infants' attention to facilitate word learning. Paper to be presented at the XVth Biennial International Conference on Infant Studies, Kyoto, Japan., June 2006
- Ma, W., McDonough, C., Lannon, R., Golinkoff, R. M., Hirsh-Pasek, K., Tardif, T. A mental image is worth a thousand verbs: Imageability predicts verb learning. Paper to be presented at the Jean Piaget Society Conference. Baltimore, MD., June, 2006
- Göksun, T., Jones, M. C., Hirsh-Pasek, K., Roeper, T., & Golinkoff, R. M. What's Missing? Sensitivity to Ellipsis Signals Grammatical Categories. Conference on Human Development, Kentucky, April, 2006.
- Seston, R., Brandone, A., Moynihan, N., Golinkoff, R. M., Hirsh-Pasek, K., & Song, L. Active Bodies, Active Minds: Learning Opportunities in Children's Museums. Eastern Psychological Association. March, 2006.
- Brandone, A., Seston, R., Golinkoff, R. M., & Hirsh-Pasek, K. The Story of 'ing': Young Children Expect to Hear 'ing' on Verbs but not on Nouns. Eastern Psychological Association. March, 2006
- Shipley, T. Pruden, S., Pulverman, R., Golinkoff, R., & Hirsh-Pasek, K. When action meets word: Representation and verb learning. Symposium at Psychonomics. Toronto, November, 2005
- Pruden, S. & Hirsh-Pasek, K., Foundations of verb learning: Labels promote action category formation. Boston Language Conference, November, 2005.
- Brandone, A., Addy, R., Pulverman, R., Golinkoff, R., & Hirsh-Pasek, K. One-for-one and two-for-two: Anticipating parallel structure between event and language. Boston Language Conference, November, 2005.
- Jones, M.C., Parish, J., Brandone, A., Hirsh-Pasek, K., Golinkoff, R.M., Hansell, N., & Kogan, M. The Role of Labels and Syntax in Early Verb Learning. Poster session alternate at the Cognitive Development Society Fourth Biennial Meeting. San Diego, CA. October, 2005
- Pulverman, R., Golinkoff, R. M., & Hirsh-Pasek, K. The relationship between event processing and lexical acquisition: A cross-linguistic study of infants' attention to motion events. In S. Özaliskan & A. H. Özyürek (Chairs), From non-linguistic to linguistic representations: Children's encoding of motion at the perceptual, gestural, and linguistic levels. Symposium conducted at the Xth International

Congress for the Study of Child Language, Berlin, Germany. July, 2005

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

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

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

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

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

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

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

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

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

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

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

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

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

November, 2003

- Pence, K., Winn, M., Golinkoff, R., & Hirsh-Pasek, K. More verbs to come: The developing focus on verbs in parent's speech to infants. Boston Language Conference, November, 2003.
- Pulverman, R., Sootsman, J. Golinkoff, R. M., Hirsh-Pasek, K.  
Cognitive prerequisites of verb learning: infants' attention to manner and path. Presented at International Cognitive Linguistics Conference, University of La Rioja, Logrono, Spain. July, 2003.
- Addy, D., Golinkoff, R.M., Sootsman, J.L., Pence, K., Pulverman, R., Salkind, S., & Hirsh-Pasek, K. Understanding /ing/: Sensitivity to grammatical morphemes precedes their production. Paper Presentation at the 33rd Annual Meeting of the Jean Piaget Society, Chicago, IL. June 2003
- Hennon, E., Hirsh-Pasek, K. & Golinkoff, R. Speaker Intention? Autistic children may learn words without it. Society for Research in Child Development, Tampa, Fla., April 2003
- Pruden, S., Pulverman, R., Maguire, M., Hirsh-Pasek, K., & Golinkoff, R. Pathways to verb learning: preverbal infants form action categories. Society for Research in Child Development, Tampa, Fla., April 2003
- Maguire, M., Pruden, S. Hirsh-Pasek, K. & Golinkoff, R. Keeping it simple: Mapping words onto actions. Society for Research in Child Development, Tampa, Fla., April 2003
- Pulverman, R., Sootsman, J, Golinkoff, R., Hirsh-Pasek, K., Attention to manner and path in nonlinguistic event processing: English-speaking infants learn to mind their manners. Society for Research in Child Development, Tampa, Fla., April 2003
- Salkind, S., Golinkoff, R., & Hirsh-Pasek, K. Lights, Camera, Action! Infants and Toddlers Create Action Categories. International Conference on Infant Studies. Toronto, April, 2002
- Pulverman, R. Golinkoff, R. Sootsman, J.L. & Hirsh-Pasek, R. Infants' non-linguistic processing of motion events: One-year-old English-speakers are interested in manner. Stanford Language Conference Palo Alto, CA, April, 2002
- Maguire, M., Hennon, E. , Hirsh-Pasek, K., Slutzky, C., Sootsman, J. Mapping words to actions and events: How do 18-month-olds learn a verb? Boston Language Conference, November, 2001
- Maguire, M., Hennon, E., Hirsh-Pasek, K., Golinkoff, R., & Slutzky, C. (2001) Infants development of lexical categories: Moving from perceptual to social cues. Society

for Research in Child Development, Minneapolis, MN, April, 2001

- Hennon, E., Hirsh-Pasek, K. & Golinkoff, R. Slutzky, C., Sootsman, J.  
Reconciling competing theories of word learning: developmental changes from 10 to 24 months. Society for Research in Child Development, Minneapolis, MN, April 2001
- Hennon, E. , Hirsh-Pasek, K., Golinkoff, R., Rocroi, C., Arnold, K., Hollich, G. From proper nouns to categories: Infants learn how words work. International Conference on Infant Studies. Brighton, UK July, 2000
- Hirsh-Pasek, K. & Golinkoff, R. & Hollich, G. Language learning at the radical middle: The emergentist coalition model of word learning. International Conference on Infant Studies. Brighton, UK July, 2000
- Arnold, K., Golinkoff, R. Hirsh-Pasek, K., Driscoll, K., Hollich, G., Hennon, B., The whole is greater than the sum of its parts: Investigating the object scope principle. Boston Language Conferendce. Boston, MA. October, 1999.
- Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. Mapping referents to words: Multiple cues to word learning. Society for Research in Child Development, Albuquerque, NM., April, 1999
- NICHD Study of Early Child Care. Does child care quality matter? Society for Research in Child Development, Albuquerque, NM., April, 1999
- Hollich, G. Rocroi, C., Allen, S., Hirsh-Pasek, K. & Golinkoff, R. Testing language comprehension in infants: Introducing the split screen preferential looking paradigm. Society for Research in Child Development, Albuquerque, NM., April, 1999
- Hennon.E. , Rocroi, C. , Chung, H.L., Hirsh-Pasek, K. & Golinkoff, R. Testing the principle of extendibility: Are new words learned as proper nouns or category labels? Society for Research in Child Development, Albuquerque, NM., April, 1999
- Hirsh-Pasek, K., Weinraub, M. & Jaeger, L. The effects of early child care: An update from the NICHD Study of early Child Care. Delaware Valley Association for the Education of Young Children. Philadelphia, March 19, 1999
- Hirsh-Pasek, K. , Hollich, G. , Golinkoff, R. & Rocroi, C. Advancing the preferential looking paradigm: When less is more. American Psychological Society, Washington. May, 1998.
- Golinkoff, R. , Chung, H. , Hirsh-Pasek, K., Rocroi, C. & Hollich, G. , McKineey, M. & Hennon, E. What's new in word learning?: A new theory and a new method. American Psychological Society, Washington. May, 1998.
- Golinkoff, R., Hoskins, S. Chung, H. Hirsh-Pasek, K., Rocroi, C. 32-35 month olds can disriminate novel minimal pairs. American Psychological Society, Washington. May, 1998.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Hirsh-Pasek, K. & Golinkoff, R. Kiss keys: Infants' comprehension of constituent structure. International Conference on Infancy Studies, Washington, D.C., April, 1988.
- Naigles, L., Hirsh-Pasek, K., Golinkoff, R., Gleitman, L. & Gleitman, H. From linguistic form to meaning: Evidence for syntactic bootstrapping by two-year olds. Boston Language Conference, October, 1987.
- Hirsh-Pasek, K., Kemler Nelson, D., Jusczyk, P., Woodward, A., Piwoz, J. & Kennedy, L. The perception of major phrase boundaries by prelinguistic infants. Society for Research in Child Development, April, 1987.
- Hirsh-Pasek, K., Golinkoff, R. & Cauley, K. The verb's the thing: Therein to catch the origins of grammar. Society for Research in Child Development, April, 1987.
- Hirsh-Pasek, K., Kemler Nelson, D., Jusczyk, P., & Wright, K. A moment of silence: How the prosodic cues in motherese might assist language learning. International Conference on Infancy Studies, April, 1986.
- Hirsh-Pasek, K., Golinkoff, R. Fletcher, A. deGaspé Beaubien, F. & Cauley, K. In the beginning: One word speakers comprehend word order. Boston Language Conference, October, 1985.
- Golinkoff, R., Hirsh-Pasek K., Badurrai, C. & Lavalée, A. What's in a word?: The young child's predisposition to use lexical contrast. Boston Language Conference, October, 1985
- Hirsh-Pasek, K., Kemler Nelson, D., Jusczyk, P., Wright, K. & Druss, B. Clauses are perceptual units for prelinguistic infants. Boston Language Conference, October, 1985
- Hirsh-Pasek, K., Golinkoff, R. & Gordon, L. Word order comprehension in a new paradigm: Did Big Bird Tickle Cookie Monster? Boston Language Conference, October, 1984.
- Hirsh-Pasek, K. & Freyd, P. Vocabulary development: How deaf individuals can learn to use the information given. International Reading Association Conference, May, 1984.
- Golinkoff, R., Hirsh-Pasek, K. & Cauley, K. Mapping lexical space: A new approach to language comprehension. International Conference on Infant Studies, April, 1984.
- Treiman, R. & Hirsh-Pasek, K. Individual differences in reading style among dyslexic boys. Boston Language Conference, October, 1983.
- Hirsh-Pasek, K. & Freyd, P. The deaf person's ability to analyze morphological regularities. Symposium, "Deaf readers: Clues to the role of sound in reading" (Hanson, V. & Hirsh-Pasek, K., co-chairs), American Psychological Association Conference, August, 1983.
- Treiman, R. & Hirsh-Pasek, K. The role of phonological recoding for deaf readers. Symposium "Deaf readers: Clues to the role of sound in reading" (Hanson & Hirsh-Pasek), American Psychological Association Conference, August, 1983.

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

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

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

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

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

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

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

## **Grants and Research Support**

### **Awarded:**

NICHHD: Spatial language (w/ A. Chatterjee & R. Golinkoff), 2006-2011 (\$974,000 over 5 years.)

NSF: The path to verb learning (w/ R. Golinkoff & Shipley) 2007-2010 (\$400,000 over 3 years.)

Connections Academy Grant: An analysis of the effectiveness of the Commonwealth Connections Academy. With the University of Maryland. 2005 (33, 067.00)

National Science Foundation. The Origins of Verb Learning.  
(With Roberta Golinkoff) 1999-2005 (\$196,000.00)

National Science Foundation: The Origins of Word Learning.  
with Roberta Golinkoff. 1996-2000 (\$450,000)

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

JCCA grant on developing a moral curriculum for preschool children. Funded by Steven Spielberg's Religious Person's Foundation 2000-2002, (\$200,000)

Effects of dyadic vs polyadic contexts on maternal language input to children. Biomedical Research Support Grant (\$1500) Summer 1992

Speech perception by infants: Clues to language learning. Biomedical research support grant from Temple University with Michael Tucker, 1989 - 1990 (\$2,800).

The acquisition of form class knowledge. A research incentive award from Temple University, 1989 - 1990 (\$4,000)

Language comprehension in normal & cerebral palsied children. Biomedical research support grant from Temple University, 1989 - 1990 (\$2,800).

Language comprehension in the motorically handicapped. Research grant from National Institute of Mental Health with Roberta Golinkoff, 1987-1990 (\$160,000)

Academic environments in early childhood: Challenge or Pressure. Research grant from Spencer Foundation, with Marion Hyson, 1986-1989 (\$150,000)

Recruiting Participants for Research in the Infant Laboratories, Grant-in-aid, Temple University, with Marsha Weinraub and Nora Newcombe, 1988 (\$3303)

Language comprehension. Research grant from Pew Memorial Trust, 1987 (\$5,000)

Language comprehension. Research grant from Pew Memorial Trust, 1986 (\$5,000)

Language comprehension. Research grant from Pew Memorial Trust, 1985 (\$5,000)

A new look at language comprehension. Research grant from National Institute of Mental Health with Roberta Golinkoff, 1982-1984 (\$94,000)

Reading by the congenitally deaf. Research grant from National Institute of Mental Health with R. Treiman, 1979-1980 (\$7,000)

### **Courses Taught**

Cognitive Development	Introduction to Psychology
Cognitive Psychology	Language Development
Developmental Psychology	Psychology of Language
Developmental Psychology and Social Policy	Psychology of Reading
Educational Psychology	Research Methods
	Social Cognition

Honors Cognition  
Honors Method Course  
Rethinking Innateness

Social Development  
Statistics

### Service to the Profession

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

### Journal Reviews

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

### Grant Reviews

Ad hoc reviewer for NIH, NIMH and NSF.  
Review Panel NIH 2003

### Conference Reviews

Chair, ICIS review panel for language and communication, 2004, 2006  
ICIS Review panel 1998, 2001  
Chair, Review panel SRCD, 1997  
Ad hoc reviewer for Piaget Society meetings, for Society for Research in Child Development, for American Psychological Association, Division 7 and or International Conference on Infancy Studies.

### Consulting

Sesame Workshop, 2006-present  
Cartoon Network, 2005-present  
America's Promise, 2004-present  
CIVITAS – Advisory board  
EBs Adventures, 2004  
Please Touch Museum, 2004-present  
Toy consultant: Fischer-Price, Play and Learn Council, Highlights, K'NEX  
Media consultant for American Psychological Society and American Psychological Association  
Consultant for MBC Broadcasting on Language related issues for medical profession  
Advisory Board Oxford University Press – Counterpoints Series  
Advisory Board, North Carolina Child Development research Collaborative  
Advisory Board Please Touch Museum project on “humanities” for preschooler  
Brilliant Beginnings - a California based company interested in enriching young children and their parents.  
Creative Consultant for Jewish Community Centers of North America on grant to on ethics in preschool children (funded by Steven Spielberg)  
School District of Philadelphia, Head Start and Get Set Program, 1989  
Medical Broadcasting Company, Kidspeak. A video on language development, developed by Pfizer Pharmaceuticals and the American Academy of Pediatrics, released August, 1996; consultant for their web site on language development, July 1997 \

Yerkes Primate Center, Atlanta, GA, on language comprehension in the pygmy chimpanzee, 1989-1991.  
Katzenbach School for the Deaf, West Trenton NJ, on reading by deaf students, 1981-1985  
Educational Director, Electric Schoolhouse, 1999 - 2000  
Solomon Schechter Day Schools, Educational Consultant, 1999

### **University Service**

Graduate Board of the University (2002- present)  
Graduate Board of CLA 2004-  
Great Teacher's Award Committee: 1999-2002  
Family Studies Committee: 2001-2002  
Honors Search Committee 1993 - 1994  
University Fellowship Committee 1993 - 1994  
Linguistic Committee, 1987 - present, Subcommittee on Curriculum Development  
University Senate Disciplinary Committee, 1988 - present  
University Biomedical Research Grant Committee, 1991-Present  
McNair Faculty In-Training Program - advisor 1994

### **College Service**

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

### **Departmental Service**

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

### **Community Service**

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

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

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

### **Professional Organizations**

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

### **Dissertation Committee Service**

Tilbe Goksun, Chair Committee  
Sara Roseberry, Chair Committee  
Parish, Julia. Chair of committee  
Pruden, Shannon (2007), (Chair of committee) On early verb learning  
Tran, Henry (2006), (on committee) On sensitive caregiving.  
Reilly, Jamie (2005), ( on committee) On word processing.  
Ramey, Chris, (2004) ( on committee) On the nature of concepts  
Maguire, Mandy, Chair of committee: (December 2004) On early verb learning  
Hennon, E. Chair of committee: (August 2002) On language development in autistic children  
Danielle Horvath (on committee): graduated May 2002  
Satlow, E. (2000) On representation  
Morris, A. (2000) Role of family context in the development of children's emotion regulation.  
Hollich, G. Chair of committee (1999) Multiple cues for word learning  
Reimer, Michele (1997) On shyness  
Sanderson, Hal. (May, 1996) Cooperative Learning in Secondary Mathematics.  
Lee, Enhui. (September, 1995) Autobiographical Memory.  
Tucker, Michael. (August, 1995) Systems & Structure in Infant Music Perception: Can infants detect intervals in western tonal scal  
Reeves, Loretta. (1994) Problem Solving.  
Schmidt, Susan (1994) Parental influence in families of adolescent drug users. (College of Education).  
Krupinsky, Elizabeth. (1992) Determining the mechanisms for the effect of feedback circles on observer performance in the visual search task of detecting nodules in chest radiograms.

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

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

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

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

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

### **Creative Works**

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

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

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

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

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

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

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

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



