Ruthe J. R. Foushee, Ph.D.

University of Chicago Department of Psychology
5848 South University Avenue, Chicago, IL 60637

foushee@uchicago.edu 1.520.664.6126
ruthefoushee.com

CURRENT POSITION

Postdoctoral Research Scholar, **University of Chicago** January 2021 –
Advisor: Susan Goldin–Meadow Chicago, IL
Incoming Assistant Professor, Department of Psychology *Fall 2023*
The New School for Social Research *New York City, NY*

EDUCATION

Ph.D., **University of California, Berkeley** December 2020
Developmental Psychology Berkeley, CA
Dissertation: *Self-directed learning in language development: Interactions of linguistic complexity, learner attention, and language socialization.*
Committee: Mahesh Srinivasan & Fei Xu (Co-chairs), Susanne Gahl (Linguistics), Michael C. Frank (Stanford University)

B.A., **Harvard College** May 2013
Honors Linguistics, Certificate in Latin American Studies Cambridge, MA
Thesis: *What we mean when we talk about* things: *Pragmatic units of quantification in Tseltal Maya.*

HONORS & AWARDS

Jean Piaget Society Doctoral Dissertation Prize (précis) 2022
Graduate Student Instructor Excellence Award 2020

Fellowships

National Science Foundation Graduate Research Fellowship 2016–2019
Thomas Murphy Fellowship at the Center for Childhood Creativity 2015–2018
Berkeley Fellowship for Graduate Study 2014–2016

Research

Center for Gesture and Sign Language (CGSL) Research Grant Spring 2023
Neubauer Collegium Faculty Research Project: Roots of Linguistic Identity 2022
NSF EAGER: Efficient Human-in-the-Loop Redaction of Language Development Corpora 2022
Psychology and Economics of Poverty (PEP) Funding Awards 2020, 2022
Society for Research in Child Development (SRCD) Dissertation Grant Fall 2019
Center for Effective Global Action (CEGA) Seed Funding Fall 2019
David Rockefeller Center for Latin American Studies Research Grant Winter 2013
Dunwalke Summer Research Fellowship, Summer Internship Grant Summers 2011, 2012
Harvard College Research Program Grants Springs 2010, 2011

Funded Professional Development

Adult Attachment Interview Institute 2021
Wonderfest Science Communication Training 2019
São Paulo School on Advanced Sciences Fieldwork Workshop 2016
National Living Lab Researcher Stipend 2016
Travel Award, Boston University Conference on Language Development 2014, 2017
International Travel Award, Berkeley Graduate Division Spring, Summer 2015

PUBLICATIONS
Refereed Journal Articles

Cristia, A., **Foushee, R.**, Aravena-Bravo, P., Cychosz, M., Scaff, C., & Casillas, M. (2023). Combining observational and experimental approaches to the development of language and communication in rural samples: Opportunities and challenges. *Journal of Child Language,* 1–23.   [pub] [preprint]

Foushee, R., Srinivasan, M., & Xu, F. (2023). Active learning in language development. *Current Directions in Psychological Science, 32(3)*, 250–257.   [pub] [preprint]

Foushee, R. & Casillas, M. (2022). What 'diversity' means depends on your perspective: A commentary on Kidd & Garcia (2022). *First Language, 42(6)*, 760–764.   [pub] [preprint]

O'Donnell, M., Dev, A. S., Antonoplis, S., Baum, S. M., Benedetti, A. H., Brown, N. D., Carrillo, B., Choi, A., Connor, P., Donnelly, K., Ellwood-Lowe, M. E., **Foushee, R.**, Jansen, R., Jarvis, S. N., Lundell-Creagh, R., Ocampo, J. M., Okafor, G. N., Rahmani Azad, Z., Rosenblum, M., Schatz, D., Stein, D. H., Wang, Y., Moore, D. A., & Nelson, L. D. (2021). Empirical audit and review and an assessment of evidentiary value in research on the psychological consequences of scarcity. *Proceedings of the National Academy of Sciences, 118(44),* e2103313118   [repo] [pub]

Foushee, R., Srinivasan, M., & Xu, F. (2021). Self-directed learning by preschoolers in a naturalistic overhearing context. *Cognition, 206,* 104415.   [repo] [pub] [preprint]

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2021). What causes the word gap? Financial concerns may systematically suppress child-directed speech. *Developmental Science*, e13151. [repo] [pub] [preprint]

Shtulman, A., **Foushee, R.**, Barner, D., Dunham, Y., & Srinivasan, M. (2019). When Allah meets Ganesha: Developing supernatural concepts in a religiously diverse society. *Cognitive Development, 52,* 100806. [pub] [preprint]

Srinivasan, M., **Foushee, R.**, Bartnof, A. & Barner, D (2019). Linguistic conventionality and the role of epistemic reasoning in mutual exclusivity inference. *Cognition, 189*, 193–208.
          [repo] [pub] [preprint]

Srinivasan, M., Al-Mughairy, S., **Foushee, R.**, & Barner, D. (2017). Learning language from within: Children use semantic generalizations to infer new word meanings. *Cognition, 159*, 11–24.   [repo] [pub] [preprint]

Foushee, R., Falkou, N., & Li, P. (2016). 'Two-pound cookies' or 'two pounds of cookies': Children's appreciation of quantity expressions. *Language Acquisition, 24(4)*, 400–416.   [pub]   [preprint]

Submitted Manuscripts *(contact for drafts)*

Casillas, M., **Foushee, R.**, Méndez Girón, J., Polian, G., & Brown, P. (under revision, *First Language*). Conceptual accessibility biases in Tseltal vocabulary development.

Foushee, R., Srinivasan, M., & Xu, F. (submitted, *Developmental Science*). Selective attention based on speech complexity and learning rate.   [preprint]

Foushee, R., Byrne, D., Ettinger, A., Alhama, R., Alishahi, A. & Goldin-Meadow, S. (submitted, *Journal of Cognitive Development*). Tracking the onset of productive determiner+noun combinations in English–learners.   [preprint]

Foushee, R. (submitted, *Rethinking Schools*). Bringing a better Earth closer by sending students into

Space: A flexible thought experiment for use in developmental science courses.

Meylan, S. C., **Foushee, R.**, Wong, N., Bergelson, E., & Levy, R. (under revision, *Nature Human Behavior*). How adults understand what young children say.   [preprint]

Li, P., Chen, F., **Foushee, R.**, Barner, D., & Carey, S. (under revision, *Cognition*). Variations in syntax or lexical semantics on object and substance kind construal: A Mayan case study.

Manuscripts In Preparation *(contact for drafts)*

Foushee, R. & Srinivasan, M. (in prep). Evidence of early lexical knowledge in infants rarely spoken to directly.

Foushee, R., Byrne, D., Casillas, M., & Goldin-Meadow, S. (in prep). Investigating the mechanisms of linguistic alignment via a longitudinal corpus of caregiver–child interactions.

Foushee, R., Xu, Y., Regier, T., & Srinivasan, M. (in prep). Modeling longitudinal linguistic complexity in child- and adult-directed language.

Foushee, R. & Ruggeri, A. (in prep). Goldilocks and the Three Books: Children's explicit choices among levels of linguistic complexity are well-calibrated & consequential for learning.

Foushee, R. & Srinivasan, M. (in prep). Could both be right? Children's and adult's sensitivity to subjectivity in language.

Foushee, R., Horton, G. & Srinvasan, M. (in prep). Qualitative variability in early overhearing experiences.   [preprint]

Foushee, R., Baharloo, R., & Srinivasan, M. (in prep). Sociolinguistic development in a diverse multilinguistic environment.

Foushee, R. & Srinivasan, M. (in prep). Adults consult an internal jury of their peers in judging linguistic 'fault.'

Foushee, R., Li, P., & Carey, S. (in prep). What we mean when we talk about *things*: Pragmatic units of quantification in Tseltal Maya.

Refereed Conference Proceedings

Foushee, R., Byrne, D., Casillas, M., & Goldin-Meadow, S. (2022). Getting to the root of linguistic alignment: Testing the predictions of Interactive Alignment across developmental and biological variation in language skill. In *Proceedings of the 44th Annual Meeting of the Cognitive Science Society.* [pdf]

Meylan, S. C., **Foushee, R.**, Bergelson, E., & Levy, R. (2021). Child-directed listening: How caregiver inference enables children's early verbal communication. In *Proceedings of the 43rd Annual Meeting of the Cognitive Science Society.*   [pdf]

Foushee, R., Jansen, R., & Srinivasan, M. (2017). What counts as math? Relating conceptions of math with anxiety about math. In *Proceedings of the 39th Annual Meeting of the Cognitive Science Society.* [pdf]

Foushee, R. & Srinivasan, M. (2017). Could both be right? Children's and adults' sensitivity to subjectivity in language. In *Proceedings of the 39th Annual Meeting of the Cognitive Science Society.* [pdf]

Foushee, R. & Xu, F. (2016). Active overhearing: Development in preschoolers' skill at 'listening in' to naturalistic overheard speech. In *Proceedings of the 38th Annual Meeting of the Cognitive Science Society.*   [pdf]

Foushee, R., Griffiths, T., & Srinivasan, M. (2016). Lexical complexity of child-directed and overheard speech: Implications for learning. In *Proceedings of the 38th Annual Meeting of the Cognitive Science Society.*   [pdf]

Al-Mughairy, S., **Foushee, R.**, Srinivasan, M., & Barner, D. (2015). Daxing with a dax: Evidence of productive lexical structures in children. In *Proceedings of the 37th Annual Meeting of the Cognitive Science Society.*   [pdf]

White Papers

Hadani, H., Kennedy, K., **Foushee, R.**, & Jaeger, G. (2017). Curious minds: What research tells us about building STEM connections in early childhood.   [pdf]

*Hadani, H. & ***Foushee, R.** (2016). Reimagining school readiness: A literature review.   [pdf]

Other Non–Peer-Reviewed Publications

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2021). Response to Flournoy (2021): Reflections on the benefits and challenges of communicating the results of a pre–registered study.   [preprint]

PRESENTATIONS

Oral Conference Presentations *(presenting author)*

Foushee, R., Horton, G. & Srinivasan, M. (2022). *Characterizing the complete language environment: What could children learn by 'tuning in'?* Paper presented at the 47th Meeting of the Boston University Conference on Language Development (BUCLD47), Boston, MA.

Foushee, R., Byrne, D., Casillas, M., & Goldin-Meadow, S. (2022). *Getting to the root of linguistic alignment: Testing the predictions of Interactive Alignment across developmental and biological variation in language skill.* Paper presented at the 44th Annual Meeting of the Cognitive Science Society, Toronto, CA.

Foushee, R. (2022). *The active language learner.* Talk presented at the Annual Meeting of the Jean Piaget Society (JPS), Philadelphia, PA.

Foushee, R. & Srinivasan, M. (2022). *Infants who mostly overhear nonetheless show knowledge of nouns and fine-grained social language.* Talk presented at the 12th Biennial Meeting of the Cognitive Development Society (CDS), Madison, WI.

Foushee, R. & Srinivasan, M. (2021). *Early lexical knowledge in infants primarily exposed to overheard speech.* Talk presented at the 46th Boston University Conference on Language Development (BUCLD46), Boston, MA.   [video]

Foushee, R., Srinivasan, M., & Xu, F. (2021). *The impact of speech complexity on preschoolers' attention and learning.* Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD21).

Foushee, R., Byrne, D., Casillas, M. and Goldin-Meadow, S. (2021). *Differential impacts of linguistic alignment across caregiver–child dyads and levels of linguistic structure.* Talk presented at the 34th Annual CUNY Conference on Human Sentence Processing (CUNY2021).

Foushee, R., Starr, A., Wehry, J., & Srinivasan, M. (2020). *How should we use words like* could*? Development in understanding epistemic modal verbs as seen through modal judgment tasks.* Paper presented at the 45th Boston University Conference on Language Development (BUCLD45), Boston, MA.

Foushee, R. & Srinivasan, M. (2019). *Sociolinguistic development in a diverse, multilinguistic society: Evidence from 7- to 14–year-old children in Gujarat, India.* Paper presented at the 11th Biennial Meeting of the Cognitive Development Society (CDS), Louisville, KY.

Foushee, R.*, Jansen, R.*, & Srinivasan, M. (2019). *Conceptions of math and art are linked to avoidance of the domains.* Talk presented at the 1st Mathematical Cognition and Learning Society (MCLS) Conference, Ottawa, CA.   ** co-presented*

Foushee, R., Jansen, R., & Ellwood-Lowe, M. (2019). *How robust are scarcity inductions? A systematic replication of the scarcity priming literature.* Paper presented at the Psychology and Economics of Poverty (PEP) Convening, Center for Effective Global Action, Berkeley, CA.   [slides]

Foushee, R. & Srinivasan, M. (2019). *Children and adults' sensitivity to subjectivity in language.* In A. Kampa (Chair). Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.

Foushee, R., Srinivasan, M., & Xu, F. (2019). *Can preschoolers learn words and facts from naturalistic overheard speech?* In A. Fitch (Chair). Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.

Foushee, R. & Srinivasan, M. (2017). *Children's prolonged metalinguistic development in understanding relative and subjective adjectives.* Paper presented at the 42nd Boston University Conference on Language Development (BUCLD42), Boston, MA.

Foushee, R. & Srinivasan, M. (2017). *Could both be right? Children and adult's sensitivity to subjectivity in language.* Paper presented at the 39th Annual Meeting of the Cognitive Science Society, London, UK.

Foushee, R. & Xu, F. (2016). *Active overhearing: Development in preschoolers' skill at 'listening in' to naturalistic overheard speech.* Paper presented at the 38th Annual Meeting of the Cognitive Science Society, Philadelphia, PA.

Foushee, R., Griffiths, T., & Srinivasan, M. (2016). *Lexical complexity of child-directed and overheard speech: Implications for learning.* Paper presented at the 38th Annual Meeting of the Cognitive Science Society, Philadelphia, PA.

Foushee, R. (2016). *How do children learn new words and can board games teach them math? Educating students and parents through demonstrations of Developmental Psychology stimuli.* Presented at the National Living Laboratory Meeting, Boston, MA.

Foushee, R., Al–Mughairy, S., & Srinivasan, M. (2015). *Daxing with a dax: Evidence of productive lexical structures in children.* Paper presented at the 40th Boston University Conference on Language Development (BUCLD40), Boston, MA.

Al–Mughairy, S.*, **Foushee, R.***, & Srinivasan, M. (2015). *Daxing with a dax: Evidence of productive lexical structures in children.* Paper presented at the 37th Annual Meeting of the Cognitive Science Society, Pasadena, CA.   ** co-presented*

Foushee, R. (2015). *'Stuff-dividers': Interpretation and production of optional plural morphology in*

Tseltal Maya. In S. Lima (Chair). Paper presented at the IX Congresso Internacional da ABRALIN, Belem, Brazil.

Foushee, R. (2014). *What we mean when we talk about 'things': Pragmatic units of quantification in Tseltal Maya*. Paper presented at the 88th Meeting of the Linguistic Society of America, Minneapolis, MN.

Additional Oral Presentations †*undergraduate mentee*

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, S. (2022). *Children's language ecologies: Understanding day-to-day variability in caregivers' child-directed speech during the COVID-19 pandemic*. Talk presented at the 47th Boston University Conference on Language Development (BUCLD), Boston, MA.

Horton, G.†, **Foushee, R.**, & Srinivasan, S. (2021). *Qualitative variability in overheard and child-directed speech in a naturalistic setting: A case study*. Talk presented at the Trends in Psychology Summit (TIPS) Data Blitz, Harvard University, Cambridge, MA.

Schuler, L., Ellwood-Lowe, M., **Foushee, R.**, Horton G, Wehry J, & Srinivasan M (2021). Parenting in a Pandemic: An Analysis of Constraints on Child-Directed Speech. Poster presented at the annual meeting of the Harvard UniversityâĂŹs Women in Psychology (WiP), Trends in Psychology Summit (TiPS), Remote.

Meylan, S., **Foushee, R.**, Bergelson, E., & Levy, R. (2021). *Child-directed listening: How caregiver inference enables children's early verbal communication*. Paper presented at the 43rd Annual Meeting of the Cognitive Science Society, Vienna, Austria.

Nguyen, J.†, **Foushee, R.**, & Srinivasan, M. (2020). *Bilingualism & Subjectivity*. Paper presented at the Summer Undergraduate Research Fellowship (SURF) Conference, Berkeley, CA.

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2019). *What causes the socioeconomic word gap? The roles of resource scarcity*. Paper presented at the Summer School: UC Network on Child Health, Poverty and Public Policy, Davis, CA.

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2019). *Financial concerns suppress parents' speech with their children*. Invited talk presented at Evidence to Action 2019: Innovations in Health Data and Measurement, Google HQ, San Francisco, CA.

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2019). *What accounts for socioeconomic differences in child-directed speech? The role of resource scarcity*. Paper presented at the 44th Boston University Conference on Language Development (BUCLD44), Boston, MA.

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2019). *Exploring the "word gap": The role of financial constraints*. Paper presented at the Psychology and Economics of Poverty (PEP) Convening, Center for Effective Global Action, Berkeley, CA.   [slides]

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2019). *What accounts for socioeconomic differences in child-directed speech? The role of resource scarcity*. Paper presented at the Developmental Psychology Symposium, Berkeley, CA.

Shtulman, A., **Foushee, R.**, Barner, D., Dunham, Y., & Srinivasan, M. (2019). *When Allah Meets Ganesha: Developing Supernatural Concepts in a Religiously Diverse Society*. Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD19), Baltimore, MD.

Ellwood-Lowe, M., **Foushee, R.**, & Srinivasan, M. (2019). *What accounts for socioeconomic differences in child-directed speech? The role of resource scarcity.* In M. E. Ellwood-Lowe and M. Srinivasan (Co-chairs). Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCD19), Baltimore, MD.

Srinivasan, M., Bartnof, A., **Foushee, R.**, & Barner, D. (2015). *The scope of conventionality: Do children expect newly-learned words to be mutually known?* Paper presented at the 40th Boston University Conference on Language Development (BUCLD40), Boston, MA.

Poster Presentations								†*undergraduate mentee*

Foushee, R., Starr, A., Wehry, J., Anderson, J.†, Horton, G.†, O'Grady, S., & Srinivasan, S. (2023). *Mapping language to real-world event probabilities across middle childhood.* Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD23), Salt Lake City, UT. [poster]

Ellwood-Lowe, M., **Foushee, R.**, Wehry, J., Horton, G., & Srinivasan, M. (2023). Unique sources of variability in individual caregivers' day-to-day affect during the COVID-19 pandemic. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD23), Salt Lake City, UT.								[poster]

Horton, G.†, **Foushee, R.**, & Srinivasan, S. (2022). *Characterizing the complete language environment: What could children learn by 'listening in'?* Poster presented at the 12th Biennial Meeting of the Cognitive Development Society (CDS), Madison, WI.								[poster]

Schuler, L., Ellwood-Lowe, M., **Foushee, R.**, Horton, G., Wehry, J., and Srinivasan, M. (2021). *Parenting in a Pandemic: An Analysis of Constraints on Child-Directed Speech.* Poster presented at the annual meeting of the Harvard University's Women in Psychology (WiP), Trends in Psychology Summit (TiPS), Remote.

Foushee, R. & Srinivasan, M. (2021). *Do speakers consult an internal jury of their peers in judging linguistic "fault" and subjectivity?* Poster presented at the 46th Annual Meeting for the Society for Philosophy and Psychology (SPP), Princeton, NJ.								[poster]

Foushee, R., Wehry, J., Starr, A., O'Grady, S., & Srinivasan, M. (2021). *How should we use words like* could*? Development in understanding epistemic modal verbs as seen through modal judgment tasks.* Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD21), Remote.

Foushee, R., Srinivasan, M., & Xu, F. (2020). *The impact of speech complexity on preschooler attention and learning.* Poster presented at the 45th Boston University Conference on Language Development (BUCLD45), Boston, MA.								[poster]

Foushee, R., Jansen, R., & Srinivasan, M. (2020). *Transmission of religious and scientific explanations within chains of Hindu and Muslim children.* Poster presented at the 42nd Annual Meeting of the Cognitive Science Society, Toronto, Canada.

Jansen, R. & **Foushee, R.** (2020). *Similarity judgments determine consistency of implicit number conceptions across ages.* Poster presented at the 42nd Annual Meeting of the Cognitive Science Society, Toronto, Canada.

Jansen, R. & **Foushee, R.** (2020). *How we talk about math: Leveraging naturalistic datasets to define the discourse of math in contrast to other domains.* Poster presented at the 13th International Conference on Educational Data Mining (EDM), Ifrain, Morocco.

Foushee, R., Xu, Y., & Srinivasan, M. (2019). *How do we talk to children? Leveraging speech corpora to quantify how we simplify speech to children.* Poster presented at the 44th Boston University Conference on Language Development (BUCLD44), Boston, MA.   [poster]

Berger, E., Ellwood-Lowe, M., Jauregui, M., **Foushee, R.**, Bunge, S., & Srinivasan, S. (2019). *Tuned in: Children learn from overheard speech while engaged in a cognitively demanding task.* Poster presented at the 11th Biennial Meeting of the Cognitive Development Society (CDS), Louisville, KY. [poster]

Williams, D. J., **Foushee, R.**, Morgan, J. & Luchkina, E. (2019). *Skeptical 4-year-olds engage in social referencing with adults to interpret socially incongruent situations.* Poster presented at the Developmental Psychology Symposium, Berkeley, CA.

Foushee, R. & Srinivasan, M. (2018). *Faultless disagreement judgments track adults' estimates of population-level consensus over adjective-referent pairs.* Poster presented at the 40th Annual Meeting of the Cognitive Science Society, Madison, WI.   [poster]

Foushee, R., Xu, F., & Srinivasan, M. (2018). *The 'Goldilocks Effect' in preschoolers' attention to spoken language.* Poster presented at the 40th Annual Meeting of the Cognitive Science Society, Madison, WI.   [poster]

Jansen, R., **Foushee, R.**, & Griffiths, T. (2018). *A new similarity measure to reveal individual differences and growth in implicit number conceptions.* Poster presented at the 40th Annual Meeting of the Cognitive Science Society, Madison, WI.   [poster]

Jansen, R., **Foushee, R.**, & Griffiths, T. (2018). *When 7 is closer to 9 than to 8: An expanded measure of implicit number conception.* Poster presented at the 2nd Mathematical Cognition and Learning Society Conference (MCLS), Oxford, UK.   [poster]

Foushee, R., Jansen, R., & Srinivasan, M. (2017). *Relating conceptions of math with anxiety about math.* Poster presented at the 39th Annual Meeting of the Cognitive Science Society, London, UK. [poster]

Foushee, R., Jansen, R., & Srinivasan, M. (2017). *Low- and high- math anxiety individuals' representations of math: A multidimensional scaling analysis.* Poster presented at the 1st Mathematical Cognition and Learning Conference (MCLS), Nashville, TN.   [poster]

Foushee, R. & Srinivasan, M. (2017). *Developing sensitivity to subjectivity in language.* Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD17), Austin, TX. [poster]

Foushee, R., Dubey, R., & Srinivasan, M. (2017). *The impact of social structure & culture on mindset & math anxiety: Evidence from an Indian middle school.* Presented at the Biennial Meeting of the Society for Research in Child Development (SRCD17), Austin, TX.   [poster]

Bartnof, A., **Foushee, R.**, Barner, D. & Srinivasan, M. (2017). *Do young children expect newly-learned words to be shared by others?* Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD17), Austin, TX.   [poster]

Jansen, R., **Foushee, R.**, & Srinivasan, M. (2017). *Broad definitions of math are linked to lower levels of math anxiety.* Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD17), Austin, TX.   [poster]

Foushee, R. & Xu, F. (2016). *Development in preschooler's learning from naturalistic overheard speech.* Poster presented at the 41st Boston University Conference on Language Development (BUCLD41), Boston, MA.

Foushee, R. & Srinivasan, M. (2016). *Sensing subjectivity: Semantic & epistemological development.* Poster presented at the Psychology Department Poster Session, University of California, Berkeley. [poster]

Foushee, R. & Li, P. (2016). *Counting pieces of stuff in Tseltal Maya.* Poster presented at the Putting Fieldwork on Indigenous Languages to New Uses Workshop, University of Campinas (UNICAMP), Brazil.   [poster]

Foushee, R. & Srinivasan, M. (2016). *Sensing subjectivity: Semantic and epistemological development.* Poster presented at the 42nd Annual Meeting for the Society for Philosophy and Psychology (SPP), Austin, TX.   [poster]

Foushee, R. & Xu, F. (2015). *Active overhearing.* Poster presented at the 9th Biennial Meeting of the Cognitive Development Society (CDS), Columbus, OH.   [poster]

Foushee, R. & Srinivasan, M. (2015). *'Sensing subjectivity': Children's semantic and epistemological development.* Presented at the 9th Biennial Meeting of the Cognitive Development Society (CDS), Columbus, OH.   [poster]

Foushee, R., Falkou, N., & Li, P. (2014). *'Two-pound cookies' or 'two pounds of cookies': Children's appreciation of quantity expressions.* Presented at the 39th Boston University Conference on Language Development (BUCLD39), Boston, MA.   [poster]

Foushee, R., Iqbal, Y., & Carey, S. (2011). *Teaching 'ten': A study of number learning in toddlers.* Presented at the Harvard Psychology Department, Cambridge, MA.

Foushee, R. (2008). *Overt and covert attitudes toward accented speakers.* Presented at the Southern Arizona Research, Science, and Engineering Foundation, Tucson, AZ.

Invited Talks

Impossible yet inevitable: Robustness in language development & multimodal communication.
University of Washington Department of Psychology, Seattle, WA   Spring 2023

Developing understanding how epistemic modal verbs communicate poss*ibility* & prob*ability*
Workshop on the Science and Philosophy of Modal Thought
Human Abilities Centre for Advanced Studies in the Humanities, Berlin, Germany   Fall 2022

Impossible yet inevitable: Robustness in language development & multimodal communication.
The New School for Social Research Department of Psychology, New York, NY   Fall 2022

What (words) do infants know when they mostly overhear?
University of Illinois Urbana–Champaign, Urbana–Champaign, IL   Spring 2022

Epistemic modality in development.
Harvard Lab for Developmental Studies, Cambridge, MA   Winter 2021

Linguistic alignment in parent-child verbal communication and gesture.
Computational Communication & Development Brownbag, Aix-Marseille University   Fall 2021

*Learning from language directed to other children.** (*with Marisa Casillas)
Child Language Lab, Northwestern University, Chicago, IL   Summer 2021

Language-learning that isn't taught*: Child attention and linguistic complexity in learning from naturalistic overheard speech.*
Language and Cognition Lab, Stanford University, Palo Alto, CA   Spring 2020

Not 'just semantics': Social reasoning and subjective disagreement.
MindCORE, University of Pennsylvania, Philadelphia, PA   Spring 2020

New directions at the intersection of active learning and language development.
iSearch Research Retreat, Tegernsee, Germany   Winter 2020

The meaning, search for, and science of 'joy' in childhood.
Panel with the Center for Social Change, California Association for the Education of Young Children
(CAEYC), Santa Clara, CA   Spring 2019

The 'Goldilocks effect' in preschooler attention to spoken language.
iSearch, Max Planck Institute, Berlin, Germany   Summer 2017

Faultless disagreement and the development of a subjective semantics.
Berkeley-Stanford-UCSC Developmental Psychology Symposium   Spring 2016

Additional Campus Talks

Caregiver responsiveness and communicative development in deaf and hearing toddlers
National Taiwan Normal University Research Meeting, Chicago, IL   Spring 2023

Language-learning that isn't taught*: Linguistic complexity, child attention, and language socialization in learning from naturalistic overheard speech.*
University of Chicago Developmental Brownbag, Chicago, IL   Spring 2023

Impossible yet inevitable: Robustness in language development & multimodal communication.
Cognition Workshop, University of Chicago   Spring 2023

The work we do to understand each other.
Developmental Brownbag, University of Chicago   Spring 2023

Interaction minus input: The role of nonverbal contingency in the emergence of deaf homesign.
Grad Cross-Talks: *Cognition in Context*, University of Chicago, Chicago, IL   Spring 2022

Leaps of faith across communicative development.
Modalities of Language Group, University of Chicago, Chicago, IL   Spring 2021

The tension between conventionality and subjectivity in language: The case of adjectives.
Developmental Brownbag, University of Chicago   Spring 2021

Language-learning that isn't taught.   Fall 2020
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   [link]

Infant language socialization in Tseltal Maya and across the world.
Psychology and Economics of Poverty (PEP) Meeting, Berkeley, CA   Fall 2019

How do we talk to children? Adults simplify their speech to children compared to adults less and less, across childhood.
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   Spring 2019

Learning to learn in language development.
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   Spring 2018

Could both be right? Children's and adults' sensitivity to subjectivity in language.
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   Spring 2017

Is this kid doing math? 'Math concept' and the link to math anxiety.
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   Fall 2016

Faultless disagreement and the development of a subjective semantics.
UC Berkeley CogNetwork Meeting, Berkeley, CA   Fall 2016

Overhearing as active language-learning.
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   Spring 2016

Subjective semantics: Semantic compositionality and theory of mind.
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA   Spring 2015

Invited Public Talks

Growing up multilingual: Myths, facts, and open questions.
Early Childhood Education Program Speaker Series, Berkeley, CA   Spring 2022

Pattern recognition in language and cognitive development.
Early STEM: Bridging Research and Practice; panel for museum and preschool educators
Bay Area Discovery Museum Professional Development, Sausalito, CA   Fall 2017

Bridging the gap: Research and practice in language development.
Google Children's Centers Professional Development, Sausalito, CA   Spring 2017

Do you hear what I hear?: Active overhearing in early language-learning.
Bay Area Discovery Museum, Sausalito, CA   Spring 2015

TEACHING EXPERIENCE

Lecturer, University of California, Berkeley
The Developing Child Summer Minor and Certificate Program   Summer 2021

Instructor, University of California, Berkeley
Applied Developmental Psychology (Psych 142)   Summer 2020
Language Acquisition (Ling 146)   Summer 2019

Graduate Student Instructor, University of California, Berkeley
Statistical Models (Psych 205, graduate course taught in R.)
Instructor: Frederic Theunissen   Spring 2020

Psychology of Sleep (Psych 133), Instructor: Matt Walker   Fall 2018
Language Development (Ling C146/Psych C143), Mahesh Srinivasan   Spring 2015
Reader, Cultural Psychology (Psych 166), Instructor: Sara Gorchoff   Summer 2018

Guest Lecturer
The Whorfian Hypothesis & Linguistic–Conceptual Development (Psych 143)   Spring 2021

Other Teaching
Tutor, Statistics   Fall 2015–Spring 2016
Student attending UC Berkeley Extension School

Homeschool Teacher, Grade 5   Fall 2013–Spring 2014

English Language Instructor   Fall 2011–Summer 2012
Escola McKinney, Natal, RN, Brazil

UNDERGRADUATE & GRADUATE MENTORSHIP

University of Chicago

Summer Institute in Social Research Methods Mentor   Summers 2022–2023
4 funded undergraduate research mentees.

Methods in Sign and Gesture Research Mentor   Fall 2022
Leading undergrad team in developing & applying coding schemes to naturalistic video data

Masters Thesis Mentor, PI: Susan Goldin–Meadow   2021–2023
Sarah Heffley, Public Policy
Elise Ashford, Psychology
Gitika Chalasani, Psychology

Methods in Sign and Gesture Research Mentor   Fall 2021
2 BAs, 1 MA, and 1 PhD student from Linguistics and Psychology

University of California, Berkeley

International Congress of Infant Studies (ICIS) *Research Mentor*   Summer 2021
2 funded Psychology students

Early Development and Learning Sciences Internship Mentor   Summer 2021
2 students from Education and Social Work fulfilling their practicum requirements

Undergraduate Research Apprentice Program Mentor   2014–2022
64 students from Linguistics, Psychology, Cognitive & Computer Sciences

Undergraduate Summer Internship Mentor   Summers 2015–2019
32 Interns, 30 hours/week

Living Lab 'Research Toy' Design Supervisor, Bay Area Discovery Museum   2016
2 UC Berkeley undergraduates funded via an education stipend from the National Living Lab

Undergraduate Thesis Advisor
Jacqueline Nguyen, *Summer Undergraduate Research Fellow* (SURF)   2021
Leigh Levinson, Psychology (with Mahesh Srinivasan)   2021
Jeff Anderson, Cognitive Science (with Ariel Starr & Mahesh Srinivasan)   2021
Allison Fong, *Warner Brown Award Recipient* (with Fei Xu)   2020
Grace Horton, Psychology (co–advised with Mahesh Srinivasan)   2020
Sathvik Nair, Cognitive Science (with Stephan Meylan & Mahesh Srinivasan)   2020
Stella Lim, Psychology (co–advised with Fei Xu)   2016

RESEARCH EXPERIENCE & EMPLOYMENT

Goldin–Meadow Laboratory, University of Chicago, Chicago, IL   Spring 2021–
Postdoctoral Research Scholar, PI: Susan Goldin–Meadow   [site]

Language and Cognitive Development Lab, Berkeley, CA   Fall 2014–Winter 2020
Graduate student, PI: Mahesh Srinivasan   [site]

Berkeley Early Learning Laboratory, Berkeley, CA   Fall 2014–Winter 2020
Graduate student, PI: Fei Xu   [site]

'Cub Lab' Laboratory School Initiative, Berkeley, CA   Fall 2018–
Researcher, PIs: Margaret Bridges & Ron Dahl   [site]

Center for Childhood Creativity, Sausalito, CA   Spring 2015–Fall 2018
Research Fellow, Supervisor: Dr. Helen Hadani   [site]

Exploratorium Math Team, San Francisco, CA   Spring 2017–Fall 2017
Collaborating Researcher, Project Supervisor: Dr. Josh Gutwill   [handout]

Harvard Lab for Developmental Studies, Cambridge, MA   Fall 2013–Summer 2014
Lab Coordinator, PI: Jesse Snedeker   [site]

Harvard Lab for Developmental Studies Internship, Cambridge, MA   Summer 2011
Intern, PI: Susan Carey   [site]

Harvard Lab for Developmental Studies, Cambridge, MA   Fall 2010–Spring 2011
Research Assistant, Mentor: Peggy Li

Harvard Linguistics Department, Cambridge, MA   Spring 2010–2014
Research Assistant, Mentors: Michael Becker & Lauren Eby Clemens

University of Arizona Mexican–American Studies Department, Tucson, AZ   Summer 2009
Intern, Institute for Transformative Education

Psycholinguistic Fieldwork
Chiapas, Mexico   Springs 2011, 2019; Summers 2012, 2023; Winters 2012, 2020, 2022
Gujarat, India   Winters 2016, 2017, 2019

SELECTED PROFESSIONAL ACTIVITIES
Professional Service & Advocacy
Member, SRCD Sexual Orientation & Gender Identity/Expression (SOGIE) Caucus   2023–
Panelist, PNAS Journal Club   2022–
Member, Postdoctoral Advisory Board, University of Chicago   2022–
Ad Hoc Manuscript Reviewer   2021–
Cognitive and Behavioral Neurology, Cognitive Development, Journal of Cognition and Development, Developmental Psychology, Mind & Language, Psychological Science
Abstract Reviewer   2016–
California Meeting on Psycholinguistics, Proceedings of the Cognitive Science Society

Departmental Service & Advocacy, University of California, Berkeley
Director, Psychology Department Travel Award Committee   Spring 2017–Fall 2019
Director, Graduate Assembly of Students in Psychology (GASP)   Summer 2017–Fall 2018
Organizer, Women Who Code Working Group   Fall 2016–Summer 2017
Co-Director, Graduate Assembly of Students in Psychology (GASP)   Fall 2015–Spring 2017
Voting Member, Psychology Department Travel Award Committee   Spring 2015–2017
Student Host, Institute of Human Development Colloquium   2014–2019
Elected Social Chair, Graduate Assembly of Students in Psychology (GASP)   2014–2015
Active Member, Graduate Student Workers Union   Fall 2014–
Organizer, Philosophy of Language Reading Group   Spring 2011

Outside Service
Elected Chair, Qumbya Housing Cooperative Board   2023–
Volunteer, Bret Harte Elementary School, Chicago, IL   2022–
Alumni Speaker, Southern Arizona Regional Science & Engineering Fair (SARSEF)   2021
Volunteeer, Contra Costa School District   2018–2020
Curriculum Team, Showing Up for Racial Justice (SURJ) Bay Area   2016–2017
Consultant, Aspire Education Reading Buddies Program   2016
Contributing Author, CREATE Framework for Early Education   2016

Volunteer Mentorship & Instruction
Workshop Leader: Data Visualization, Psychology, UChicago   2023
Workshop Leader: Behavioral Data Coding, Psychology, UChicago   2023
Panelist, The Academic Job Market, Psychology, UChicago   2023
Panelist, Academic Careers, Dept. of Comparative Human Development, UChicago   2022

Workshop Leader: Making a Conference Poster, Dev Labs Summer Internship	2019, 2020
Workshop Leader: Research Piloting, Psychology Postbacc Workshop Series	2019
Workshop Leader: Best Practices in Open Science, Dev Labs Summer Internship	2018
Panelist, National Fellowships, UC Berkeley Career Center	2017
Panelist, Making the Most of Grad School, UC Berkeley Psychology Dept.	2016, 2021
Panelist, Pursuing a Graduate Career, LCD Lab Summer Internship	2014–2018
Organizer, Outstanding Questions Undergraduate Reading Group	Summers 2015–2017
Co-Organizer, Undergraduate Developmental Poster Session	Summers 2015–2016
Organizer, Graduate Student Orientation, UC Berkeley Psychology Dept.	Fall 2015

Science Outreach

Linguistics for Everyone	AAAS Conferences; 2016, 2017
Bay Area Summer Science Night	Summers 2016–2017
Living Laboratory Research Educator	Boston Museum of Science; 2011
	Bay Area Discovery Museum; 2014–2016

Press

International Congress of Infant Studies 'Baby Blog' | KPOO Interview | UC Berkeley Press | reddit | The Daily Californian | Consumer Affairs | Moms | Gizmodo Brasil | The Washington Post | The Attitude with Arnie Arneson | Jbrary

MEMBERSHIPS & PARTICIPATION

Societies

Cognitive Development Society (CDS), Cognitive Science Society, Ethical Science of Language Development (ESLD), Jean Piaget Society (JPS), LangVIEW Consortium, Latin American Network for Language Acquisition Research (LatINLAR), Linguistics Society of America (LSA), Mathematical Cognition and Learning Society (MCLS), Society of Children's Books Writers and Illustrators, Society for Language Development (SLD), Society of Philosophy and Psychology (SPP), Society for Research in Child Development (SRCD)

Open Science

Open Science Framework (ORCiD), Github (@foushee), Databrary, AsPredicted

PROFESSIONAL TRAINING

National Center for Faculty Development & Diversity	Fall 2022
Workshops and online courses for academic professionalization.	
Adult Attachment Interview Institute, New York City, NY	Summer 2021
Two-week intensive on coding participant language in the AAI and achieving reliability.	
Digital Pedagogy Fellowship	Summer 2020
Webinars, workshops, and asynchronous modules to optimize remote instruction.	
Wonderfest Science Envoy Program	2019–2020
Monthly trainings in skills for science popularization for a cohort of early researchers.	
Organizing Training, Caregivers Workers Union	March 2017
Multi-day training on long-term strategy and developing leaders to strengthen organizations.	
Text Analysis, UC Berkeley D-Lab	January 2017
Week-long intensive covering supervised and unsupervised approaches.	
São Paulo School on Advanced Sciences, University of Campinas, BR	March 2015
Fully funded two-week course advancing field methods that benefit indigenous populations.	

Creating Inclusive Classrooms, UC Berkeley Teaching & Resource Center   February 2015
Workshop series on curriculum design with respect to visible and invisible disabilities.

SKILLS & CERTIFICATIONS
Teaching English as a Second Language (TESOL) Certification   2011

Languages

Natural	Native	English
	Near-Native	Spanish
	Extensive	Brazilian Portuguese, ASL
	Elementary	Tseltal
Artificial	Extensive	R, Python, T$_E$X

Other
Eye-tracking (SMI, Tobii), LENA, Praat, Datavyu, ELAN, Jupyter & .Rmd, HTML/CSS, CHAT, CLAN, Qualtrics, Amazon's Mechanical Turk