

Ruthe J. R. Foushee, Ph.D.

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CURRENT POSITION

Postdoctoral Researcher, University of Chicago	January 2021 –
Mentor: Susan Goldin-Meadow	Chicago, IL
Lecturer, University of California, Berkeley	May 2021 –
<i>The Developing Child</i> Summer Minor and Certificate	Berkeley, CA

EDUCATION

Ph.D., University of California, Berkeley	December 2020
Developmental Psychology	Berkeley, CA
Dissertation: <i>Self-directed learning in language development: Interactions of linguistic complexity, learner attention, and language socialization.</i>	
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: <i>What we mean when we talk about things: Pragmatic units of quantification in Tzeltal Maya.</i>	

HONORS & AWARDS

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 & Teaching

Psychology and Economics of Poverty Funding Award	Fall 2020
Department of Psychology Graduate Student Instructor Excellence Award	Spring 2020
Psychology and Economics of Poverty Seed Funding Award	Spring 2020
Society for Research in Child Development (SRCD) Dissertation Grant	Fall 2019
Center for Effective Global Action 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

Berkeley-Stanford 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

Foushee, R., Srinivasan, M., & Xu, F. (2020). Self-directed learning by preschoolers in a naturalistic overhearing context. *Cognition*, 206, 104415. [\[repo\]](#) [\[publisher\]](#) [\[preprint\]](#)

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. [\[preprint\]](#)

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

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. [\[preprint\]](#)

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. [\[repo\]](#) [\[preprint\]](#)

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. [\[repo\]](#) [\[preprint\]](#)

Submitted Manuscripts

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

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

O’Donnell, M., Dev, A. S., Antonopolis, 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. (under review). The psychological consequences of scarcity are less general and less replicable than they seem: An empirical audit and review. (submitted). [\[repo\]](#)

Manuscripts In Preparation ([contact for drafts](#))

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

Meylan, S. C., **Foushee, R.**, Bergelson, E., & Levy, R. (in prep). Child-directed listening: How caregiver inference enables children's early verbal communication. [\[preprint\]](#)

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

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 Biennial Meeting of the Cognitive Science Society*. [\[pdf\]](#)

White Papers

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

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

PRESENTATIONS

Oral Conference Presentations (*presenting author*)

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 (BUCLD), 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 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 (BUCLD), 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 (BUCLD), 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 Tsel'tal 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 Tsel'tal Maya*. Paper presented at the 88th Meeting of the Linguistic Society of America, Minneapolis, MN.

Additional Oral Presentations

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

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 (BUCLD), 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, University of California, Berkeley. [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, University of California, Berkeley.

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 (SRCD), 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 (SRCD), 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 (BUCLD), Boston, MA.

Poster Presentations

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

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 45th Boston University Conference on Language Development (BUCLD), Boston, MA.

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.

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). 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), 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 44th Boston University Conference on Language Development (BUCLD), Boston, MA. [\[poster\]](#)

Foushee, R., Srinivasan, M., & Xu, F. (2019). The impact of speech complexity on preschooler attention, speaker preference, and learning. Poster presented at the 41st Annual Meeting of the Cognitive Science Society.

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. *(forthcoming)*

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.**, & Srinivasan, M. (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., 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 (SRCD), Austin, TX. [\[poster\]](#)

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 (SRCD), 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 (SRCD), 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 (SRCD), Austin, TX. [\[poster\]](#)

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

Foushee, R., Iqbal, Y., & Carey, S. (2011). Teaching 'ten': A study of number learning in toddlers. Presented at the Harvard Lab for Developmental Studies, 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

- 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.*
Child Language Lab, Northwestern University Summer 2021
- Leaps of faith across communicative development.*
Modalities of Language Group, UChicago, Chicago, IL Spring 2021
- Adjectives and the tension between conventionality and subjectivity in language.*
Comparative Human Development Colloquium, UChicago, Chicago, IL Spring 2021
- Language-learning that isn't taught.* Fall 2020
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA [\[link\]](#)
- Language-learning that isn't taught: Child attention and linguistic complexity in learning from naturalistic overheard speech.*
Language and Cognition Lab, Stanford University Spring 2020
- Not 'just semantics': Social reasoning and subjective disagreement.* Spring 2020
MindCORE, University of Pennsylvania, Philadelphia, PA
- New directions at the intersection of active learning and language development.* Winter 2020
iSearch Research Retreat, Tegernsee, Germany
- Infant language socialization in Tseltal Maya and across the world.* Fall 2019
Psychology and Economics of Poverty (PEP) Presentations, Berkeley, CA
- How do we talk to children? Adults simplify their speech to children compared to adults less and less, across childhood.* Spring 2019
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA
- The meaning, search for, and science of 'joy' in childhood.* Spring 2019
Panel with the Center for Social Change, California Association for the Education of Young Children (CAEYC), Santa Clara, CA
- Learning to learn in language development.* Spring 2018
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA
- Could both be right? Children's and adults' sensitivity to subjectivity in language.* Spring 2017
UC Berkeley Institute of Human Development Colloquium, Berkeley, CA
- The 'Goldilocks effect' in preschooler attention to spoken language.* Summer 2017
iSearch, Max Planck Institute, Berlin, Germany

- 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
- Faultless disagreement and the development of a subjective semantics.*
Berkeley-Stanford-UCSC Developmental Psychology Symposium Spring 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
- Pragmatic units of quantification in Tzeltal Maya.*
Harvard Linguistics Undergraduate Colloquium, Cambridge, MA Spring 2013

Invited Public Talks

- Why adults need children.*
Public Science Speaker Series, San Francisco, CA Summer 2020
- 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

RESEARCH EXPERIENCE & EMPLOYMENT

- 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 Lab School Initiative, Berkeley, CA** Fall 2018–
- Center for Childhood Creativity, Sausalito, CA** Spring 2015–Fall 2018
Researcher, PIs: Margaret Bridges & Ron Dahl
- Exploratorium Math Team, San Francisco, CA** Spring 2017–Fall 2017
Research Fellow, Supervisor: Dr. Helen Hadani [\[site\]](#)
- Collaborating Researcher, Project Supervisor: Dr. Josh Gutwill* [\[handout\]](#)

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, Supervisors: Michael Becker & Lauren Eby Clemens
Harvard Lab for Developmental Studies, Cambridge, MA Fall 2013–Summer 2014
Lab Coordinator, PI: Jesse Snedeker
University of Arizona Mexican-American Studies Department, Tucson, AZ Summer 2009
Intern, Institute for Transformative Education

Psycholinguistic Fieldwork

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

TEACHING & MENTORSHIP

Guest Lectures

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

Instruction

Applied Developmental Psychology (Psych 142) Summers 2020–2021
Language Acquisition (Ling 146) Summer 2019

Teaching Assistantships

Graduate Statistical Models (Psych 205), Instructor: Frederic Theunissen Spring 2020
Psychology of Sleep (Psych 133), Instructor: Matt Walker Fall 2018
Language Development (Psych C143/Ling C146), Mahesh Srinivasan Spring 2015
Reader, Cultural Psychology (Psych 166), Instructor: Sara Gorchoff Summer 2018

Undergraduate Mentorship

International Congress of Infant Studies (ICIS) Research Mentor Summer 2021
Micro-Metcalf Program Mentor, UChicago Spring 2021–
Undergraduate Work Study Mentor, UChicago Spring 2021 –

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

Undergraduate Summer Internship Mentor, UC Berkeley 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, UC Berkeley
 Jacqueline Nguyen, *Summer Undergraduate Research Fellow* (SURF) 2020–
 Leigh Levinson, Psychology (with Mahesh Srinivasan) 2020–

Jeff Anderson, Cognitive Science (with Ariel Starr & Mahesh Srinivasan)	2020–
Allison Fong, Psychology (with Fei Xu; <i>Warner Brown Award Recipient</i>)	2019–2020
Grace Horton, Psychology (co-advised with Mahesh Srinivasan)	2019–2020
Sathvik Nair, Cognitive Science (with Stephan Meylan & Mahesh Srinivasan)	2019–2020
Stella Lim, Psychology (co-advised with Fei Xu)	2015–2016

Volunteer Mentorship & Instruction

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

Other Teaching

<i>Tutor, Statistics</i>	Fall 2015–Spring 2016
Student attending UC Berkeley Extension School	
<i>English Language Instructor</i>	Fall 2011–Summer 2012
Escola McKinney, Natal, RN, Brazil	

SELECTED PROFESSIONAL ACTIVITIES

Departmental Service

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

Professional Advocacy & Service

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

Outside Service

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

Science Outreach

KPOO 'Let Me Touch Your Mind' [Radio Interview](#) Summer 2020
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

MEMBERSHIPS & PARTICIPATION**Societies**

Cognitive Development Society (CDS), Cognitive Science Society, Ethical Science of Language Development (ESLD), LangVIEW Consortium, 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

Adult Attachment Interview Institute, New York City, NY Summer 2021
 Training and certification in AAI procedure/discourse analysis in clinical and research settings.

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.

São Paulo School on Advanced Sciences, University of Campinas, BR March 2015
 Fully funded two-week course advancing field methods that benefit indigenous populations.

Text Analysis, UC Berkeley D-Lab January 2017
 Week-long intensive covering supervised and unsupervised approaches.

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

Organizing Training, Caregivers Workers Union March 2017
 Multi-day training on long-term strategy and developing leaders to strengthen organizations.

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 _E X

Other

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