

## Ruthe J. R. Foushee, Ph.D.

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### CURRENT POSITION

Postdoctoral Research Scholar, **University of Chicago** January 2021 –  
Advisor: Susan Goldin-Meadow Chicago, IL

### 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 Tzeltal Maya.*

### HONORS & AWARDS

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

Psychology and Economics of Seed Poverty Funding Awards Spring, Fall 2020  
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. (in press). Combining observational and experimental approaches to the development of language and communication in rural samples: Opportunities and challenges. *Journal of Child Language*. [\[preprint\]](#)

**Foushee, R.**, Srinivasan, M., & Xu, F. (in press). Active learning in language development. *Current Directions in Psychological Science* [\[preprint\]](#)

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

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*)

**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. (submitted, *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., & Xu, F. (in prep). Selective attention based on speech complexity and learning rate. [preprint]

**Foushee, R.** & Srinivasan, M. (in prep). Evidence of early lexical knowledge in Tzeltal Maya infants primarily exposed to overheard speech.

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

**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. & Srinivasan, M. (in prep). Qualitative variability in early overheard experiences. [preprint]

**Foushee, R.**, Baharloo, R., & Srinivasan, M. (in prep). Sociolinguistic development in a diverse multilingual 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 Tzeltal 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 44<sup>th</sup> 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 43<sup>rd</sup> 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 39<sup>th</sup> 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 39<sup>th</sup> 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 38<sup>th</sup> 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 38<sup>th</sup> 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 37<sup>th</sup> 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.,** Byrne, D., Casillas, M., & Goldin-Meadow, S. (2022). *Qualitative variability in early overhearing experiences*. Paper to be presented at the 47<sup>th</sup> Annual 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 44<sup>th</sup> 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 12<sup>th</sup> 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 46<sup>th</sup> 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 34<sup>th</sup> 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 45<sup>th</sup> Boston University Conference on Language Development (BUCLD45), Boston, MA.

**Foushee, R.** & Srinivasan, M. (2019). *Sociolinguistic development in a diverse, multilingual society: Evidence from 7- to 14-year-old children in Gujarat, India*. Paper presented at the 11<sup>th</sup> 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 1<sup>st</sup> 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 42<sup>nd</sup> 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 39<sup>th</sup> 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 38<sup>th</sup> 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 38<sup>th</sup> 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 40<sup>th</sup> 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 37<sup>th</sup> Annual Meeting of the Cognitive Science Society, Pasadena, CA. \* co-presented

**Foushee, R.** (2015). *'Stuff-dividers': Interpretation and production of optional plural morphology in Tzeltal 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 Tzeltal Maya*. Paper presented at the 88<sup>th</sup> Meeting of the Linguistic Society of America, Minneapolis, MN.

## Additional Oral Presentations

<sup>†</sup> 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 to be presented at the 47<sup>th</sup> Boston University Conference on Language Development (BUCLD), Boston, MA.

Horton, G.<sup>†</sup>, **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.

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 43<sup>rd</sup> Annual Meeting of the Cognitive Science Society, Vienna, Austria.

Nguyen, J.<sup>†</sup>, **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 44<sup>th</sup> 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 40<sup>th</sup> Boston University Conference on Language Development (BUCLD40), Boston, MA.

## Poster Presentations

<sup>†</sup>undergraduate mentee

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

**Foushee, R.** & Srinivasan, M. (2021). *Do speakers consult an internal jury of their peers in judging linguistic "fault" and subjectivity?* Poster presented at the 46<sup>th</sup> 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).

**Foushee, R.**, Srinivasan, M., & Xu, F. (2020). *The impact of speech complexity on preschooler attention and learning.* Poster presented at the 45<sup>th</sup> 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 42<sup>nd</sup> 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 42<sup>nd</sup> 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 13<sup>th</sup> International Conference on Educational Data Mining (EDM), Ifraim, 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 44<sup>th</sup> 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 11<sup>th</sup> 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 40<sup>th</sup> 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 40<sup>th</sup> 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 40<sup>th</sup> 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 2<sup>nd</sup> 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 39<sup>th</sup> 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 1<sup>st</sup> 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*. Poster 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*. Presented at the 41<sup>st</sup> Boston University Conference on Language Development (BUCLD41), Boston, MA.

**Foushee, R.** & Srinivasan, M. (2016). *Sensing subjectivity: Semantic and 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 42<sup>nd</sup> Annual Meeting for the Society for Philosophy and Psychology (SPP), Austin, TX. [poster]

**Foushee, R.** & Xu, F. (2015). *Active overhearing*. Poster presented at the 9<sup>th</sup> 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 9<sup>th</sup> 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 39<sup>th</sup> 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

*What do infants know when they mostly overhear?*  
University of Illinois Urbana-Champaign, 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

- The work we do to understand each other.*  
Developmental Brownbag, University of Chicago Winter 2022
- How (whether) adults' non-linguistic behaviors contribute to communicative development.*  
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
- Adjectives and the tension between conventionality and subjectivity in language.*  
Comparative Human Development Colloquium, 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 Tzeltal 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

#### Teaching Assistant

*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

*Methods in Sign and Gesture Research Mentor*

Fall 2022

Leading undergrad team in developing & applying coding schemes to naturalistic video data.

<i>Masters Thesis Mentor</i> , PI: Susan Goldin-Meadow Elise Ashford, Psychology Gitika Chalasani, Psychology	2021–2022
<i>Summer Institute in Social Research Methods Mentor</i> 2 funded undergraduate research mentees.	Summer 2022
<i>Methods in Sign and Gesture Research Mentor</i> 2 BAs, 1 MA, and 1 PhD student from Linguistics and Psychology	Fall 2021

**University of California, Berkeley**

<i>International Congress of Infant Studies (ICIS) Research Mentor</i> 2 funded Psychology students	Summer 2021
<i>Early Development and Learning Sciences Internship Mentor</i> 2 students from Education and Social Work fulfilling their practicum requirements	Summer 2021
<i>Undergraduate Research Apprentice Program Mentor</i> 64 students from Linguistics, Psychology, Cognitive & Computer Sciences	2014–2022
<i>Undergraduate Summer Internship Mentor</i> 32 Interns, 30 hours/week	Summers 2015–2019
<i>Living Lab 'Research Toy' Design Supervisor</i> , Bay Area Discovery Museum 2 UC Berkeley undergraduates funded via an education stipend from the National Living Lab	2016
<i>Undergraduate Thesis Advisor</i> Jacqueline Nguyen, <i>Summer Undergraduate Research Fellow (SURF)</i> Leigh Levinson, Psychology (with Mahesh Srinivasan) Jeff Anderson, Cognitive Science (with Ariel Starr & Mahesh Srinivasan) Allison Fong, <i>Warner Brown Award Recipient</i> (with Fei Xu) Grace Horton, Psychology (co-advised with Mahesh Srinivasan) Sathvik Nair, Cognitive Science (with Stephan Meylan & Mahesh Srinivasan) Stella Lim, Psychology (co-advised with Fei Xu)	2021 2021 2021 2020 2020 2020 2016

**RESEARCH EXPERIENCE & EMPLOYMENT**

<b>Goldin-Meadow Laboratory, University of Chicago, Chicago, IL</b> <i>Postdoctoral Researcher</i> , PI: Susan Goldin-Meadow	Spring 2021– <a href="#">[site]</a>
<b>Language and Cognitive Development Lab, Berkeley, CA</b> <i>Graduate student</i> , PI: Mahesh Srinivasan	Fall 2014–Winter 2020 <a href="#">[site]</a>
<b>Berkeley Early Learning Laboratory, Berkeley, CA</b> <i>Graduate student</i> , PI: Fei Xu	Fall 2014–Winter 2020 <a href="#">[site]</a>
<b>'Cub Lab' Laboratory School Initiative, Berkeley, CA</b> <i>Researcher</i> , PIs: Margaret Bridges & Ron Dahl	Fall 2018– <a href="#">[site]</a>
<b>Center for Childhood Creativity, Sausalito, CA</b> <i>Research Fellow</i> , Supervisor: Dr. Helen Hadani	Spring 2015–Fall 2018 <a href="#">[site]</a>

<b>Exploratorium Math Team, San Francisco, CA</b>	Spring 2017–Fall 2017
<i>Collaborating Researcher, Project Supervisor: Dr. Josh Gutwill</i>	<a href="#">[handout]</a>
<b>Harvard Lab for Developmental Studies, Cambridge, MA</b>	Fall 2013–Summer 2014
<i>Lab Coordinator, PI: Jesse Snedeker</i>	<a href="#">[site]</a>
<b>Harvard Lab for Developmental Studies Internship, Cambridge, MA</b>	Summer 2011
<i>Intern, PI: Susan Carey</i>	<a href="#">[site]</a>
<b>Harvard Lab for Developmental Studies, Cambridge, MA</b>	Fall 2010–Spring 2011
<i>Research Assistant, Mentor: Peggy Li</i>	
<b>Harvard Linguistics Department, Cambridge, MA</b>	Spring 2010–2014
<i>Research Assistant, Mentors: Michael Becker &amp; Lauren Eby Clemens</i>	
<b>University of Arizona Mexican-American Studies Department, Tucson, AZ</b>	Summer 2009
<i>Intern, Institute for Transformative Education</i>	

**Psycholinguistic Fieldwork**

<b>Chiapas, Mexico</b>	Springs 2011, 2019, Summer & Winter 2012, 2020
<b>Gujarat, India</b>	Winters 2016, 2017, 2019

**SELECTED PROFESSIONAL ACTIVITIES****University of Chicago**

<i>Member, Postdoc Advisory Board</i>	2022–
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**Departmental Service, University of California, Berkeley**

<i>Director, Psychology Department Travel Award Committee</i>	Spring 2017–Fall 2019
<i>Director, Graduate Assembly of Students in Psychology (GASP)</i>	Summer 2017–Fall 2018
<i>Co-Director, Graduate Assembly of Students in Psychology (GASP)</i>	Fall 2015–Spring 2017
<i>Elected Social Chair, Graduate Assembly of Students in Psychology (GASP)</i>	2014–2015
<i>Voting Member, Psychology Department Travel Award Committee</i>	Spring 2015–2017
<i>Student Host, Institute of Human Development Colloquium</i>	2014–2019

**Professional Advocacy & Service**

<i>Organizer, Women Who Code Working Group</i>	Fall 2016–Summer 2017
<i>Organizer, Philosophy of Language Reading Group</i>	Spring 2011
<i>Active Member, Graduate Student Workers Union</i>	Fall 2014–
<i>Ad Hoc Reviewer, Cognitive Development, Developmental Psychology, Mind &amp; Language, Proceedings of the Cognitive Science Society, California Meeting on Psycholinguistics.</i>	

**Outside Service**

<i>Volunteer, Bret Harte Elementary School</i>	2022–
<i>Alumni Speaker, S. Arizona Regional Science &amp; Engineering (SARSEF) Awards Ceremony</i>	2021
<i>Volunteer, Contra Costa School District</i>	2018–2020
<i>Curriculum Team, Showing Up for Racial Justice (SURJ) Bay Area</i>	2016–2017
<i>Consultant, Aspire Education Reading Buddies Program</i>	2016
<i>Contributing Author, CREATE Framework for Early Education</i>	2016

**Volunteer Mentorship & Instruction**

*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  
*Summer Science Night* Summers 2016–2017  
*Living Laboratory Research Educator* Boston Museum of Science; 2011  
 Bay Area Discovery Museum; 2014–2016

**Press**

ICIS Baby Blog | KPOO Interview | UC Berkeley Press Release | reddit | The Daily Californian  
 | Consumer Affairs | Moms | Gizmodo Brasil | The Washington Post | The Attitude with Arnie Arneson

**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](#)), Databrary, AsPredicted, Github ([@foushee](#))

**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

<i>Natural</i>	Native	English
	Near-Native	Spanish
	Extensive	Brazilian Portuguese, ASL
	Structural	Tseltal
<i>Artificial</i>	Extensive	R, Python, T <sub>E</sub> X

### Other

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