

## **Carolyn M. Palmquist, Ph.D**

### **CONTACT INFORMATION**

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### **EDUCATION**

**The University of Virginia**, Charlottesville, VA

August 2008 – May 2013

Doctor of Philosophy in Psychology

**The College of William and Mary**, Williamsburg, VA

August 2004 – May 2008

Bachelor of Arts in Psychology (minor in Linguistics), Cum Laude

### **EMPLOYMENT**

**Amherst College**, Amherst, MA

July 2013 – present

Assistant Professor of Psychology, tenure track

### **HONORS, AWARDS, AND FUNDING SUPPORT**

**Gregory S. Call/Amherst Academic Intern Funds**

Jan. 2014 – present

Amherst College

Amount: \$72,557.00

**Lazerowitz Lectureship**

Awarded April 2020

Amherst College

**Cummings Fund Award**

Nov. 2018

Funding for invited research talk by Dr. Paul Harris (Harvard)

Amherst College

Amount: \$998.00

**Miner D. Crary Sabbatical Fellowship**

July 2016 – July 2017

Support for sabbatic leave for the 2016 – 2017 academic year

**Project for Innovative Curriculum and Teaching (PICT) Grant**

Nov. 2013 – May 2014

To investigate how to implement technology in teaching within the psychology department

Amount: \$1,000

**Society for Research in Child Development Travel Award**

February 2013

Amount: \$500

**Distinguished Teaching Fellowship, University of Virginia**

Jan. 2012 – May 2013

Funded to design and teach an undergraduate course within the psychology department

Amount: \$5,000

**Society of Fellows Travel Fellowship**

March 2012

Funded travel to the Association for Psychological Science Meeting

Amount: \$400

**The Graduate Teaching Award, University of Virginia**

January 2012

Honoring best graduate teaching within the psychology department

Amount: \$500

**PROFESSIONAL SERVICE**

**Grant Panelist, National Science Foundation:** Fall 2019, Spring 2020

**Journal of Experimental Child Psychology Editorial Board:** January 2020 – present

**Ad Hoc Reviewer:** British Journal of Developmental Psychology, Child Development, Cognition, Cognitive Development, Cognitive Science, Developmental Psychology, Developmental Science, European Journal of Developmental Psychology, Frontiers in Psychology, Journal of Applied Developmental Psychology, Journal of Experimental Child Psychology, Learning and Behavior, Learning and Motivation, and PLOS One.

**Poster and Symposium Reviewer:** Society for Research in Child Development (Fall 2016, Fall 2018, Fall 2020), Cognitive Development Society (Summer 2019), Cognitive Science Society (Spring 2020)

**PUBLICATIONS** (\*indicates student collaborator)

**Under Review**

**Palmquist, C.M., & Kondrad, R.L.** (under review). First-hand knowledge helps 3-year-olds reinterpret misinformation from broken machines, but not from deceptive people.

**Peer Reviewed**

**Palmquist, C.M., & DeAngelis, E.R.\*** (in press). Valence or traits? Developmental change in children's use of facial features to make inferences about others. *Cognitive Development*.

**Palmquist, C.M., Cheries, E., & DeAngelis, E.R.\*** (2020). Looking smart: Preschoolers' judgments about knowledge based on facial appearance. *British Journal of Developmental Psychology*, 38(1), 31 – 41. DOI 10.1111/bjdp.12303

**Palmquist, C.M., & Fierro, M.G.\*** (2018). The right stuff: Preschoolers generalize reliability across communicative domains when informants show semantic (not episodic) knowledge. *Journal of Cognition and Development*, 19(5), 552 – 567. DOI 10.1080/15248372.2018.1526174

**Palmquist, C.M., Kondrad, R.L., & Norris, M.\*** (2018). Follow my point?: Preschoolers' expectations about veridicality disrupt their understanding of deceptive points. *Cognitive Development*, 48, 190 – 202. DOI 10.1016/j.cogdev.2018.08.009

- Palmquist, C.M., Keen, R., & Jaswal, V.K.** (2018). Visualization instructions enhance preschoolers' spatial problem solving. *British Journal of Developmental Psychology*, 36(1), 37 – 46. DOI 10.1111/bjdp.12205
- Palmquist, C.M., Jaswal, V.K., & Rutherford, A.V.\*** (2016). Success inhibits preschoolers' ability to establish selective trust. *Journal of Experimental Child Psychology*, 152, 192 – 204. DOI 10.1016/j.jcep.2016.07.015
- Palmquist, C.M., & Jaswal, V.K.** (2015). Preschoolers' inferences about pointers and labelers: The modality matters. *Cognitive Development*, 35, 178 – 185. DOI 10.1016/j.cogdev.2015.06.003
- Jaswal, V.K., Perez-Edgar, K., Kondrad, R.L., **Palmquist, C.M.**, Cole, C.A.\*, & Cole, C.E. (2014). Can't stop believing: Inhibitory control and resistance to misleading testimony. *Developmental Science*, 17(6), 965 – 976. DOI 10.1111/desc.12187
- Lillard, A.S., Hopkins, E.J., Dore, R.A., **Palmquist, C.M.**, Lerner, M.D., & Smith, E.D. (2013). Concepts and theories, methods and reasons: Why do the children (pretend) play? Reply to Weisberg, Hirsh-Pasek, and Golinkoff (2013); Bergen (2013), and Walker and Gopnik (2013). *Psychological Bulletin*, 139, 49 – 52. DOI 10.1037/a0030521
- Lillard, A.S., Lerner, M.D., Hopkins, E.J., Dore, R.A., Smith E.D., & **Palmquist C.M.** (2013). The impact of pretend play on children's development: A review of the evidence. *Psychological Bulletin*, 139, 1 – 34. DOI 10.1037/a0029321
- Palmquist, C.M. & Jaswal, V.K.** (2012). Preschoolers expect pointers (even ignorant ones) to be knowledgeable. *Psychological Science*, 23(3), 230 – 231. DOI 10.1177/0956797611427043
- Palmquist, C.M., Burns, H.E.\***, & Jaswal, V.K. (2012). Pointing disrupts preschoolers' ability to discriminate between knowledgeable and ignorant informants. *Cognitive Development*, 27(1), 54 – 63. DOI 10.1016/j.cogdev.2011.07.002

### Other Publications

- Palmquist, C.M.** (2020). Make the most of playtime. *Amherst Magazine*. [link](#)
- Palmquist, C.M.** (2017). Failure is an essential part of learning. *BOLD Blog*. [link](#)
- Riskind, R.G., **Palmquist, C.M.**, Kondrad, R.L., Lerner, M.D. (2014). Once in a lifetime: Navigating the first year in your first tenure-track job. *The Chronicle of Higher Education*. [link](#).

**PRESENTATIONS** (\* indicates student collaborator, + indicates chair)  
**Symposia**

- DeAngelis, E.\* , **Palmquist, C.M.**<sup>+</sup> , & Cheries, E. (2019, March 23). *Developmental change in 4- and 5-year-olds' face-trait predictions*. Symposia presented at the Society for Research in Child Development Biennial Meeting, Baltimore, Maryland.
- Palmquist, C.M.**, & Jaswal, V.K. (2015, March 20). *Do children monitor informants for the quality of their information, or for successful outcomes?* Symposia presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, Pennsylvania.
- Palmquist, C.M.**, & Jaswal, V.K. (2013, April 18). *Do children prefer helpful informants?* Symposia presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- Jaswal, V.K., Perez-Edgar, K., Kondrad, R.L., **Palmquist, C.M.**, Cole, C.A. (2013, April 19). *Who trusts whom? Individual differences in selective trust, learning, and skepticism in young children*. Symposia presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- Palmquist, C.M.**, & Smith, E.D. (2012, May). *Academic entitlement, individual difference variables, and classroom behavior*. Symposia presented at the Association for Psychological Science Annual Meeting, Chicago, Illinois.
- Palmquist, C.M.**, & Jaswal, V.K. (2011, October). *Get to the point! Children expect points to be veridical and pointers to be knowledgeable*. Symposia presented at the meeting for the Cognitive Development Society, Philadelphia, Pennsylvania.
- Palmquist, C.M.**, Schad, M., Smith, E., Gross, B., & Kondrad, R.L. (2011, April, 14). *The Graduate Teacher Training Program: Analyzing and Improving Graduate Student Teaching of Psychology*. Symposia presented at the Inauguration of Teresa Sullivan Research Conference at the University of Virginia, Charlottesville, Virginia.
- Jaswal, V.K., Perez-Edgar, K., Kondrad, R.L., **Palmquist, C.M.**, Cole, C.E., Cole, C.A.\* , & Kreafler, J.\* (2011, March 31). *Young Children's Trust in Misleading Testimony: Individual Differences in Age, Inhibitory Control, and Social Withdrawal*. Symposia presented at the Society for Research in Child Development, Montreal, Canada.
- Poster Presentations**
- Palmquist, C.M.**, & Kondrad, R.L. (May, 2020). *First-hand knowledge helps 3-year-olds reinterpret misinformation from broken machines, but not from deceptive people*. Poster accepted at the American Psychological Society Conference, Chicago, IL. (conference cancelled due to coronavirus).
- DeAngelis, E.R.\* , & **Palmquist, C.M.** (October, 2019). *Valence or traits: Developmental change in children's use of facial features to make inferences about others*. Poster presented at the Cognitive Development Society Biennial Meeting, Louisville, KY.

- Floersheimer, A.\*, & **Palmquist, C.M.** (October, 2019). *Mistake or intentional?: Preschoolers' hostile attribution bias predicts their skepticism of inaccurate informants*. Poster presented at the Cognitive Development Society Biennial Meeting, Louisville, KY.
- Palmquist, C.M.**, & Kondrad, R.L. (October, 2019). *Knowledge and inhibitory control help 3-year-olds ignore incorrect machines, but not deceptive people*. Poster presented at the Cognitive Development Society Biennial Meeting, Louisville, KY.
- DeAngelis, E.R.\*, & **Palmquist, C.M.**, Cheries, E. (2019, March 21). *Looking smart: Preschoolers judge others' knowledge based on their facial appearance*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, Maryland.
- Jordan, R.P.\*, & **Palmquist, C.M.** (2019, March 23). *Young children's use of visualization as a problem-solving strategy*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, Maryland.
- Goebel, K.\*, & **Palmquist, C.M.** (2017, October). *Help! I need somebody: Locus of control explains school-aged children's help-seeking behavior*. Poster presented at the Cognitive Development Society Biennial Meeting, Portland, Oregon.
- Griffin, D.\*, Norris, M.\*, Adamof, T.\*, Kondrad, R.L., & **Palmquist, C.M.** (2017, October). *The role of context and cognitive ability in children's skepticism of deceptive information*. Poster presented at the Cognitive Development Society Biennial Meeting, Portland, Oregon.
- Palmquist, C.M.** & Fierro, M.G.\* (2017, April). *It's what you know, not how you show it: Preschoolers monitor knowledge, not communicative modality*. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, Texas.
- Palmquist, C.M.**, & Kondrad, R.L. (2016, September 14). *Where it's not: Preschoolers correctly interpret true negative, but not deceptive, pointing gestures*. Poster presented at the Developmental Section of the British Psychological Society, Belfast, Northern Ireland.
- Fierro, M.G.\*, & **Palmquist, C.M.** (2015, October). *Is it what you know, or how you show it? Preschoolers' inferences about potential informants*. Poster presented at the Cognitive Development Society Biennial Meeting, Columbus, Ohio.
- Rutherford, A.V.\*, & **Palmquist, C.M.** (2015, October). *Best of luck: Experience affects how children evaluate potential informants*. Poster presented at the Cognitive Development Society Biennial Meeting, Columbus, Ohio.
- Palmquist, C.M.**, & Jaswal, V.K. (2015, March 20). *She's pointing out the obvious: Preschoolers assume that speaking, not pointing, is indicative of generalizable knowledge*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, Pennsylvania.

- Morgan, Z.\*, Joyner, S.\*, Tannenbaum, R.\*, Kondrad, R.L., & **Palmquist, C.M.** (2015, March 19). *Where it's not: Preschoolers correctly use true negative verbal cues, but not true negative points, to find hidden objects*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, Pennsylvania.
- Palmquist, C.M.** (2013, October 15). *She's Got a Point: Preschoolers prefer accurate pointers over inaccurate ones*. Poster presented at the meeting for the Cognitive Development Society, Memphis, Tennessee.
- Palmquist, C.M.**, Soska, K.C., Keen, R., Jaswal, V.K. (2013, April 18). *Enhancing the mind's eye: Imagining a solution to a spatial problem improves gaze behaviors*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- Smith, E.D., & **Palmquist, C.M.**, & Erbacher, M.K. (2013, April 17). *Fair-weather learners: Individual differences predict changes in students' academic entitlement*. Poster presented at the Developmental Science Teaching Institute at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- Palmquist, C.M.**, Smith, E.D. (2012, May 24). *"I Deserve an A!": Validating and Extending a Measure of Academic Entitlement*. Poster presented at the Association for Psychological Science Annual Meeting, Chicago, Illinois.
- Palmquist, C.M.**, Gross, B., Smith, E., Schad, M., & Kondrad, R.L. (2011, June 24). *The Graduate Teacher Training Program: Data analysis from its pilot year*. Poster presented at the Eastern Conference on the Teaching of Psychology, Staunton, Virginia.
- Palmquist, C.M.**, & Jaswal, V.K. (2011, April 1). *Who Knows Best? Pointing Disrupts Preschoolers' Attribution of Knowledge*. Poster presented at the Society for Research in Child Development, Montreal, Canada.
- Cole, C.E., Kondrad, R.L., **Palmquist, C.M.**, Cole, C.A.\*, Galdun, C.E.\*, Kreifler, J.\*, Jaswal, V.K., & Perez-Edgar, K. (2011, March 31). *Children Who Defer to Misleading Testimony Endure Violations of Physical and Social Laws More Readily Than Skeptical Children*. Poster presented at the Society for Research in Child Development, Montreal, Canada.
- Palmquist, C.M.**, & Jaswal, V.K. (2011, March 28). *Who Knows Best? Pointing Disrupts Preschoolers' Attribution of Knowledge*. Poster presented at the Huskey Graduate Research Exhibition, University of Virginia.
- Palmquist, C.M.**, & Jaswal, V.K. (2010, April 5). *Getting to the point: Young children have difficulty inhibiting expectations about pointing gestures*. Poster presented at the Huskey Graduate Research Exhibition at the University of Virginia, Charlottesville, Virginia.
- Palmquist, C.M.**, & Jaswal, V.K. (2010, March 13). *What's your point? Do children lose trust in an unreliable pointer?* Poster presented at the meeting for the International Society on Infant Studies, Baltimore, Maryland.
- Kondrad, R., Jaswal, V.K., Perez-Edgar, K., **Palmquist, C.M.**, Kreifler, J.\*, Nelson, S.K., Cole, C.\* (2010, March 13). *Individual differences in skepticism: Links to inhibitory control*.

Poster presented at the meeting for the International Society on Infant Studies, Baltimore, Maryland.

**Palmquist, C.M.**, Burns, H.E.\*, & Jaswal, V.K. (2009, October 17). *Getting to the point: Young children have difficulty inhibiting expectations about pointing gestures*. Poster presented at the meeting for the Cognitive Development Society, San Antonio, Texas.

**Palmquist, C.M.**, & Jaswal, V.K. (2009, April 3). *Fool me once, shame on you. Fool me twice, shame on me!: Losing and regaining trust in pointing gestures*. Poster presented at the meeting for the Society for Research in Child Development, Denver, Colorado

### **Invited Talks**

**Palmquist, C.M.** (TBD). Lazerowitz Lecture rescheduled to fall 2020 due to coronavirus.

**Palmquist, C.M.** (2015, November 12). Presented at the UMass-Amherst Developmental Science Seminar Series.

**Palmquist, C.M.** (2015, September 18). Presented at the Amherst College Faculty Colloquium Series.

**Palmquist, C.M.** (2014, November 21). Presented at Amherst College Virtual Lecture Series.

**Palmquist, C.M.** (2013, November 20). Presented at the Yale University Developmental Speaker Series.

**Palmquist, C.M.** (2013, February 15). Presented at the University of Virginia Recruitment Week Colloquium.

**Palmquist, C.M.** (2012, December 3). Presented at the Developmental Lunch Series at the University of Virginia.

**Palmquist, C.M.** (2011, April 18). Presented at the Developmental Lunch Series at the University of Virginia.

**Palmquist, C.M.** (2009, April 20). Presented at the Developmental Lunch Series at the University of Virginia.

### **TEACHING EXPERIENCE**

#### **Courses Taught (Amherst College):**

##### *Organized by Course*

- PSYC 100: Introduction to Psychology (Spring 2014; Fall 2014; Spring 2016; Spring 2019)
- PSYC 123: Research Methods in Psychology (Spring 2015; Fall 2015)
- PSYC 206: Psychology of Play (Fall 2017; Spring 2019; Spring 2020)
- PSYC 227: Developmental Psychology (Fall 2013; Spring 2014; Spring 2015; Fall 2015; Fall 2017; Fall 2018; Fall 2019; Spring 2020)

- PSYC 362: Development of Nonverbal Communication (Fall 2013; Fall 2014; Spring 2016; Fall 2018; Fall 2019)

### **Supervised Honors Theses**

Floersheimer, A. (2020). *Mistake or intentional?: Preschoolers' hostile attribution bias predicts their skepticism of inaccurate informants*. Graduated Spring 2020. Now works at the Child Mind Institute.

DeAngelis, E.R. (2019). *You look smart: How children use facial appearance to make predictions about knowledge*. Graduated Spring 2019. Now a PhD student in developmental psychology at the University of Minnesota's Institute of Child Development.

Jordan, R.P. (2019). *Imagine that: Young children's use of visualization as a problem-solving strategy*. Graduated Spring 2019. Now a post-bac research fellow at Yale Child Study Center's Sukhodolsky Lab.

Goebel, K.T. (2018). *Help! I need somebody: Experiencing success influences school-aged children's help-seeking behavior*. Graduated Spring 2018. Now a senior counselor at InGenius Prep.

Griffin, D.H. (2018). *The role of context and cognitive ability in children's skepticism of deceptive information*. Graduated Spring 2018. Now a clinical research coordinator in the division of neurology at Children's National Medical Center.

Fierro, M.G. (2016). *It's what you know, not how you show it: Preschoolers' inferences about potential informants*. Graduated Spring 2016. Now a paraprofessional at TLC Public Charter School.

Rutherford, A.V. (2016). *Best of luck: Experience affects how children evaluate potential informants*. Graduated Spring 2016. Now a PhD student in clinical psychology at Yale University.

Tannenbaum, R. (2015). *Exploring children's understanding of true negative gestures and statements*. Graduated Spring 2015. Now a PsyD student in clinical psychology at Widener University.

Harris, N. (2014). *Communicating with peers: Examining toddlers' intentional communication in peer dyads*. Graduate Spring 2014. Now a medical student at the University of Connecticut.

### **Supervised Summer Undergraduate Research Fellows (SURF)**

Kelly Huang and Thariana Pichardo (Summer 2020)

Katherine Crum and Julia Ruggiero (Summer 2019)

Denise Noriega (Summer 2017)

DivineAsia Miller (Summer 2016)



Erika DeAngelis and Rebecca Jordan (Summer 2015)

### **Amherst College Student Research Assistants**

Nia Harris (*F2013, S2014*), Rachel Tannenbaum (*J-term2014, S2014, Summer 2014, F2014, S2015*), Aubrie Campbell (*S2014*), Madeleine Lobrano (*S2014, Summer 2014*), Marissa Fierro (*Summer 2014, F2014, S2015, Summer 2015, F2015, S2016*), Jennifer Hugg (*F2014*), Ashleigh Rutherford (*F2014, S2015, Summer 2015, F2015, S2016*), Gabriella Selover (*F2014, S2015*), Donna Kim (*S2015, F2015, S2016*), Gina Pagan (*F2015, S2016, S2017*), Kramer Peterson, (*F2015, S2016*), Erika DeAngelis (*S2016, Summer 2016, F2016, S2017, F2017, Summer 2018, F2018, S2019*), Rebecca Jordan (*S2016, Summer 2016, F2016, S2017, F2017, S2018, Summer 2018, F2018, S2019*), DivineAsia Miller (*Summer 2016, F2016, S2017, Summer 2017, F2017, F2018, S2019*), Andrew Altizer (*F2016*), Anna Vuong (*F2016, S2017, F2017, S2018*), Danielle Griffin (*Summer 2017, F2017, S2018*), Krista Goebel (*Summer 2017, F2017, S2018*), Denise Noriega (*Summer 2017, F2017, S2018, F2018, S2019*), Christina Lee (*F2017, S2018, F2018*), Lauren Reppert (*F2018, S2019*), Kristen Riley (*F2018*), Gabby Rose (*F2018, S2019*), Lauren Simpson (*F2018*), Katie Crum (*S2019, Summer 2019, F2019*), Madison Forde (*S2019, F2019, S2020*), Julia Ruggiero (*S2019, Summer 2019, F2019, S2020*), Andrew Floersheimer (*Summer 2019, F2019, S2020*), Grace Haase (*F2019, S2020*), Eline Laurent (*F2019, J-term2020, S2020*), Heather Scott (*F2019*), Jenna Finkelstein (*J-term2020, S2020*), Kelly Huang (*S2020, Summer 2020*), Thariana Pichardo (*S2020, Summer 2020*), Camila Villagra-Riquelme (*S2020*).

### **Teaching Development**

Provost's Retreat on Teaching and Learning: Belonging in a Digital World (F2019)  
 Dean's Retreat on Inclusive Pedagogy: Cooperative and Collaborative Learning (F2018)  
 Dean's Retreat on Inclusive Pedagogy: Universal Design (F2017)  
 Dean's Retreat on Inclusive Pedagogy (S2016)  
 First Year Seminar Workshop (S2016)  
 Pedagogy That Meets the Needs of a Diverse Range of Learners Series (F2015)  
 Project in Innovative Curriculum and Teaching (PICT) seminar (F2014)  
 Faculty Writing Seminar (F2014)

**Distinguished Teaching Fellowship, University of Virginia, Department of Psychology:**  
 2012-2013

### **Teaching Assistant (University of Virginia):**

- Child Psychology (Fall 2008; Spring 2009; Fall 2011)
- Research Methods I (Fall 2009; Spring 2010; Spring 2012)
- Infancy (Spring 2011)

**CavEd Seminar:** Taught a small seminar that supported undergraduate students who were designing and leading their own courses at the University of Virginia. (Fall 2011)

**The Graduate Teacher Training Program: University of Virginia** (co-founder and co-chair, 2009-2012)

**AMHERST COLLEGE SERVICE**

### **Committees**

Committee on Academic Standing and Special Majors (Summer 2020, F2020)  
Tenure-track Clinical Psychologist Search Committee (F2019)  
Woodside Children's Center Task Force (Summer 2019, F2019, S2020)  
Swift Moore Teaching Award Review Committee (S2019, S2020)  
Health Professions Committee (Summer 2017, F2017, S2018)  
Tenure-track Human Neuroscientist Search Committee (F2016)  
First Year Seminar Committee (S2015, F2015, S2016)  
Tenure-track Psychologist Search Committee (F2014)  
Health and Safety Committee (S2014, F2015)

### **Students**

First year advising (F2014, F2015, F2017, F2018, F2019)  
Intensive Advising (F2018, S2019)  
Early-Write Campaign (S2017, S2019, S2020)  
Psychology Club, faculty advisor (F2018, S2019)  
Faculty Liaison, Women's Lacrosse (F2017, S2018, F2018, S2019, F2019, S2020)  
Student-Faculty Psychology Committee, faculty advisor (F2017, F2019, S2020)  
Hosted panel on internships in psychology (F2017, F2018, F2019)  
Hosted panel on graduate school in psychology (S2014, S2016, S2017)

### **PROFESSIONAL AFFILIATIONS**

Cognitive Development Society (CDS)  
Society for Research in Child Development (SRCD)  
American Psychological Society (APS)

