

CURRICULUM VITAE
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June, 2019

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Professional Appointments

Professor, University of California, San Diego Dept. of Cognitive Science & Human Development Program	2012 –
Visiting Invited Professor, Southwest University, China	Summer 2011
Associate Professor, University of California, San Diego Dept. of Cognitive Science & Human Development Program	2005 – 2012
Assistant Professor, University of California, San Diego Dept. of Cognitive Science & Human Development Program	1999 – 2005
Assistant Professor, Vanderbilt University Department of Psychology and Human Development	1995 – 1999

Educational History

Ph.D.	University of Minnesota (Child Psychology)	1995
B.A. cum laude	Vassar College (Psychology)	1990

Awards, Fellowships, and Honors

Research Awards

Kavli Innovative Research Grant Award (\$50,000 D.C.) “Brain Dynamics During Cooperative Learning By Children & Adults” [Julia Adrian, P.I., co-P.I.s T-P Jung, Siddharth, V. de Sa]	2018 – 2019
UCSD Academic Senate grant (\$15,000 D.C.) [P.I.] “Motivational Basis of Empathy: EEG and Behavioral Evidence”	2018 – 2019
Frontiers of Innovation Scholars Program (\$31,000 total D.C.) [co-P.I.] “Validating a System for Wireless, Mobile Recording of Physiology and Motor Activity: Emotional and Social Response Paradigms” [co-P.I: Tzyy-Ping Jung]	2016 – 2017
National Science Foundation/SLC (\$140,000 D.C.) [co-P.I.] “Temporal dynamics of infant-parent attention and affect” [co-P.I.s: Gwen Littlewort; Marian Bartlett]	2009 – 2018
UCSD Academic Senate grant (\$10,930 D.C.) [P.I.] “Infant Attention in Social Contexts: Integrative Measures of Engagement”	2014 – 2015

Kavli Foundation for Mind and Brain (\$30,000 D.C.) [Returned] “Left to Its Own Devices: Is Left Hemispheric Specialization for Speech Special?” [Carson Dance, P.I.; co-investigator: Sarah Creel]	2013 – 2014
UCSD Academic Senate grant (\$12,000 D.C.) [P.I.] “Behavioral and Electrophysiological Correlates of Toddler's Language Skills”	2013 – 2014
National Science Foundation (DLS) (\$146,387 D.C.) [P.I.] “Synchrony of EEG and Action in Real-Time Toddler-Parent Social Interaction” [co-investigator: Scott Makeig]	2012 – 2015
National Institutes of Health NICHD (\$148,053 D.C. to UCSD) “The Path to Language and Literacy: A Cross-Linguistic Longitudinal Approach” [Margaret Friend, P.I; co-investigators: D. Poulin-Dubois; P. Zesiger]	2011 – 2013
UCSD Academic Senate grant (\$23,494 D.C.) [P.I.] “Toddlers’ Physiology, Emotion, and Motion During Social Interactions”	2011 – 2012
UCSD Academic Senate grant (\$9,948 D.C.) [P.I.] “Children’s Cognitive Control and its Relation to Understanding Sentences and Stories”	2010 – 2011
National Science Foundation/SLC (\$45,000 D.C.) [co-P.I.] “The Toddlers’ Rapid Auditory Processing (TRAP) test” [co-P.Is: April Benasich; Paula Tallal]	2009 – 2013
National Science Foundation (HSD) (\$750,000) [P.I.] “From social routines to early language: Tracking neural, cognitive, and family influences from infancy into preschool” [co-investigators: Sarah Creel, Scott Makeig, Howard Poizner]	2008 – 2011
National Science Foundation/SLC (\$28,300 D.C.) [co-P.I.] Temporal Dynamics Learning Center Award [P.I: Gary Cottrell] “Just-in-time parenting: Longitudinal Effects of Caregivers’ Sensitivity To Infant Affect and Attention” [co-P.I: Marian Stewart Bartlett]	2008 – 2009
National Science Foundation/SLC (\$8,200 D.C.) [co-P.I.] Temporal Dynamics Learning Center Award [P.I: Gary Cottrell] “Rapid Auditory Processing in toddlers: Piloting a new behavioral test” [co-P.Is: April Benasich; Paula Tallal]	2008 – 2009
UCSD Academic Senate Bridge Funding (\$21,956 D.C.) [P.I.] “Longitudinal Study of the Transition From Infant Attention-Sharing to Early Language”	2008 – 2009
National Science Foundation (SLC) (\$149,948 total) [co-P.I.] “From attention-training to language learning: Brain and behavioral measures” [co-investigator: April Benasich]	2008 – 2009
National Science Foundation/SLC (\$20,000 D.C.) [co-P.I.] Temporal Dynamics Learning Center Award [P.I: Gary Cottrell] “Practice and testing effects on children’s word and fact learning” [co-P.I: Hal Pashler; co-investigator: Mike Mozer]	2007 – 2008

Kavli Institute for Mind and Brain (\$32,220 D.C.) [co-P.I.] “Developing adaptive minds: Neural and behavioral dynamics of cognitive flexibility in childhood” [co-P.Is: Nicholas Cepeda & Rita Ceponiene; co-investigators: Alan Lincoln, & Jeanne Townsend]	2006 – 2009
National Science Foundation (HSD) (\$749,747 total) [P.I.] “The emergence of social attention-sharing infancy: Behavioral and computational tests of a new theory” [co-investigators: Jochen Triesch & Kang Lee]	2005 – 2008
UCSD Academic Senate grant (\$18,010 D.C.) [P.I.] “How human infants learn social interaction skills”	2005
NAAR [National Alliance for Autism Research] (\$120,000 D.C.) “The MESA project: Modeling the Emergence of Shared Attention” [P.I: Jochen Triesch; co-investigator: Javier Movellan]	2003 – 2005
M.I.N.D. Institute (\$112,000 D.C.) [P.I.] “Neural models of the development & dysfunction of shared attention: Testing parameters of social learning that underlie autistic behavior” [co-investigators: Jochen Triesch & Javier Movellan]	2002 – 2003
National Science Foundation (\$198,035 total) [P.I.] “The growth of flexible problem solving: Learning to adapt to changing verbal and non-verbal tasks”	2001 – 2003
Hellman Fellowship (\$6,800 D.C.) [P.I.] “Cognitive flexibility in preschool children”	2001 – 2002
University of California Academic Senate (\$4,480) [P.I.] “Input factors and acquisition of semantically related words”	2000 – 2001
Nicholas Hobbs Society (\$15,080) [co-P.I.] “Forms of gaze & verbalization that elicit & direct infant attention” [co-P.I: Tedra Walden; co-investigator Kate Short-Meyerson]	1998 – 1999
Vanderbilt University Research Council (\$2,970) [P.I.] “How flexible problem-solving develops”	1998 – 1999
Spencer Foundation (\$40,000) [P.I.] “How children learn systems of words: Understanding and facilitating the acquisition of semantic relations”	1997 – 1999
Vanderbilt University Research Council (\$8,200) [P.I.] “The development of inductive inference: Detection of indeterminacy & property generalization across ontological kinds”	1997 – 1998
Vanderbilt University Research Council (\$5,700) [P.I.] “Processes of inductive inference in young children”	1996 – 1997

Conference Grants

National Science Foundation (\$33,900) [co-investigator] “Learning to Attend, Attending to Learn: Neurological, Behavioral and Computational Perspectives” [Rachel Wu, P.I.]	2013
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Training and Center Grants

NSF Science of Learning Center [co-investigator] “Temporal Dynamics of Learning Center” (\$18.8M)	2011 – 2015
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[Gary Cottrell and Andrea Chiba, co-directors]	
NSF Science of Learning Center [affiliate] “Temporal Dynamics of Learning Center” (\$5M) [Gary Cottrell and Andrea Chiba, co-directors]	2006 – 2010
National Science Foundation REU Supplement (\$6,000) [P.I.] “Emergence of social attention-sharing infancy: Quasi-naturalistic infant-parent behaviors in two kinds of interactions”	2006 – 2007
National Institutes of Health (NIDCD T3 DC007361-01) [affiliate] “Neurocognitive approaches to communication disorders” [Donna Thal, SDSU, PI]	2005 – 2010
National Science Foundation IGERT Program [affiliate] “Vision and learning in humans and machines” [G. Cottrell, G. Boynton, V. de Sa, K. Dobkins & D. Kriegman, co-PIs]	2003 – 2009

Fellowships and Honors

Fellow, Association for Psychological Science	2013 –
Hellman Fellow	2001 – 2002
Nicholas Hobbs Society	1998 – 1999
National Academy of Education Post-doctoral Fellow	1997 – 1999
Doctoral Dissertation Fellowship, U of MN	1994 – 1995
Eva O. Miller Doctoral Fellowship, U of MN (declined)	1994 – 1995
APA Dissertation Research Award	1994
APS Student Research Competition winner	1994
NICHHD Graduate Training Fellowship	1991 – 1994
U of MN Graduate School fellowship	1990 – 1991

Research Interests

Categorization and inductive generalization in preschool and school-aged children
 Complex transactional-sequential models of infant-adult dyadic action and interaction
 Development of flexible categorization and problem-solving
 Dynamic semantic and pragmatic processing in children's ongoing discourse comprehension
 EEG and motion dynamics during infant-parent social interactions
 Embodied models of social learning & infant behavioral development
 Joint attention and infants-caregiver communication; ontogeny of social cognition
 Logical competence and metacognition in preschool children
 Physiological & behavioral dynamics of arousal, affect, and attention in infant social interactions
 Word learning and naming by preschool and school-aged children

Publications

Submitted or In Revision

Chang, L., & Deák, G.O. (re-submitted). *Distributional features derived from adjacent and non-adjacent word statistics predict age of acquisition of English words.*

de Barbaro, K., Chiba, A., Zavala, C., Khandrika, S., Overton, J.A., & Deák, G.O. (in revision). *Stability of infant cortisol and α -amylase from 6 to 12 months.*

Holt, A.E., & Deák, G.O. (in revision). *Which executive functions predict the development of children's task-switching efficiency?*

Holt, A., & Deák, G. (in revision). *Resolution of ambiguous pronouns by children: Age differences in use of pronoun features, and relation to cognitive flexibility.*

Published or In Press

Guan, Y., Deák, G.O., Huangfu, B., & Xu, Z. (in press). Perspective-taking and gift-giving in Chinese preschool children. *Social Development*.

Adrian, J.A., Siddharth, Baquar, S., Jung, T.-P., & Deák, G. (2019). Decision-making in a social multi-armed bandit task: Behavior, electrophysiology and pupillometry. *Proceedings of the Conference of the Cognitive Science Society*. [PsyArXiv preprint:1905.07474.]

Chang, L., & Deák, G.O. (2019). Maternal discourse continuity and infants' actions organize 12-month-olds' language exposure during object play. *Developmental Science*: e12770 doi: 10.1111/desc.12770

Legare, C., Dale, M.T., Kim, S.Y., & Deák, G.O. (2018). Cultural variation in cognitive flexibility reveals diversity in the development of executive functions. *Nature Scientific Reports*, 8, 16326. www.nature.com/articles/s41598-018-34756-2.pdf [Pre-print: PsyArXiv: 10.17605/OSF.IO/FW5TU]

Liao, Y., Sun, Y., Hong, L., Deák, G.O., & Feng, W.F. (2018). Intensity of concern about an action's side-effect mediates attributions of actor's intentions. *Frontiers in Psychology: Personality and Social Psychology*, 9, 1329. doi: 10.3389/fpsyg.2018.01329

Yin, S., Deák, G.O., & Chen, A. (2018). Co-activation of cognitive control networks during task switching. *Neuropsychology*. 10.1037/neu0000406

Deák, G.O., Krasno, A., Jasso, H., & Triesch, J. (2017). What leads to shared attention? Action and gaze sequences in naturalistic infant-caregiver interactions. *Infancy*. doi: 10.1111/infa.12204

Chang, L., de Barbaro, K., & Deák, G. (2016). Contingencies between infants' gaze, vocal, and manual actions and mothers' object-naming: longitudinal changes from 4 to 9 months. *Developmental Neuropsychology*. doi.org/10.1080/87565641.2016.1274313

de Barbaro, K., Johnson, C.M., Forster, D., & Deák, G.O. (2016). Sensorimotor decoupling contributes to triadic attention: A longitudinal investigation of mother-infant-object interactions. *Child Development*, 87(2), 494-512. doi: 10.1111/cdev.12464

Avanzino, J., Robledo Gonzalez, M., & Deák, G.O. (2015). Language skills and speed of auditory processing in young children. *Center for Research in Language Technical Reports*, 8(1), 3-10. <http://crl.ucsd.edu/newsletter/28-1/>.

Chang, L., de Barbaro, K., & Deák, G. (2015). To hear and to hold: Maternal naming and infant object exploration. *Proceedings of International Conferences on Development and Learning and on Epigenetic Robotics (ICDL-EpiRob)*, 112-113.

Deák, G.O. (2015). When and where do infants follow gaze? *Proceedings of International Conferences on Development and Learning and on Epigenetic Robotics*. Providence, RI, USA. www.tech.plym.ac.uk/SoCCE/CRNS/icdl-epirob/2015/program/

Deák, G.O., & Wiseheart, M. (2015). Cognitive flexibility in young children: A general or task-specific capacity? *Journal of Experimental Child Psychology*, 138, 31-53. doi:10.1016/j.jecp.2015.04.003

Gupta, R., & Deák, G.O. (2015). Disarming smiles: Irrelevant happy faces slow post-error responses. *Cognitive Processing*, 16, 427-434. doi: 10.1007/s10339-015-0664-2

- Holt, A.E. & Deák, G.O. (2015). Children's task-switching: Missing our cue? *Journal of Cognition and Development*, 16,261-285. doi: 10.1080/15248372.2013.833921.
- Liao, Y., Akalin Acar, Z., Makeig, S., & Deák, G. O. (2015). EEG imaging of toddlers during dyadic turn-taking: Mu-rhythm modulation while producing or observing social actions. *NeuroImage*, 112, 52-60. doi:10.1016/j.neuroimage.2015.02.055
- Deák, G.O. (2014). Interrelations of language and cognitive development. *Encyclopedia of Language Development*, (pp. 284-291). P. Brooks & V. Kampe, Eds. Thousand Oaks, CA: SAGE.
- Deák, G.O. (2014). Slow mapping in lexical development. *Encyclopedia of Language Development* (pp. 544-547). P. Brooks & V. Kampe, Eds. Thousand Oaks, CA: SAGE.
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- Deák, G.O., Krasno, A., Triesch, J., Lewis, J., & Sepeda, L. (2014). Watch the hands: Human infants can learn gaze-following by watching their parents handle objects. *Developmental Science*, 17, 270–281. doi: 10.1111/desc.12122
- Deák, G.O., & Narasimham, G. (2014). Young children's flexible use of semantic cues to word meanings: Converging evidence of individual and age differences. *Journal of Child Language*, 41, 511-542. doi: 10.1017/S030500091200075X
- Deák, G.O. (2013). Word learning. In H. Pashler (Ed.), *Encyclopedia of the Mind*. SAGE.
- Deák, G.O., Triesch, J., Krasno, A., de Barbaro, K., & Robledo, M. (2013). Learning to share: The emergence of joint attention in human infancy. In B. Kar (Ed.), *Cognition and Brain Development: Converging Evidence from Various Methodologies* (pp. 173-210). Washington, DC: American Psychological Association.
- Deák, G.O., & Toney, A.J. (2013). Young children's fast mapping and generalization of words, facts, and pictograms. *Journal of Experimental Child Psychology*, 115, 273-296.
- de Barbaro, K., Forster, K., Johnson, C.M., & Deák, G.O. (2013). Methodological considerations for bridging micro- and macro-behavioral data in studies of social interaction. *IEEE Transactions on Autonomous Mental Development*, 5(3), 258-270. 0.1109/TAMD.2013.2276611
- Ellis, E., Robledo, M., & Deák, G. O. (2013). Contingency learning in infancy and its relation to later vocabulary. *Language Learning and Development*, 10, 36-50. dx.doi.org/10.1080/15475441.2013.799988
- Rohlfing, K.J., & Deák, G.O. (Eds.) (2013). *Transactions on Autonomous Mental Development*. [Special Issue: 'Microdynamics of interaction: Capturing and modeling early social learning']
- Rohlfing, K.J., & Deák, G.O. (2013). Microdynamics of interaction: Capturing and modeling infants' social learning. *IEEE Transactions on Autonomous Mental Development*, 5(3), 189-191. 0.1109/TAMD.2013.2278456
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Jao, R.J., Robledo, M. & Deák, G.O. (2010). The emergence of referential gaze and perspective-taking in infants. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp. 284-289). Austin, TX: Cognitive Science Society.

Lewis, J., Deák, G.O., Jasso, H., & Triesch, J. (2010). Building a model of infant social interaction. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp. 278-283). Austin, TX: Cognitive Science Society.

Robledo, M., Deák, G.O. & Kolling, T. (2010). Infants' visual processing of faces and objects: Age-related changes in interest, and stability of individual differences. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp. 2482-2487). Austin, TX: Cognitive Science Society.

Zhang, T., Zheng, X., Zhang, L., Shu, W., Deák, G., & Li, H. (2010). Older children's misunderstanding of uncertain belief after passing the false belief task. *Cognitive Development*, *25*, 158-165. doi:10.1016/j.cogdev.2009.12.001

Simmering, V., Spencer, J., Deák, G., & Triesch, J. (2010). To model or not to model? A dialogue on the role of computational modeling in developmental science. *Child Development Perspectives*, *4*, 152-158. doi: 10.1111/j.1750-8606.2010.00134.x

Li, F., Cao, B., Li, Y., Li, H. & Deák, G., (2009). The law of large numbers in children's diversity-based reasoning. *Thinking and Reasoning*, *15*, 388-404. doi: 10.1080/13546780903343227

Deák, G. O. (2008). Stumbling towards integration. *Autonomous Mental Development Newsletter*, *5*(1), 3-5. IEEE CIS.

Deák, G. (2008). Forward. In K. Cartwright (Ed.). *Flexibility in literacy processes and instructional practice: Implications of developing representational ability for literacy teaching and learning*. NY: Guilford Press [invited]

Deák, G.O., & Holt, A.E. (2008). Language learning. In H. Roediger (ed.), J. Byrne (series ed.), *Learning and memory: A comprehensive reference. Volume IV: Cognitive psychology*. Holland: Elsevier. [invited]

Deák, G.O., Walden, T.A.,¹ Yale, M., & Lewis, A. (2008). Driven from distraction: How infants respond to parents' attempts to elicit and re-direct their attention. *Infant Behavior and Development*, *31*, 34-50. doi:10.1016/j.infbeh.2007.06.004

¹ Authorship is shared equally by the first two authors.

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- Kim, H., Jasso, H., Deák, G., & Triesch, J. (2008). A robotic model of the development of gaze following. *Proceedings of the 7th International Conference on Development and Learning (ICDL '08)*, Monterey, California. IEEE 978-1-4244-2662-1/08
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- Deák, G.O., & Triesch, J. (2006). The emergence of attention-sharing skills in human infants. In K. Fujita & S. Itakura (Eds.), *Diversity of cognition* (pp. 331-363). University of Kyoto Press.
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from preschool children's inferences about word meanings. *Journal of Experimental Child Psychology*, 86, 194-222.

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Deák, G. (1995). Review of D. Lewkowicz & R. Lickliter (Eds.), "The development of intersensory perception: Comparative perspectives" *Child Development Abstracts & Bibliography*, 69, 104-105.

Deák, G. & Bauer, P.J. (1995). The effects of task comprehension on preschoolers' and adults' categorization choices. *Journal of Experimental Child Psychology*, 60, 393-427.

Freeman, K. & Deák, G. (1995). Systems learning symbol systems: Commentary on MacWhinney and Smith. In Nelson, C. (Ed.), *Minnesota Symposium on Child Psychology*, Vol. 28. Hillsdale, NJ: Lawrence Erlbaum Associates.

Maratsos, M. & Deák, G. (1995). Hedgehogs, foxes, and the acquisition of verb meaning. In M. Tomasello & W. Merriman (Eds.), *Beyond names for things: Children's acquisition of verbs*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Amsel, E., Savoie, D., Deák, G., & Clark, M. (1991). Preschoolers' understanding of gravity. *Proceedings of the Annual Conference of the Cognitive Science Society*, 13, 600-606.

In Preparation

Deák, G.O. (in preparation). Development of joint attention. [review article]

Deák, G.O., & Boddupalli, G. (in preparation). *Flexible reasoning about object functions by preschool children*.

Deák, G.O., Sasson, E., & Gonzalez, M.R. (2017, April). *Emergence of motivated gaze- and point-following across the first year: longitudinal trends and individual differences*.

Jao, J., & Deák, G.O. (in preparation). *How and when do infants know that others can only be looking at things they can see? A longitudinal, cross-task investigation at 14-18 months*.

Presentations

Invited Presentations

Deák, G.O. (2019, July). *Using mobile brain and behavioral measures to study cognitive development and social interaction*. N-LEAD workshop, San Diego, CA.

Deák, G.O. (2017, June). *Baby brains: How are they made?* Osher Symposium, UCSD Extension Emeritus Symposium, San Diego, CA.

Deák, G.O. (2016, June). *How do infants learn social skills? The case of attention-sharing*. Southwest University, School of Psychology, Chongqing, China.

Deák, G.O. (2016, June). *Development of cognitive flexibility in childhood*. Soochow University, School of Education and Psychology, Nanchang, Jiangxi, China.

Deák, G.O. (2016, June). *How do infants learn social skills?* Jiangxi Normal University, School of Education and Psychology, Nanchang, Jiangxi, China.

Deák, G.O. (2016, June). *What is the 'social brain' and how does it develop?* Jiangxi Normal University, School of Education and Psychology, Nanchang, Jiangxi, China.

Deák, G.O. (2016, June). *Development of cognitive flexibility in childhood*. Soochow University, School of Psychology, Suzhou, Jiangsu, China.

Deák, G.O. (2016, June). *How do infants learn social skills?* Soochow University, School of Psychology, Suzhou, Jiangsu, China.

Deák, G.O. (2016, June). *What is the 'social brain' and how does it develop?* Soochow University, School of Psychology, Suzhou, Jiangsu, China.

Deák, G.O. (2016, March). *How do infants learn, and learn from, social interactions?* University of California, Riverside, Department of Psychology, Riverside, CA.

Deák, G.O. (2016, January). *The temporal dynamics of infant communication*. Temporal Dynamics of Learning Center All-Hands Meeting, San Diego, CA, USA.

Deák, G.O. (2015, August). *The ontogeny of socially-guided attention: Methods, models, and questions for the 21st century*. IEEE 5th International Conference on Development and Learning and Epigenetic Robotics, Providence, RI, USA.

Deák, G.O. (2015, May). *How do babies learn social skills? Behavioral, ecological, and neurological bases of joint attention and action*. University of California, Merced, Dept. of Cognitive Science. Merced, CA.

Deák, G.O. (2014, December). *How infants learn new social skills: Lessons from attention-sharing*. Department of Psychology and DELTA Center, University of Iowa, Iowa City, IA.

Deák, G.O. (2014, July). *How babies learn to share attention*. Department of Psychology, Goethe University, Frankfurt, DDR.

Deák, G.O. (2014, July). *Measuring real-time EEG and actions of toddlers and parents at play*. Max Planck Institute for Human Development, Berlin, DDR.

Deák, G.O. (2014, July). *Measuring real-time EEG and actions of toddlers and parents at play*. Institut für Psychologie und Arbeitswissenschaft, Technical University of Berlin.

Deák, G.O. (2014, April). *How do infants learn new skills? Lessons from attention-sharing*. Department of Psychology, Cornell University, Ithaca, NY.

Deák, G.O. (2014, March). *Learning to attend; Attending to learn*. California State University, San Bernadino, Department of Psychology, San Bernadino, CA.

Deák, G. (2012, November). *Invited discussant: Special session: Studying early language learning using robotic partners*. International Conference on Development and Learning, San Diego, CA.

Deák, G.O. (2012, October). *Play time: How we learn to share and take turns*. University of California, Riverside, Developmental Brown Bag. Riverside, CA.

Deák, G. (2012, April). *Learning to be with: Investigating the origins of social skills*. Science of Learning Centers Trainee Meeting (iSLC), San Diego, CA.

Deák, G. (2011, June). *The REAL social network: Re-integrating brain and body into social neuroscience*. Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2011, July). *Cognitive flexibility in children: Cue comprehension or inhibitory control?* Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2011, March). *Perspectives on embodied, emergent social development in infancy*. UCSD/Osaka Joint Meeting on Autonomous Mental Development, San Diego, CA.

Deák, G.O., & Wu, Y. (2011, January). *The real social network: Re-integrating brain and body into social neuroscience*. Temporal Dynamics Learning Center Annual meeting, San Diego, CA.

Deák, G. (2010, December). *How infants learn social skills: A model supported by behavioral, computational, ethnographic, and electrophysiological investigations*. International Conference on Cognitive Development, Allahabad, India.

Deák, G. (2010, October). *Flexible cognition in children: What is it? What develops?* University of California, Irvine, Department of Education, Irvine, CA.

Deák, G. (2010, October). *Interdisciplinary investigations into infants' induction of interpersonal interactions*. Brown University, Developmental Psychology group, Providence, RI.

Deák, G. (2010, February). *Learning social cues that support social learning*. University of California, Irvine, Cognitive Science Department, Irvine, CA.

Deák, G. (2009, November). *Understanding the emergence of typical attention-sharing behaviors in infancy*. Children's Hospital Autism Grand Rounds, San Diego, CA.

Deák, G.O. (2009, October). *Learning social cues that support social learning*. DELTA Center Pre-conference, Cognitive Development Society Biennial Meeting, San Antonio, TX.

Deák, G.O. (2009, October). *Emergence of joint attention: A theory is close at hand*. University of Texas at Austin, Psychology Department.

Deák, G.O. (2009, October). *Are children fast word-learners?* University of Texas at Austin, Psychology Department.

Deák, G. (2008, December). *Task switching: What develops?* Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2008, February). *Becoming social: How babies learn to share*. ProjectOne Conference, San Diego, CA.

Deák, G., and the MESA project (2008, November). *Becoming social: How babies learn to share*. Temporal Dynamics Learning Center meeting, San Diego, CA.

Deák, G. (2008, February). *Becoming social: How babies learn to share*. DNR workshop, M.I.T. Dept. of Brain and Cognitive Sciences, Cambridge MA.

Deák, G., & Triesch, J. (2007, October). *Where do social skills come from? Behavioral and Computational approaches to modeling the emergence of shared attention*. Poster presented at the National Science Foundation Human Social Dynamics grantees meeting, Arlington VA.

Deák, G. (2007, May). *Cognitive flexibility in children: Age, individual, and cultural differences*. Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2007, May). *How to think about cognitive development*. Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2007, May). *Social attention in human infants: The origins of attention-sharing*. Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2007, May). *Specialized learning in preschool children? No evidence from word learning*. Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2006, October). *Cognitive flexibility in childhood: Age, individual, and cultural differences*. University of California, Los Angeles Psychology Department, Los Angeles, CA.

Deák, G. (2006, September). *'Do I see what you see?' How infants learn to share attention*. Claremont Graduate Programs Cognitive Colloquium, Claremont, CA.

Deák, G. O., Triesch, J., Wong, N., Krasno, A., Jasso, H., & Lee, K. (2006, September). *How infants learn social skills: Interdisciplinary studies of the development of attention-sharing*. National Science Foundation Human Social Dynamics Investigators' Meeting, Arlington, VA.

Deák, G. O. (2006, April). *Cognitive flexibility in childhood: Age, individual, and cultural difference*. University of California, Santa Cruz, Developmental Psychology Seminar.

Deák, G. O. (2005, November). *Cognitive flexibility in childhood: Age, individual, and cultural difference*. University of California, Riverside, Psychology Department Seminar.

Deák, G. O. (2004, January). *Flexible thinking in childhood: Age, individual, and cultural differences*. University of Minnesota, Institute of Child Development, Minneapolis, MN.

Deák, G. O. (2003, December). *Flexible cognition in children*. San Diego State University Brain, Cognition, Development, & Disorders Seminar, San Diego, CA.

Deák, G. O. (2003, September). *The origins of shared meaning and communication in human infants*. Kyoto University Symposium on Diversity of Cognition, Kyoto, Japan.

Deák, G. O., Triesch, J., Movellan, J., & Fasel, I. (2003, February). *Towards a model of the*

emergence of shared attention in typical and atypical infants. M.I.N.D. Institute Annual Research Meeting, Davis, CA.

Deák, G. O. (2002, November). *Are children flexible thinkers? The emergence of adaptive inference in language.* UC Santa Barbara Psychology Department, Santa Barbara, CA.

Deák, G. O. (2001, November). *The developmental riddle of induction: How do children know?* Occidental College Cognitive Science Program, Los Angeles, CA.

Deák, G. (2000, November). *Forms of flexibility: The development of adapting problem solving.* UC, Irvine, Vision Sciences Colloquia, Irvine, CA.

Deák, G. (1998, October). *Forms of flexibility: How children adapt inductive generalizations to changing tasks.* UC Santa Cruz Department of Psychology seminar, Santa Cruz, CA.

Deák, G. (1997, November). *“What looks like a plexus and has a toggle?” Riddles of word learning and inductive problem-solving.* Psychology department, University of AK, Fayetteville.

Refereed Meetings

Adrian, J.A., Siddharth, Baquar, S., Jung, T.-P., & Deák, G. (2019, July). *Decision-making in a social multi-armed bandit task: Behavior, electrophysiology and pupillometry.* Cognitive Science Society Conference, Montreal, CANADA.

Chang, L., & Deák, G.O. (2018, July). *Discourse structure and multimodal grounding of speech acts in maternal speech to 12-month-old infants.* Biennial International Conference on Infancy Studies, Philadelphia, PA.

Deák, G. O. (2018, July). *Is age of emergence of joint attention skills predicted by maturation of postural stability?* Biennial International Conference on Infancy Studies, Philadelphia, PA.

Deák, G. O. (2018, July). *Gaze-following in the laboratory does not generalize to naturalistic settings.* Biennial International Conference on Infancy Studies, Philadelphia, PA.

De Barbaro, K., Cox, R., Johnson, C.M., Forster, D., & Deák, G.O. (2018, July). *Joint attention decreases over the first year: A recurrence-based analysis.* Biennial International Conference on Infancy Studies, Philadelphia, PA.

Adrian, J. A., Jenson, K., Li, A. Makeig, S., & Deák, G.O. (2018, March). *Reward processing during dyadic social interaction: An EEG study of parents and young children.* Cognitive Neuroscience Society Meeting, Boston, MA.

Deák, G., Jenson, K., Li, A., & Makeig, S. (2018, March). *EEG responses to unexpected outcomes of own or others' actions in a turn-taking game.* Cognitive Neuroscience Society Meeting, Boston, MA.

Adrian, J. A., Palamino, M., Snider, J., & Deák, G.O. (2017). *Legs get creative: Effects of motor activity on subjective and objective creativity.* Meeting of the Society for the Neuroscience of Creativity, Cambridge, MA.

Adrian, J. A., Jenson, K., Li, A. Makeig, S., & Deák, G.O. (2017, December). *Reward processing during dyadic social interaction: An EEG study of parents and young children.* International Society for Developmental Psychophysiology.

Adrian, J. A., Snider, J., Jung, T-P., Makeig, S., & Deák, G.O. (2017). *Does walking influence creativity?* International Conference on Mobile Brain-Body Imaging and the Neuroscience of Art, Innovation, and Creativity.

Adrian, J. A., Kenson, K., Makeig, S., & Deák, G.O. (2017, May). *Parents' prediction of their children's action related reward: EEG recordings from social interaction with reward expectancy violation.* Joint Symposium on Neural Computation, San Diego, CA.

Jenson, K., Li, A., Makeig, S., & Deák, G.O. (2017, May). *Imitative behavior and mirror neuron system responsivity*. Joint Symposium on Neural Computation, San Diego, CA.

Chang, L., & Deák, G.O. (2017, April). *Near, far, same, different: Content of maternal speech depends on infants' gaze and object handling*. Society for Research in Child Development, Austin, TX, USA.

Chang, L., Ng, K., Ragland, S.T., & Deák, G.O. (2017, April). *Maternal speech, shared attention, and maternal responsiveness in dyadic interactions of mothers and their infants*. Society for Research in Child Development, Austin, TX, USA.

Deák, G.O., Sasson, E., & Gonzolez, M.R. (2017, April). *Emergence of Motivated Gaze- and Point-Following Across the First Year: Longitudinal Trends and Individual Differences*. Society for Research in Child Development, Austin, TX, USA.

de Barbaro, K., Chiba, A., Krishna, S., Zavala, C., & Deák, G.O. (2016, November). *Longitudinal and contextual stability of cortisol and α -amylase in infants from 6 to 12 months and their mothers*. International Society for Developmental Psychobiology, San Diego, CA.

Jenson, K., Li, A., Makeig, S., & Deák, G.O. (2016, November). *Reward processing and expectancy violation in dyadic interaction: An EEG analysis*. Society for Neuroscience, San Diego, CA.

Chang, L., & Deák, G. (2016, May). *How Do Infants' Actions Affect When Parents Name Objects?* International Conference on Infant Studies, New Orleans, LA, USA.

Deák, G., de Barbaro, K., & Chang, L. (2016, May). *Perceptual-motor decoupling and dyadic object play: Relations to motor development*. International Conference on Infant Studies, New Orleans, LA, USA.

Deák, G., Krasno, A., & Triesch, J. (2016, May). *Natural statistics of maternal actions preceding attention-sharing with infants*. International Conference on Infant Studies, New Orleans, LA, USA.

Chang, L., de Barbaro, K., & Deák, G.O. (2015, August). *To hear and to hold: Maternal naming and infant object exploration*. 5th Joint IEEE International Conference on Development and Learning and on Epigenetic Robotics, Providence, RI, USA.

Deák, G.O. (2015, August). *When and where do infants follow gaze?* 5th Joint IEEE International Conference on Development and Learning and on Epigenetic Robotics, Providence, RI, USA.

Chang, L., de Barbaro, K., & Deák, G.O. (2015, March). *To hear and to hold: Maternal naming and infant object exploration*. Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Chang, L., Wade, S., Robenalt, C., Ziebol, T., & Deák, G.O. (2015, March). *What in maternal speech to infants predicts later language skills?* Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

De Barbaro, K., Johnson, C.M., & Deák, G.O. (2015, March). *Gaze alternations between hands, not faces, increase over first year*. Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Guan, Y., Xu, Z., & Deák, G.O. (2015, March). *Does desire fulfillment help preschoolers' perspective taking in gift-giving?* Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Deák, G.O., Liao, Y., & Makeig, S. (2014, September). *Measuring brain activity during social interactions: EEG imaging and motion capture of toddler-parent dyads*. Developmental Methodology Conference (Society for Research in Child Development), San Diego, CA.

De Barbaro, K., Johnson, C., & Deák, G. (2014, July). *Development of joint attention in naturalistic interactions: The role of the hands*. International Conference on Infant Studies Biennial meeting, Berlin, DDR.

Wade, S., Chang, L., Robenalt, C., & Deák, G. (2014, July). *Maternal speech content during toy play at 9 and 12 months: Longitudinal stability and prediction of infant language*. International Conference on Infant Studies Biennial meeting, Berlin, DDR.

Chang, L., Robenalt, C., Wade, S., & Deák, G. (2014, April). *Maternal speech content at 9 and 12 months: Lexical diversity, discourse types, and infant language outcomes*. Jean Piaget Society Meeting, San Francisco, CA.

De Barbaro, K., Johnson, C., Deák, G., & Forster, D. (2014, April). *The emergence of communication within mother-infant sensory-motor coordination*. Jean Piaget Society Meeting, San Francisco, CA.

Holt, A., & Deák, G. (2014, April). *Semantic cue processing effects on children's cognitive flexibility*. Jean Piaget Society Meeting, San Francisco, CA.

Zesiger, P., Poulin-Dubois, D., Deák, G., & Friend, M. (2013, September). *Direct and indirect assessment of monolingual and bilingual language development*. 16th European Conference on Developmental Psychology, Lausanne, Switzerland.

De Barbaro, K., Littlewort, G., Johnson, C., & Deák, G.O. (2013, April). *Learning to attend (together) in naturalistic settings: Development of gaze dynamics and gaze alternations in joint activity*. Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Friend, M., Zesiger, P., Deák, G., DeAnda, S., Conboy, B., & Poulin-Dubois, D. (2013, April). *Bilingual language development: Why direct assessment matters*. Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Liao, Y., Makeig, S., Acar, Z., & Deák, G. (2013, April). *EEG imaging of toddlers during "live" dyadic turn-taking: mu-rhythm modulation and source-clusters in natural action observation and execution*. Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Robenalt, C.M., Lau, A., Deák, G.O. (2013, April). *Maternal speech at 9 and 12 months: What predicts infant vocabulary?* Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Zesiger, P., Patrucco, T., Poulin-Dubois, D., Deák, G., & Friend, M. (2013, April). *Relations between direct and indirect measures of infants' receptive vocabulary and fast mapping skills*. Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

De Barbaro, K., Johnson, C.M., Forster, D., & Deák, G. (2012, November). *Sensorimotor dynamics of mother-infant-object interactions: longitudinal changes in micro-behavioral patterns across the first year*. Poster presented at the International Conference on Development and Learning, San Diego, CA.

Liao, Y., Makeig, S., Acar, Z., & Deák, G. (2012, June). *EEG Imaging of Toddlers During "Live" Dyadic Turn-Taking: Mu-Rhythm Modulation And Source- Clusters In Natural Action Observation and Execution*. Human Brain Mapping, Beijing, China.

De Barbaro, K., Johnson, C., Forster, D., & Deák, G.O. (2012, June). *A 12 Month Social "Revolution" Emerges From Changes In Infant Sensorimotor Coordination: A Longitudinal Study Of Micro-Behavioral Patterns*. International Conference on Infancy Studies, Minneapolis, MN.

Jao, R.J., & Deák, G.O. (2012, June). *The development of referential gaze-following and perspective-taking from 14 to 18 months*. International Conference on Infancy Studies, Minneapolis, MN.

Liao, Y., Makeig, S., Acar, Z., & Deák, G. (2012, June). *EEG Imaging of Toddlers During "Live" Dyadic Turn-Taking: Mu-Rhythm Modulation And Source- Clusters In Natural Action Observation and Execution*. International Conference on Infancy Studies, Minneapolis, MN.

Zavala, C., de Barbaro, K., Chiba, A., Khandrika, S., & Deák, G. (2012, June). *Infants' Attention Patterns to People and Objects: Longitudinal Relations to Cortisol and α -Amylase*. International Conference on Infancy Studies, Minneapolis, MN.

Liao, Y., Danly, J., Vankov, A., Makeig, S., & Deák, G. (2011, November). *Adult-like changes in mu rhythm activity in young children accompany action observation and execution in a social context*. Society for Neuroscience, Washington, DC.

de Barbaro, K., Johnson, C.M., Forster, D., & Deák, G.O. (2011, April). *Infants' multimodal object exploration in a dyadic context: Longitudinal changes in micro-behavioral patterns*. Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

Holt, A.E., & Deák, G.O. (2011, April). *Predicting educationally relevant flexibility: The role of executive functions in implicit task-switching*. Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

Narasimham, G., Cepeda, N.J., & Deák, G.O. (2011, April). *Development of rule-switching flexibility: Comparing preschoolers' performance on standard, complex & computerized card-sort tests*. Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

Deák, G.O. (2010, September). *Cognitive flexibility in children's word selection, rule-following, and word learning*. Conceptual structure, discourse and language / Embodied and situated language processing meeting, San Diego, CA.

Holt, A.E., & Deák, G.O. (2010, September). *Resolution of ambiguous pronouns by preschoolers: The role of cognitive flexibility*. Conceptual structure, discourse and language / Embodied and situated language processing meeting, San Diego, CA.

de Barbaro, K., Johnson, C.M., Forster, D., & Deák, G.O. (2010, August). *Temporal dynamics of multimodal multiparty interactions: a microgenesis of early social interaction*. Measuring Behavior: 7th International Conference on Methods and Techniques in Behavioral Research, Eindhoven, the Netherlands.

Jao, R.J., & Deák, G. (2010, August). *Infant referential gaze-following: When does intentionality begin?* Poster presented at the 118th Annual Convention of the American Psychological Association, San Diego, CA.

Jao, R.J., Robledo, M. & Deák, G. (2010, August). *The emergence of referential gaze and perspective-taking in infants*. Annual Conference of the Cognitive Science Society, Portland, OR.

Lewis, J., Deák, G.O., Jasso, H., & Triesch, J. (2010, August). *Building a model of infant social interaction*. Annual Conference of the Cognitive Science Society, Portland, OR.

Robledo, M., Deák, G.O. & Kolling, T. (2010, August). *Infants' visual processing of faces and objects: Age-related changes in interest, and stability of individual differences*. Annual Conference of the Cognitive Science Society, Portland, OR.

Ellis, E., & Deák, G.O. (2010, June). *Expectancy learning and later vocabulary*. Poster presented at the Symposium on Research in Child Language Disorders, Madison WI.

Deák, G. (2009, October). *Emergence of joint attention: A theory is close at hand*. Joint Attention Conference, Bentley University, Waltham, MA.

Holt, A., & Deák, G. (2009, October). *Resolution of ambiguous pronouns by children: Inflexible use of pronoun lexical features*. Cognitive Development Society Meeting, Austin, TX.

Jao, J., & Deák, G. (2009, October). *Infant comprehension of visual obstruction and referential gaze following from 14 to 18 months*. Poster presented at the Joint Attention Conference, Bentley University, Waltham, MA.

Danly, J., Acuña, J.A., & Deák, G.O. (2009, June). *Infant attention-following at home: a longitudinal study from 4-9 months*. Poster presented at the International Conference on Development and Learning, Shanghai, China.

Liao, Y., Lee, K., Deák, G., & Li, H. (2009, June). *Side-effect effect is influenced by the degree of care about the event*. Poster presented at the International Conference on Development and Learning, Shanghai, China.

Long, C., Lu, X., Li, H., Deák, G.O. (2009, June). *Category label effects in Chinese children's inductive inferences*. Poster presented at the International Conference on Development and Learning, Shanghai, China.

Robledo, M., Ramundo, A., Danly, J., Acuna, J. Deák, G.O. (2009, June). *A longitudinal study of the emergence of attention-sharing in two settings*. Poster presented at the International Conference on Development and Learning, Shanghai, China.

Acuña, J., Chiba, A., & Deák, G.O. 2009, April). *Maternal Sensitivity, Shared Attention, and Infant Affect at 6 and 8 Months*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Danly, J.D., Acuña, J., & Deák, G.O. 2009, April). *A Longitudinal Study of Infant Attention-Following in the Home: Continuity and Subsequent Language Development*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Holt, A.E., & Deák, G.O. (2009, April). *ERP and Behavioral Measures Predict Developing Task-Switch Flexibility in Young Children*. Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Lee, W., Choi, S., & Deák, G.O. 2009, April). *Flexible Word Learning and Rule Switching in Korean and American Preschoolers*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Lewis, J.M., Jasso, H., Deák, G.O., & Triesch, J. (2009, April). *A virtual environment for simulating infant-parent social behaviors and testing infant learning theories*. Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Robledo, M., Danly, J.D., Acuña, J., Ramundo, A.A., & Deák, G.O. (2009, April). *A Longitudinal Study of the Emergence of Attention-Sharing in Different Contexts*. Poster at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Holt, A., & Deák, G. (2009, March). *Resolving conflicting information from first-mention biases and discourse event structure in ambiguous pronoun interpretation in a short story paradigm*. 22nd Annual CUNY Conference On Human Sentence Processing, Davis, CA.

Acuña, J., Deák, G., & Chiba, A. (2008, August). *Maternal sensitivity, infant emotions, and learning to follow pointing cues at 6 and 8 months of age*. Poster presented at the International Conference on Development and Learning, Monterrey, CA.

Jasso, H., Triesch, J., & Deák, G. (2008, August). *A reinforcement learning model of social referencing*. International Conference on Development and Learning, Monterrey, CA.

Kim, H., Jasso, H., Deák, G., & Triesch, J. (2008, August). *A robotic model of the development of gaze following*. International Conference on Development and Learning, Monterrey, CA.

Robledo, M., Ramundo, A., & Deák, G. (2008, August). *Does early infant gaze- and point-following at 6 and 8 months predict social attention skills at 14 months?* Poster presented at the International Conference on Development and Learning, Monterrey, CA.

Acuña, J., Danly, J., & Deák, G. (2008, March). *Do six- and eight-month-old infants follow pointing gestures? A naturalistic longitudinal study*. Poster presented at the XVI International Conference on Infant Studies, Vancouver, Canada.

de Barbaro, K., & Deák, G. (2008, March). *Smart or stressed? Individual differences in infant attention*. Poster presented at the XVI International Conference on Infant Studies, Vancouver, Canada.

Jasso, H., Triesch, J., & Deák, G. (2007, November). *A reinforcement learning model of social referencing*. Poster presented at the Third Annual Computational Cognitive Neuroscience Conference, San Diego, CA.

Holt, A., Ceponiene R., Cepeda N., Townsend J., & Deak G. (2007, November). *ERP and Behavioral Measures of Task-Switch Flexibility*. Society for Neuroscience Annual Meeting, San Diego, CA. [Abstract]

Cepeda, N.J., & Deák, G.O. (2007, April). *Children's word learning: Individual differences in flexible use of semantic cues*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston MA.

Jannicelli, A., & Deák, G.O. (2007, April). *Preschool children learn facts faster than words*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston MA.

Krasno, A. Deák, G., Triesch, J., & Jasso, H. (2007, April). *Watch the hands: Do infants learn gaze-following from parents' object manipulation?* Biennial Meeting of the Society for Research in Child Development, Boston MA.

Triesch, J., Deák, G. O., & Jasso, H. (2007, April). *Computational models of the development of gaze following: What can we learn?* Biennial Meeting of the Society for Research in Child Development, Boston MA.

Triesch, J., Jasso, H., & Deák, G. O. (2007, April). *Emergence of mirror neurons in a model of gaze following*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston MA.

Deák, G., Krasno, A., Jasso, H., & Triesch, J. (2006, June). *Watch the hands: Infants learn gaze-following from parents' manual actions*. Poster presented at the International Conference on Infant Studies, Kyoto, Japan.

Jasso, Triesch, J., Deák, G., & Teuscher, C. (2006, June). *A reinforcement learning model explains the development of gaze following*. Poster presented at the International Conference on Infant Studies, Kyoto, Japan.

Deák, G. O. (2006, May). *Representing object functions: The cognitive basis of tool-use by children*. 5th International Conference on Development and Learning, Bloomington, IN.

Triesch, J., Jasso, H., & Deák, G. O. (2006, May) *Emergence of mirror neurons in a model of gaze following*. 5th International Conference on Development and Learning, Bloomington, IN.

Jasso, H., Triesch, J., Teuscher, C., & Deák, G O. (2006, February) *A reinforcement learning model explains the development of gaze following*. Seventh International Conference on Cognitive Modeling (ICCM), Trieste, Italy.

Deák, G. O. (2005, October). *Cognitive flexibility: Three conclusions that refine the concept*. Cognitive Development Society conference, San Diego, CA.

Triesch, J., Jasso, H., & Deák, G. (2005, September). *Modeling the transition from bottom-up to top-down gaze control strategies in the context of gaze following*. International Workshop on Bioinspired Information Processing, Lübeck, Germany.

Cepeda, N. J., Deák, G. O., Sedlik, S., & Weisser, R. (2005, April). *Individual and age differences in preschool children's flexible cognition*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Deák, G. O. (2005, April). *Preschool children can flexibly infer the functions of novel objects*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Deák, G., & Enright, B. (2005, April). *Choose and choose again: Question-answering, logical competence, and appearance-reality errors*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Legare, C., & Deák, G. O. (2005, April). *Flexibility in verbal cognition: Age, individual, and cultural differences*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

You, Y., Deák, G., Jasso, H., & Teuscher, C. (2005, April). *Emergence of shared attention from 3 to 11 months of age in naturalistic infant-parent interactions*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Deák, G., Wakabayashi, Y., Jasso, H., & Triesch, J. (2004, October). *Attention-sharing in human infants from 3 to 11 months of age in naturalistic conditions*. Poster presented at the 3rd International Conference on Development and Learning, La Jolla, CA.

Deák, G., Wakabayashi, Y., Sepeta, L., & Triesch, J. (2004, May). *Development of attention-sharing from 5 to 10 months of age in naturalistic interactions*. 14th Biennial International Conference on Infancy Studies, Chicago, IL.

Triesch, J., Deák, G., Carlson, E., & Jasso, H. (2004, May). *Towards a theory of the emergence of gaze following: Computational models of infant social attention*. 14th Biennial International Conference on Infancy Studies, Chicago, IL.

Deák, G., & Wagner, J. (2003, July). *Slow mapping in children's learning of semantic relations*. 25th Annual Conference of the Cognitive Science Society, Boston, MA.

Triesch, J., Carlson, E., Deák, G. & Movellan, J. (2003, July). *Investigating the emergence of shared attention through an embodied computational modeling approach: A progress report*. International Joint Conference on Neural Networks, Portland, OR. [IEEE abstract: <http://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=1224009&isnumber=27487>]

Deák, G. O. & Narasimham, G. (2003, April). *Flexible Induction of Word Meanings: Contributions of Cognitive and Verbal Abilities*. Presented at the Society for Research in Child Development meeting, Tampa, FL.

Deák, G. O., Triesch, J., Movellan, J., & Fasel, I. (2002, October). *Modeling the emergence of attention sharing: Its typical development, and dysfunction in autism*. Presented at the 2nd International Meeting for Autism Research (IMFAR), Orlando, FL.

Fasel, I., Deák, G. O., Triesch, J., & Movellan, J. (2002, June). *Combining embodied models and empirical research for understanding the development of shared attention*. Presented at the 2nd International Conference on Learning and Development, Cambridge, MA.

Deák, G. O. (2001, May). *The case against domain-specific inductive processes: evidence from children's word learning*. Presented at the 31st Jean Piaget Society meeting, Berkeley, CA.

Deák, G. O. (2001, April). *Do children have specialized word learning mechanisms? Critical overview and new evidence*. Presented at the Society for Research in Child Development meeting, Minneapolis, MN.

Walden, T., Deák, G., Yale, M., & Lewis, A. (2001, April). *Eliciting and Directing One-year-olds' Visual Attention: A Comparison of Seven Cue Combinations*. Presented at the Society for Research in Child Development meeting, Minneapolis, MN.

Deák, G. O. (1999, April). *Task construal, inhibition, and flexibility: Evidence from preschoolers' word learning*. Presented at the Society for Research in Child Development meeting, Albuquerque, NM.

Hughes-Wagner, J., & Deák, G. (1999, April). *Learning semantic relations between novel words*. Presented at the Society for Research on Child Development meeting, Albuquerque, NM.

Deák, G., Ray, S. D., & Brenneman, K. (1998, July). *The perseverative basis of appearance-reality errors*. Presented at the 28th Jean Piaget Society meeting, Chicago, IL.

Ray, S. D., Deák, G. O., & Pick, A. D. (1997, June). *The development of inductive consistency and flexibility: Sorting and labeling by shape and function*. Presented at the 27th Jean Piaget Society meeting, Santa Monica, CA.

Deák, G. (1997, April). *Constructing and maintaining multiple representations: Evidence from naming and appearance-reality tasks*. Presented at the Society for Research in Child Development meeting, Washington, D.C.

Deák, G. & Yen, L. (1997, April). "What looks like a plexus and has a toggle?" *Riddles of the development of flexible induction*. Presented at the Society for Research in Child Development meeting, Washington, D.C.

Deák, G., Pick, A. D., & Flom, R. (1997, April). *The effects of gesture, target, and relative spatial location on joint attention in 12- and 18-month-olds*. Presented at the Society for Research in Child Development meeting, Washington, D.C.

Deák, G. (1996, June). *Developmental factors in a task-filter model of inductive inference*. Presented at the 26th Jean Piaget Society meeting, Philadelphia, PA.

Deák, G., & Maratsos, M. (1996, April). *Preschoolers produce multiple words for unfamiliar objects*. Presented at the 28th Stanford Child Language Research Forum, Palo Alto, CA.

Deák, G. (1996, March). *Flexible feature selection in young children's inductions about novel objects*. Presented at the 14th Conference on Human Development, Birmingham, AL.

Deák, G. O. & Bauer, P. J. (1995, March). *The role of item identification on preschoolers' inductive inferences about drawings and objects*. Presented at the Society for Research in Child Development meeting, Indianapolis, IN.

Deák, G., Flom, R., Pick, A., Bottolene, A. & Burt, J. (1995, March). *The effects of gesture and target on joint visual attention in 12- and 18-month-olds*. Presented at the Society for Research in Child Development meeting, Indianapolis, IN.

Deák, G. & Pick, A. (1994, July). *What is a penlight? Preschoolers' systematic and flexible use of abstract categorization criteria*. Presented at the APS Student Research Competition Award Symposium, 6th American Psychological Society meeting, Washington, D.C.

Deák, G. (1994, June). *The role of Descartes' framework in explanations for developmental phenomena*. Presented at the 24th Jean Piaget Society meeting; Chicago, IL.

Deák, G. (1994, April). *The flexibility of preschoolers' categorization decisions*. Presented at the 13th Conference on Human Development, Pittsburgh, PA.

Deák, G. & Maratsos, M. (1994, April). *Plurality of reference: Preschoolers apply multiple labels to the same object*. Presented at the 13th Conf. on Human Development, Pittsburgh, PA.

Deák, G. & Bauer, P. J. (1993, June). *Preschoolers' information use in categorization decisions*. Presented at the 23rd Jean Piaget Society meeting, Philadelphia, PA.

Deák, G. & Bauer, P. J. (1993, March). *The effects of task clarity on preschoolers' and adults' categorization choices*. Presented at the Society for Research in Child Development meeting, New Orleans, LA.

Deák, G. & Pick, A. D. (1993, March). *Flexibility and systematicity in young children's categorization choices*. Society for Research in Child Development meeting, New Orleans, LA.

Unrefereed Meetings

Adrian, J. A., & Deák, G.O. (2017, May). *Reward prediction by parents and toddlers - An EEG study of social interaction*. Southern California Cognitive Development Conference, UCLA, Los Angeles, CA.

Chang, L., & Deák, G.O. (2017, May). *Near, Far, Same, Different: Content of Maternal Speech Depends on Infants' Gaze and Object Handling*. Southern California Cognitive Development Conference, UCLA, Los Angeles, CA.

Zhang, V., Chang, L., & Deák, G. (2017, May). *Infants' gaze-hand coordination during mother- and infant-initiated toy play*. Southern California Cognitive Development Conference, UCLA, Los Angeles, CA.

Ng, K., Ragland, S., Chang, L., & Deák, G. (2016, May). *Maternal speech, shared attention, and maternal responsiveness in dyadic interactions of mothers and infants*. Southern California Cognitive Development Conference, UCLA, Los Angeles, CA.

Li, A., Vincent, S., Makeig, S., & Deák, G. (2016, January). *Expectancy violation in dyadic interactions: EEG analyses*. Temporal Dynamic of Learning Center Annual Meeting, San Diego, CA.

Williams, M., Conlon, D., Baron, M., Li, A., Vincent, S., Droge, E., & Deák, G. (2016, January). *Patterns of verbal and non-verbal communication and performance during a dyadic turn-taking game*. Temporal Dynamic of Learning Center Annual Meeting, San Diego, CA.

Chang, L., Ziebol, T., Wade, S., & Deák, G. (2015, February). *Quality or quantity: How parental speech input contributes to infant language learning*. Temporal Dynamic of Learning Center Site visit, San Diego, CA.

Chang, L., Robenalt, C., Wade, S., & Deák, G. (2013, February). *Maternal speech content at 9 and 12 months: Lexical diversity, discourse types and infant language outcomes*. Temporal Dynamic of Learning Center Annual Meeting, San Diego, CA.

Jourdain, L., Lau, A., Robenalt, C., Woo, J., & Deák, G. (2012, April). *Does maternal speech content at 9 and 12 months predict language and social skills in the second year?* Southern California Cognitive Development (Sandyneck) Conference, San Diego, CA.

Deák, G. (2012, March). *From joint attention to language: Results from a longitudinal investigation*. Center for Research in Learning Seminar, San Diego, CA.

De Barbaro, K., Johnson, C.M., Forster, D., & Deák, G.O. (2012, February). *Sequential analyses of multimodal, multiparty interactions: A microgenesis of early social development*. Temporal Dynamic of Learning Center Annual Meeting, San Diego, CA.

Liao, Yu., Makeig, S., & Deák, G. (2012, February). *EEG and action analysis of toddlers and parents in a turn-taking game*. Temporal Dynamic of Learning Center Annual Meeting, San Diego, CA.

Liao, Y., Danly, J., Vankov, A., Makeig, S., & Deák, G.O. (2011, May). *Adult-like changes in mu rhythm activity in young children accompany action observation and execution in a social context*. Institute of Neural Computation Research Symposium, San Diego, CA.

De Barbaro, K., Johnson, C.M., Forster, D., Littlewort, G., & Deák, G.O. (2011, January). *Sequential analyses of multimodal, multiparty interactions: A microgenesis of early social development*. Temporal Dynamics of Learning Center All-Hands Meeting, San Diego, CA.

- Robledo, M., Deák, G.O., Tallal, P., & Benasich, A. (2010, June). *Rapid Auditory Processing in toddlers: Piloting a new behavioral test*. Temporal Dynamics of Learning Center site visit, San Diego, CA.
- Deák, G.O., & Triesch, J. (2010, February). *Where do social skills come from? Monitoring and modeling the emergence of infant attention-sharing*. NSF Human Social Dynamics Principal Investigators' meeting, Arlington, VA.
- De Barbaro, K., Johnson, C.M., Forster, D., & Deák, G.O. (2010, January). *Development of "you-me-it" attention in mother-infant interactions: An analysis of temporal dynamics*. Temporal Dynamics of Learning Center All-Hands Meeting, San Diego, CA.
- Liao, Y., Danly, J., Vankov, A., Makeig, S., & Deák, G.O. (2010, January). *Behavior and EEG brain dynamics of parent and infant in an imitation game*. Temporal Dynamics of Learning Center All-Hands Meeting, San Diego, CA.
- Zavala, C., de Barbaro, K., Chiba, A., & Deák, G.O. (2010, January). *Does stress influence infant attention patterns over time?* Temporal Dynamics of Learning Center All-Hands Meeting, San Diego, CA.
- Deák, G.O. (2009, July). *The development of social attention in human infants*. 6th Annual Meeting of the Society for Autonomous Neurodynamics (SAND), San Diego, CA.
- Acuña, J., Danly, J., & Deák, G. (2008, May). *Title*. Presented at the Southern California Symposium on Cognitive and Language Development (Sandyneck), Irvine, CA.
- Robledo, M., Ramundo, A., Deák, G. (2008, May). *Does early infant gaze & point following at 6 & 8 months predict social attention skills at 14 months?* Presented at the Southern California Symposium on Cognitive and Language Development (Sandyneck), Irvine, CA.
- Deák, G.O., & Jannicelli, A. (2007, October). *Preschool children learn facts faster than words*. Poster presented at the Cognitive Development Society meeting, Santa Fe, NM.
- Narasimham, G., Deák, G.O., & Cepeda, N.C. (2007, October). Individual differences in rule-switching flexibility: Comparing children's performance on the DCCS and the 3-DCCS. Poster presented at the Cognitive Development Society meeting, Santa Fe, NM.
- Jasso, H., Triesch, J., Teuscher, C., & Deák, G. (2006, May). *Modeling the transition from bottom-up to top-down gaze control strategies in the context of gaze following*. Thirteenth Joint Symposium on Neural Computation (JSNC), La Jolla, CA, USA.
- You, Y., Deák, G., Jasso, H., Teuscher, C., & Wood, C. (2005, October). *Emergence of shared attention from 3 to 11 months of age in naturalistic infant-parent interactions*. Poster presented at the Cognitive Development Society meeting, San Diego, CA.
- Narasimham, G., & Deák, G. O. (2001, October). *Inductive and deductive flexibility in 3- and 4-year-old children: Effects of task and complexity*. Poster presented at the Cognitive Development Society meeting, Virginia Beach, VA
- Deák, G. O., Ray, S., & Pick, A. D. (1999, October). *The development of consistent & flexible induction: why preschoolers sort by shape or function*. Poster presented at the Cognitive Development Society meeting, Chapel Hill, NC.
- Deák, G. O. (1998, November). *Preschoolers' flexible induction of word meanings: Inhibitory, logical, and metacognitive factors*. Psychonomics Society meeting, Dallas, TX.

Courses and Lectures Taught

Lectures

- Science of Learning Centers trainee meetings and 'bootcamps': 5 lectures
- UCSD Center for Human Development: 1 lecture

UCSD Center for Research in Language: 3 lectures
 UCSD Cognitive Science classes: 20 undergraduate and 3 graduate lectures
 UCSD Dept. Cognitive Science: 2 undergraduate and 6 graduate lectures
 UCSD Human Development Program: 10 undergraduate and 4 graduate lectures
 UCSD IGERT Vision and Learning trainee meetings: 5 graduate lectures
 UCSD Pre-med student group: 1 lecture
 UCSD Psychology Department: 1 graduate lecture; 1 brown-bag
 Vanderbilt University: 6 graduate lectures

Graduate Courses Taught (* = current or recurring)

Categorization and Concept Formation (seminar)
 Developing Language Comprehension (seminar)
 Development of Inductive Thinking (seminar)
 Development of the Social Brain (seminar)*
 Embodied Models of Development (seminar co-taught with Jochen Triesch)
 Language Development: The Lexicon (moderated seminar)
 Problem Solving and Reasoning in Children and Adults (moderated seminar)
 Theories of Cognitive Development (seminar)

Undergraduate Courses Taught (* = current or recurring)

*Brain Development and Cognitive Change (upper-level survey course)
 *The Developing Mind (upper-level survey course)
 Cognitive Development and Education (upper-level survey course)
 Development of Mechanisms of Motivation (senior seminar)
 *How Minds Create Religion and Superstition (freshman mini-seminar)
 Introduction to Developmental Psychology (survey course)
 *Introduction to Cognitive Science (moderated survey/symposium)
 *Laboratory/Seminar in Cognitive Development (mixed practicum-seminar)
 Seminar for Cognitive Science and Neuroscience Students (SCANS) (talk series for majors)
 Semantic and Conceptual Development (senior seminar)
 Thought and Language in Child Development (senior seminar)

Administrative Service

University of California, San Diego

Academic Senate Council	2017 – 2018
Child Care committee (Chair, 2010-11)	2009 – 2011; 2013-14
Faculty Bullying Policy Workgroup	2017 – 2018
Faculty Survey Workgroup	2017 – 2018
Faculty Welfare Committee (vice-chair 2015-16; chair 2016-27)	2013 – 2017
Frontiers of Innovation Scholars Program	
Undergrad applicants review panel (Chair)	2014 – 2015
Postdoctoral review panel	2017 – 2018
Health Campus Initiative: Faculty representative	2017 – 2018
Hellman Fellowship Review Panel	2008
Library committee	2007 – 2008
Planning and Budget	2018 – 2019

Center and Program for Human Development (UCSD)

Executive committee	1999 –
Ad hoc committee: standards for language courses	2009
Ad hoc personnel review committee	2014

Department of Cognitive Science (UCSD)

Academic Senate representative (alternate 2014-16)	1999-2001, 2010-16, 2017-18
Ad hoc committee: Faculty evaluation standards (chair)	2016 –

Ad hoc lecturer review committee (chair)	2016 – 2017
Ad hoc personnel review committee (M. Boyle)	2014
'Charting the course' ad hoc committee	2006
Colloquium committee	2002 – 2004
Development committee	2005 – 2006
English Language Certificate examiner (graduate TAs)	2018
Faculty search committee	2006 – 2007 (chair); 2018-19
Graduate admissions committee	2008 – 2009 & 2018-19: chair
	2000 – 2002; 2004 – 2005
Graduate co-advisor	2010 – 2011
Space committee	1999 – 2001
	2008 – 2009
Social events committee	2004 – 2005
<i>Education Studies Program (UCSD)</i>	
Faculty search committee	2004 – 2005
<i>Peabody College (Vanderbilt)</i>	
Budget committee	1998 – 1999
Instructional faculty, teaching technology initiative	1996 – 1997
Faculty affairs committee	1995 – 1997
Child research participant database creator and chair	1995 – 1999
Department web-page creator	1995 – 1999

Advising and Mentoring

- Faculty mentor, Thurgood Marshall College Mentorship Program for transfer students (2008 –)
- Graduate Advisor: Julia Adrian (2016-), Lucas Chang (2013-), Kaya de Barbaro (PhD, UCSD 2011), Jingjing Evans (2002-2003), Anna Holt (PhD, UCSD 2011), Kevin Jenson (2015-), Adam Mekrut (2013-14), Jennifer Hughes Wagner (MA, Vanderbilt Univ), Loulee Yen (MA, Vanderbilt U)
- Graduate co-advisor: Erica Ellis (PhD candidate UCSD/SDSU), Hanna Gelfand (2009-2011), Josh Lewis (PhD, UCSD 2011), Gayathri Narisimhan (PhD, Vanderbilt Univ), Shanna Ray (PhD, Vanderbilt U), Shannon Rodrigue (PhD UCSD/SDSU 2006), Yu Shen (CSE), Monica Sweet (PhD, UCSD 2003), Will Wright (2014-15), Yu Liao (PhD, Southwest University 2011)
- Graduate Thesis and/or Predoctoral Committee Member: Arielle Borovsky, Jenny Collins, Tristan Davenport, Josh Davis, Stephanie De Anda, Rachel Flynn (UC-Riverside), Daniel Frysinger, Hanna Gelfand, Jessica Giles, Marisa Grigonis, Rob Gougelet, Kristi Hendrickson, Mitchell Hershbacher, Brooke Ingersoll, Isabella Killeen, Hyundo Kim, Alvin Li, Christopher Lovett, Corrina Most, Jonathan Nelson, Amy Pace, Carson Miller Rigoli, Victoria Romero (Claremont Graduate School), Adam Streed, Walter Talbott, Kate Teffer, Melanie Tumlin, Christine Whalen, Linnea Wilder, Ying Wu
- Undergraduate UCSD honors thesis advisees: Karen Hess, Joanna Jao, Anna Krasno (not completed), Jacqueline Overton, Ana Ramundo, Vanessa Williams, Corrine Zavala, Vivian Zhang, Matt Zils
- Host to visiting graduate and postdoctoral scholars: Rashmi Gupta (Univ. Geneva), Thorsten Kolling (Gothe Univ.), Yu Liao (Southwest Univ., China), Gabriella Óturai (Goethe Univ.), Luo Rong (Nanjing Normal Univ.), Nikodem Rybek (Univ. Queensland), Gong Yinqing (Huzhuo Teachers College), Qin Zhang (Beijing Normal Univ.)
- Visiting or Remote Undergraduate Advisor: Kevin Blau (UCLA), Brett Boeh (Univ. Portland), Alyssa Brown (UCLA), Emily Dinnerman (UCSC), Kristyn Hensby (Univ. Queensland), Max Masich (Univ. Chicago), Nicholas McQueen (CCSD), Tennisha Riley (VA Commonwealth Univ.), Jessica Roden (Vassar College), Donni Staley (Rice Univ.), Eden Temple (Bennington College)

Preuss School (Charter High School: College Preparatory program for under-represented students):
Mentor for student research interns (2008-2013, 2016)

High School practicum advisees: Josh Herz, Madelyne Quiroz

Senior Faculty Mentor for UC Junior Faculty (Anne Warlaumont, UC-Merced)

REU (Research Experiences for Undergraduates) advisor for 10 CAMP/McNair/STAR/TDLC students

Professional Service

Advisory board, Susan Gray School (Nashville, TN), 1997 – 1999

APA Division 7 Dissertation Award Review Committee (2002)

Associate Editor, *IEEE Transactions on Autonomous Mental Development* (2008 –)

Associate Editor, *Child Development Research* (2010 –)

Co-organizer of *Development of Electrophysiology, Affect, and Perception-Action* journal club (with Yu Liao and Kaya de Barbaro, 2011-2013)

Co-organizer of Deep Learning Neural Network reading group (with T.P. Jung, Summer, 2017)

Co-organizer or program committee, International Conferences on Development & Learning,

Co-organizer, ICDL 2004 (San Diego, CA)

Organizing committee & reviewer, ICDL 2005 (Osaka, Japan), ICDL 2006 (Bloomington, IN)

Program committee/reviewer: ICDL 2007 (London, UK), ICDL 2008 (Monterrey, CA), ICDL/EpiRob 2015 (Providence, RI)

Publicity chair (North America): ICDL 2009 (Shanghai, PRC), 2012 (San Diego, CA), and Osaka (2013)

Co-organizer; *Learning to Attend, Attending to Learn: Neurological, Behavioral, and Computational Perspectives* workshop (<http://www.attention-learning.com/>), San Diego, November, 2013.

Consultant for school development proposal by John Moores, III

Discussant/Moderator, Graduate student poster session, India National Academy of Psychology Conference, Delhi, India, December, 2010.

Editorial boards; *Frontiers in Human Neuroscience* (2014 –), *Journal of Cognition and Development* (2002 –), *Open Artificial Intelligence Journal* (2008 –2010)

Grant special study section, National Institute of Child Health and Development, 2013

Grant study sections, National Science Foundation (Social, Behavioral, and Economic Sciences), Arlington, VA, 2007 – 2008; 2014

Grant study section, US Department of Education (OERI, Preschool Curriculum Evaluation Research Award Competition), Washington, DC, 2002

Moderator, “Physiological measures as a window into developmental process.” Break-out session, Temporal Dynamics Learning Center meeting, San Diego, CA.

Panel leader, National Academy of Education Fellows’ retreat, San Diego, March 2003

Panel member: Human Development Program student association’s forum on academic career paths, San Diego, 2012

Panel moderator: Promoting interdisciplinary research in infant studies, International Conference on Infant Studies, Kyoto, June 2006

Presenter: “Current Research in Child Development.” ‘Parents First’ training conference for child service providers, Nashville, Aug. 1998

Presenter: Dean’s Policy Lunch, UCSD:

Controversies in approaches to reading education (2002)

Universal Preschool: Coming soon to a State near you? (March, 2006)

- Presenter: Dean's Social Science Supper Club, UCSD, October, 2003
- Presenter: Technology designs to support the delivery of undergraduate instruction. Ernest L. Boyer Technology Summit, Vanderbilt University, Sept. 1996
- Presenter: Principles of Cognitive Science for 2nd Language Teachers: Chinese School of San Diego (2008)
- Presenter, Advances in Developmental Cognitive Neuroscience. Pre-conference tutorial, International Conference on Development and Learning (ICDL), San Diego, 2004
- Program committee, 17th American Society for the Study of Consciousness meeting (San Diego)
- Program review and advisory committee, Annual Cognitive Science Society meeting, 2003, 2016-19
- Reviewer (ad hoc) of grant proposals for CRES, ESRC (UK), NIH, NSF, SONATA (Polish NSC), Singapore NRF, Society for Research in Child Development, Spencer Foundation/NAE, Vici (Netherlands OSR)
- Reviewer of textbook proposals for Sage, Harcourt, and Sinauer; edited 2 textbook chapters for 4th edition of Cole et al's *Development of Children* textbook
- Reviewer for L. Gogate & G. Hollich (Eds.) *Theoretical and Computational Models of Word Learning: Trends in Psychology and Artificial Intelligence*. IGI Global.
- Reviewer for *British Journal of Developmental Psychology*; *Child Development*; *Child Development Research*; *Cognition*; *Cognition, Brain and Behavior*; *Cognitive Development*; *Cognitive Psychology*; *Cognitive Science*; *Current Psychology Letters*; *Developmental Psychology*; *Developmental Science*; *Infancy*; *Infant Behavior and Development*, *International Journal of Humanoid Robotics*; *Journal of Child Language*; *Journal of Cognition and Development*; *Journal of Experimental Child Psychology*; *Nature Protocols*; *Neurocomputing*; *Psychological Bulletin*; *Psychological Bulletin and Review*; *Psychological Methods*; *Psychological Science*; *Psychophysiology*; *Scientific Reports (Nature)*; *Social Neuroscience*; *Transactions on Autonomous Mental Development*, *Topics in Cognitive Science*, *TRENDS in Cognitive Science*
- Reviewer, Biennial meetings of the Society for Research in Child Development: 2003, 2007, 2011, 2015; Cognitive Science Society 200X, 2014, 2016-19; Conceptual Structure, Discourse, and Language (2010); International Conferences on Development and Learning, 2005 - 2012, 2017-19; International Society for Infancy Research Annual meeting, 2014
- Task Force member, IEEE CIS Cognitive and Developmental Systems, 2008 –
- Technical Committee, IEEE Computational Intelligence Society (Cognitive and Developmental Systems), 2004 –

Membership in Professional Organizations

- Association for Psychological Science
- Cognitive Development Society (occasional member)
- Cognitive Neuroscience Society (occasional member)
- Cognitive Science Society (occasional member)
- International Society for Infancy Studies
- Society for Neuroscience (occasional member)
- Society for Research in Child Development

Media Coverage

- Feature interviews
 - Gil Gross 910am (2014)
 - KPBS' "These Days" (March, 2007)
 - KPBS TV's "Full Focus"

KPBS News and Radio (April, 2017: www.kpbs.org/news/2017/apr/20/what-learning-looks-art-and-science-classroom-tran/)

KUSI Morning show (January, 2003)

KUSI Morning show (May, 2016)

Interviewed by: *APA Observer*, *KPBS San Diego*, *KUSI TV* (San Diego, 2x), *NBC News*, *New York Times*, *Nashville Tennessean*, *Washington Post*

Research featured in: *Children* magazine, *Baby Times* magazine, *First Time Parents* online magazine ("Attention sharing in infants," April 2017); *Parenting* magazine (2008), *San Diego Union-Tribune*, *Science News* (10/24/09: "Gaze Tracking Gets a Hand"), *Seattle Times*; *UCSD Tritons* magazine