

## Ruthe Foushee

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### EDUCATION

PhD, **University of California, Berkeley** 2020  
Developmental Psychology Berkeley, CA  
Dissertation Title: *Learning from overheard speech: Interactions of linguistic complexity, learner socialization, and attention.*  
Committee: Mahesh Srinivasan & Fei Xu, Susanne Gahl (Linguistics), Mike Frank (Stanford)

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

### 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

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  
Researcher Stipend, National Living Lab 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., 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. [[pdf](#)]

**Foushee, R.**, Srinivasan, M., & Xu, F. (under revision). Self-directed learning by preschoolers in a naturalistic overhearing context.

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. [\[pdf\]](#)

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

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

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

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

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

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

**Foushee, R.**, Yang, X., Regier, T., & Griffiths, T. (in prep). Linguistic complexity of child-directed versus overheard speech: Implications for learning.

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

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

O’Donnell, M., Donnelly, K., Connor, P., Wang, Y., Schatz, D., Lundell-Creagh, R., Ocampo, J. M., Antonoplis, S., **Foushee, R.**, Ellwood-Lowe, M., Jansen, R., Baum, S., Choi, A., Carrillo, B., Rosenblum, M., Rahmani, Z. A., Jarvis, S., Benedetti, A., Stein, D. H., Okafor, G., Brown, D., Moore, D., Nelson, L. D. (in prep). Undertaking a large-scale replication of the literature on the psychological effects of resource scarcity.

#### Refereed Conference Proceedings

**Foushee, R.**, Srinivasan, M., & Xu, F. (2019). The impact of speech complexity on preschooler attention, preference of speaker, and learning. In *Proceedings of the 41<sup>st</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> 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. (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 (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 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 (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 37<sup>th</sup> Biennial Meeting of the Cognitive Science Society, Pasadena, CA. \* co-presented

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

### Additional Oral Presentations

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 (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? Talk presented at the 40<sup>th</sup> Boston University Conference on Language Development (BUCLD), Boston, MA.

### Poster Presentations

**Foushee, R.**, Jansen, R., & Srinivasan, M. (2020). Transmission of religious and scientific explanations within chains of Hindu and Muslim children. Poster to be presented at the 42<sup>th</sup> Annual Meeting of the Cognitive Science Society, Toronto, CA.

**Foushee, R.** & Srinivasan, M. (2020). Do speakers consult an internal jury of their peers in judging linguistic "fault" and subjectivity? Poster to be presented at the 46<sup>th</sup> Annual Meeting for the Society for Philosophy and Psychology (SPP), Princeton, NJ.

**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 (BUCLD), 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. (forthcoming)

**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.**, & Srinivasan, M. (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.**, 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 41<sup>st</sup> 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 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 (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 Poster Session, 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

*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.*

MindCORE, University of Pennsylvania

Spring 2020

- New directions at the intersection of active learning and language development.*  
iSearch Research Retreat, Tegernsee, Germany Winter 2020
- Infant language socialization in Tseltal Maya and across the world.*  
Psychology and Economics of Poverty (PEP) Presentations, 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 Tseltal Maya.*  
Harvard Linguistics Undergraduate Colloquium, Cambridge, MA Spring 2013

#### Invited Public Talks

- Why adults need children.*  
Public Science Speaker Series, San Francisco, CA scheduled Spring 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–  
*Graduate student*, PI: Mahesh Srinivasan [\[site\]](#)

**Berkeley Early Learning Laboratory, Berkeley, CA** Fall 2014–  
*Graduate student*, PI: Fei Xu [\[site\]](#)

**Cub Lab Lab School Initiative, Berkeley, CA** Fall 2018–  
*Researcher*, PI: Margaret Bridges

**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: Dr. Peggy Li

**Harvard Linguistics Department, Cambridge, MA** Spring 2010–2014  
*Research Assistant*, Supervisors: Drs. 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****Departmental Teaching**

<i>Instructor, The Developing Child Summer Minor</i> Applied Early Developmental Psychology (Psych 142)	Summer 2020
<i>Instructor, Linguistics Department</i> Language Acquisition (Ling 146)	Summer 2019
<i>Graduate Student Instructor, Psychology Department</i> 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
<i>Reader, Psychology Department</i> Cultural Psychology, Instructor: Sara Gorchoff	Summer 2018

**Undergraduate Mentorship**

<i>Undergraduate Research Apprentice Program Mentor, UC Berkeley</i> 64 students from Linguistics, Psychology, Cognitive & Computer Sciences	Fall 2014–
<i>Undergraduate Summer Internship Mentor, UC Berkeley</i> 21 Interns, 30 hours/week	Summers 2015–2019
<i>Living Lab 'Research Toy' Design Supervisor, Bay Area Discovery Museum</i> 2 UC Berkeley undergraduates funded via an education stipend from the National Living Lab	2016
<i>Undergraduate Thesis Advisor, UC Berkeley</i> Jacqueline Nguyen, <i>Summer Undergraduate Research Fellow (SURF)</i>	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: Research Piloting, Psychology Postbacc Workshop Series</i>	2019
<i>Workshop Leader: Making a Conference Poster, Dev Labs Summer Internship</i>	2019
<i>Workshop Leader: Best Practices in Open Science, Dev Labs Summer Internship</i>	2018
<i>Panelist, National Fellowships, UC Berkeley Career Center</i>	Spring 2017
<i>Panelist, Making the Most of Grad School, UC Berkeley Psychology Department</i>	Fall 2016
<i>Panelist, Pursuing a Graduate Career, LCD Lab Summer Internship</i>	2014–2018
<i>Organizer, Outstanding Questions Undergraduate Reading Group</i>	Summers 2015–2017
<i>Co-Organizer, Undergraduate Developmental Poster Session</i>	Summers 2015–2016
<i>Organizer, Graduate Student Orientation, UC Berkeley Psychology Department</i>	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

**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 Science Society, California Meeting on Psycholinguistics (CAMP)*

**Outside Service**

*Volunteer, Contra Costa School District* Fall 2018–  
*Curriculum Team, Showing Up for Racial Justice (SURJ) Bay Area* Fall 2016–2017  
*Consultant, Aspire Education Reading Buddies Program* 2016  
*Contributing Author, CREATE Framework for Early Education* 2016  
*Staff, TEDx Sausalito* 2016

**Science Outreach**

*KPOO Science Ambassador Radio Interview* scheduled Spring 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**

Society for Research in Child Development, LangVIEW Consortium, Linguistics Society of America, Cognitive Science Society, Cognitive Development Society, Society for Language Development, Mathematical Cognition and Learning Society, Society of Philosophy and Psychology, Society of Children's Books Writers and Illustrators

**Open Science**

Datarray, Open Science Framework ([ORCID](#)), AsPredicted, Github ([@foushee](#))

**PROFESSIONAL TRAINING**

*Wonderfest Science Envoy Program* *ongoing*  
 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 <sub>E</sub> X

**Other**

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