

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

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). The psychological consequences of scarcity are less general and less replicable than they seem: An empirical audit and review. *Proceedings of the National Academy of Sciences*. [\[repo\]](#) [\[pub\]](#)

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., Srinivasan, M., & Xu, F. (under review, *Current Directions in Psychological Science*). Active learning in language development.

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

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.

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., Byrne, D., Ettinger, A., Alhama, R., Alishahi, A. & Goldin-Meadow, S. (in prep). New data on an old question: What does it mean to have generalized a syntactic category?

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). Children's explicit choices among levels of linguistic complexity are well-calibrated and consequential for learning: Evidence from an ecologically valid book-reading study with Italian 4–7-year-olds.

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 overhearing experiences.

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.

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

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. (2021). *Early lexical knowledge in infants primarily exposed to overheard speech*. Talk to be presented at the 46th Boston University Conference on Language Development (BUCLD), Boston, MA.

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 morphol-*

ogy 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

Horton, G., **Foushee, R.**, & Srinivasan, S. (2021). Qualitative variability in overheard and child-directed speech in a naturalistic setting: A case study. Paper presented at the Trends in Psychology Summit 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 43rd Annual Meeting of the Cognitive Science Society, Vienna, Austria.

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, 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 (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

Epistemic modality in development.

Harvard University, 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

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.

UC Berkeley Institute of Human Development Colloquium, Berkeley, CA

Fall 2020

[\[link\]](#)

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

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

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

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

The 'Goldilocks effect' in preschooler attention to spoken language.

iSearch, Max Planck Institute, Berlin, Germany Summer 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

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**Goldin-Meadow Laboratory, University of Chicago, Chicago, IL**

Spring 2021–

Postdoctoral Researcher, 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 Lab School Initiative, Berkeley, CA**

Fall 2018–

Researcher, PIs: Margaret Bridges & Ron Dahl**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 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**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 and Graduate Mentorship

Masters Thesis Mentor, PI: Susan Goldin-Meadow, University of Chicago Fall 2021–
2 students in the MA Program in the Social Sciences (MAPSS)

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

International Congress of Infant Studies (ICIS) Research Mentor Summer 2021
2 Psychology students at UC Berkeley

Early Development and Learning Sciences Internship Mentor, UC Berkeley Summer 2021
2 students from Education, Social Work

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) 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

Volunteer Mentorship & Instruction

Workshop Leader: Making a Conference Poster, Dev Labs Summer Internship 2019, 2020

Workshop Leader: Research Piloting, Psychology Postbac 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

Other Teaching

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

SELECTED PROFESSIONAL ACTIVITIES**Departmental Service**

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

Professional Advocacy & Service

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

Outside Service

Alumni Speaker, S. Arizona Regional Science & Engineering (SARSEF) Awards Ceremony 2021
Volunteer, 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
Staff, TEDx Sausalito 2016

Science Outreach

KPOO 'Let Me Touch Your Mind' 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

Press

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), LangVIEW Consortium, Linguistics Society of America (LSA), Mathematical Cognition and Learning Society (MCLS), Society for Emotion and Attachment Studies (SEAS), 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
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.

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