

January 2022

Linda B. Smith

Department of Psychological and Brain Sciences & The Program in Cognitive Science  
Indiana University Bloomington, Indiana 47405  
Distinguished Professor (2007), Chancellor's Professor (1997), Professor (1985),  
Associate Professor (1981), Assistant Professor (1977)

**Education:**

University of Wisconsin - Madison B.S. 1973  
University of Pennsylvania Ph.D. 1977

**Selected Honors:**

Phi Beta Kappa  
University Fellow - University of Pennsylvania 1976  
Dissertation Year Fellow - University of Pennsylvania, 1977  
Summer Faculty Fellowship - Indiana University, 1978  
Lilly Fellow – (Indiana University) 1982  
James McKeen Cattell Sabbatical Award, 1984 (declined)  
Research Career Development Award - NICHD, 1984-1989  
Early Career Contribution, American Psychological Association, 1985  
Honors Faculty Fellow, Indiana University, 1990, 1991, 1992  
Lilly Fellow – (UCSD) 1993-94  
Tracy M. Sonneborn Award (Indiana University) 1997)  
Society of Experimental Psychologists, 2005  
Fellow, American Psychological Society, 2006  
Fellow, American Academy of Arts and Sciences, 2007  
Fellow, Cognitive Science Society, 2008  
Distinguished Cognitive Scientist Award, UC-Merced, 2009  
Distinguished Scholar Award, Office of Women's Affairs, Indiana University, 2009  
David E. Rumelhart Prize in Cognitive Science, 2013  
Distinguished Scientific Career Contribution, APA, 2013  
Henry Besch Promotion of Excellence Award, Indiana University, September 2014  
American Psychological Association, William James Fellow Award, May 2018  
Society of Experimental Psychologists, Norman Anderson Lifetime Achievement Award,  
March 2019  
Elected National Academy of Sciences, April 2019  
Koffka Medal, July 2020 (award delayed until 2021)

**Selected Appointments:**

National Science Foundation, Memory & Cognitive Processes Panel, 1983-86  
National Science Foundation, Advisory Committee for the Directorate for Biological,  
Behavioral and Social Sciences, 1989-1991  
National Institute of Mental Health, Cognition, Emotion and Personality Panel, 1989-93  
Honors Faculty, Indiana University, 1990-1993  
Forum for Federal Research Management, 1992 - 1994  
National Institutes of Health, Scientific Review Advisory Committee, 1997  
Society for Research In Child Development, Ethics Committee, 1997-1999  
National Institutes of Health, Study Section (LCOM), 2002- 2006  
Associate Dean (Undergraduate Education), College of Arts and Sciences, Indiana  
University, 2000-2003

President, Phi Beta Kappa, Indiana Chapter – 2003-2004  
Governing Board, Cognitive Science Society, 2003 – 2009  
Rumelhart Prize Committee, 2004 – 2009 (Chair 2008 -2009)  
Chair, Department of Psychological and Brain Sciences, Indiana University-Bloomington, 2005 – 2012  
Governing Board, International Conference on Development and Learning (ICDL), 2006 – 2009  
Joint (IEEE) Committee, merger ICDL-EpiRob, 2009-2012  
Governing Board, Chairs of Graduate Programs in Psychology (COGDOP), 2010-2011  
NIH Directors Fund (Second Round)- Pioneer Grants -2010, Early Investigator Awards 2012, 2014  
Advisory Board, Delta Center, 2012 – 2015  
Advisory Board, Databrary Project, 2012 – 2016  
Chair, Glushko Dissertation Prize Committee, 2014-2016  
National Institute of Child Health and Human Development, Study Section (T32), 2014-2016  
National Science Foundation, Advisory Committee for the Directorate for Social, Behavioral and Economic Sciences, 2015 - 2019  
Kinsey Institute, Board of Trustees, 2015-2016  
APA Distinguished Scientific Award Committee, 2015-2018  
National Institute Child Heal and Human Development, permanent study section member, Biobehavioral IRG, 2016-2018  
James S McDonnell Foundation – Science Advisory Board, 2017 –  
Science of Intelligence Advisory Board, German Research Foundation: Excellence Strategy, 2020-present

**Editorial Boards:**

*Journal of Experimental Psychology: Learning, Memory and Cognition*, 1981-84  
*Child Development*. 1984-1995, 1997-2000  
*Contemporary Psychology*. 1988-1990  
*Cognitive Science*, 1996-2001  
*Journal of Memory and Language*, 1996 - 1999  
Associate Editor, *Psychological Review*, 1994 - 1997  
Section Editor, *PNAS*, 2022- present

**Memberships:**

Cognitive Science, Society for Research in Child Development, The Psychonomic Society, American Psychological Society, International Conference in Development and Learning

**Grants (active)**

**Training Program in Integrative Developmental Process**

07/1995- 04/2025

**NIH 5T32HD007475** \$2,439,161

Role: PI

**Visual category learning by toddlers provides new principles for teaching rapid generalization**

8/1/2019 – 7/31/2022

NSF-BCS-1842817 \$548,791

Role: PI

**The Statistics of Infant First-Person Visual Experience**

9/31/2021 – 06/31/2026

NIH 1R01EY032897 \$2,337,686.

**Infants' self-generated visual statistics support object and category learning**

9/31/2021 – 06/31/2026

NIH R01HD10462 \$2,726,845

Role: PI

**Publications:** (from most recent)

**2022**

Bower, C.A., Mix, K.S., Yuan, L. & Smith, L.B. (2022) A network analysis of children's emerging place value concepts, **Psychological Science** (in press)

Mix, K., Bower, C., Hancock, G., Yuan, L., & Smith, L.B. (2022) The development of place value concepts: Approximation before principles. **Child Development**, 1-16.

Kuwabara, M. & Smith, L.B. (2022) Focus on one or more? Cultural Similarities and Differences in How Parents Talk About Social Events to Preschool Children. **Frontiers in Psychology**, 12, 778960.

**2021**

Yu, C., Zhang, Y., Slone, L. & Smith, L.B. (2021) The infant's view redefines the problem of referential uncertainty in early word learning **Proceedings of the National Academy of Sciences**, Vol. 118, No. 52.

Yuan, L., Prather, R., Mix, K. & Smith, L.B. (2021) The first step to learning place value: A role for physical models? **Frontiers in Psychology**

Borjon, J.I., Abney, D.H., Yu, C. & Smith, L.B. (2021) Head and eyes: Looking behavior in 12 to 24 month old infants, **Journal of Vision**.

**2020**

Abney, D., Suanda, S., Smith, L. B. & Yu, C. (2020) What are the building blocks of parent-infant coordinated attention in free-flowing interaction? **Infancy**.

Jayaraman, S. & Smith, L. B. (2020) The infant's visual world: Everyday statistics for visual learning. In Lockman, J. J. & Tamis-LeMonda, C., S (eds). The

**Cambridge Handbook of Infant Development: Brain, Behavior, and Cultural Context**, Cambridge University Press, 553-579.

Maitha, C., Goode, J.C., Maulucci, D.P., Lasassmeh, S.M.S., Yu, C., Smith, L.B. & Borjon, J.I. (2020) An open-source, wireless vest for measuring autonomic function in infants. **Behavior Research Methods**, <https://doi.org/10.3758/s13428-020-01394-4>.

Smith, L.B., Byrge, L. & Sporns, O. (2020) Beyond Origins. Developmental pathways and the dynamics of brain networks. **Current Controversies in Philosophy of Cognitive Science**.

Yuan, L., Xiang, V., Crandall, D. & Smith, L.B. (2020) Learning the generative principles of a symbol system from limited examples. **Cognition**, 200, 104243.

## 2019

Yuan, L., Prather, R. W., Mix, K. S., & Smith, L. B. (In press) Number representations drive number-line estimates. **Child Development**

McQuillan, M.E., Smith, L.B., Yu, C., & Bates, J.E. (2019) Parents influence the visual learning environment through children's manual actions. **Child Development**. doi: 10.1111/cdev.13274

Slone, L. K., Smith, L. B. & Yu, C. (2019) Self-generated variability in object images predicts vocabulary growth. **Developmental Science**. *Developmental science*, 22(6), e12816.

Yuan, L., Prather, R. W., Mix, K. S. & Smith, L. B. (2019) Preschoolers and multi-digit numbers: A path to mathematics through the symbols themselves **Cognition**, 189, 89-104.

Yuan, L., Xu, T. L., Yu, C. & Smith, L. B. (2019) Sustained Visual Attention is More Than Seeing. **Journal of Experimental Child Psychology**, 179, 324-336. PMID: 30579246

Suarez-Rivera, C., Smith, L. B. & Yu, C. (2019) Multimodal parent behaviors within joint attention support sustained attention in infants. **Developmental Psychology**, 55(1), 96-109. PMID: 30489136 PMCID: PMC6296904

Kucker, S., Samuelson, L. K., Perry, L. K., Yoshida, H., Colunga, E. , Lorenz, M. G. & Smith, L. B. (2019) Reproducibility and a unifying explanation: lessons from the shape bias. **Infant Behavior and Development**. 54, 156-165. PMID: 30343894

## 2018

Suanda, S. H., Barnhart, M., Smith, L. B. & Yu, C. (2018) The Signal in the Noise: The Visual Ecology of Parents' Object Naming. **Infancy**, 1-22.

Borjon, J. I., Abney, D. H., Smith, L. B. & Yu, C. (2018) Developmentally Changing Attractor Dynamics of Manual Actions with Objects in Late Infancy. **Complexity**, 2018.

Bambach, S., Crandall, D. J., Smith, L. B. & Yu, C. (2018) Toddler-inspired visual object learning. **Advances in Neural Information Processing Systems** 31.

Sheya, A. & Smith, L. B. (2018) Development weaves brains, bodies and environments into cognition. **Language, Cognition and Neuroscience**, DOI: 10.1080/23273798.2018.1489065

Suarez-Rivera, C., Smith, L. B. & Yu, C. (in press) Multimodal parent behaviors within joint attention support sustained attention in infants. **Developmental Psychology**.

Jayaraman, S. & Smith, L. B. (in press) Faces in early visual environments are persistent not just frequent. **Vision Research**. PMID: 29852210

Vales, C. & Smith, L. B. (2018) When a word is worth more than a picture: Words lower the threshold for object identification in 3-year-old children. **Journal of Experimental Child Psychology**, 175, 37-47. PMID: 29986170

Yu, C., Suanda, S. H. & Smith, L. B. (2018) Infant sustained attention but not joint attention to objects at 9 months predicts vocabulary at 12 and 15 months. **Developmental Science**. PMID: 30255968

Smith, L. B., Jayaraman, S., Clerkin, E. & Yu, C. (2018) The Developing Infant Creates a Curriculum for Statistical Learning. **Trends in Cognitive Sciences**, 4, 325-336. PMID: 29519675

Carvalho, P. F., Vales, C., Fausey, C. M., & Smith, L. B. (2018) Novel names extend for how long preschool children sample visual information. **Journal of Experimental Child Psychology**, 168, 1-18. PMID: PMC5805614

Montag, J. L., Jones, M. N., & Smith, L. B. (2018) Quantity and diversity: Simulating early word learning environments. **Cognitive Science**, 42 (Suppl. 2), 375-412. PMID: PMC5980672

## 2017

Smith, L. B. & Slone, L. K. (2017) A Developmental Approach to Machine Learning?. **Frontiers in Psychology**, 8:2124. PMID: PMC5723343

Suanda, S. H., Smith, L. B., & Yu, C. (2017). The Multisensory Nature of Verbal Discourse in Parent–Toddler Interactions. **Developmental Neuropsychology**, 1-18.

Clerkin, E. M., Hart, E., Rehg, J. M., Yu, C., & Smith, L. B. (2017). Real-world visual statistics and infants' first-learned object names. **Phil. Trans. R. Soc. B**, 372(1711), 20160055.

Jayaraman S., Fausey C. & Smith LB (2017) Why are faces denser in the visual experiences of younger than older infants?. **Developmental Psychology**, 53(1), 38-49.

Benitez, V. L.\*, Vales, C.\*, Hanania, R. & Smith LB (2017) Sustained selective attention predicts flexible switching in preschoolers. *Journal of Experimental Child Psychology*, 156, 29-42. \*Equal authorship contribution.

Yu, C. & Smith, L.B. (2017) Eye-hand coordination predicts joint attention. *Child Development*, 88, 2060-2078.

Yu, C., & Smith, L. B. (2017). Multiple Sensory-Motor Pathways Lead to Coordinated Visual Attention. *Cognitive science*, 41(S1), 5-31.

## 2016

Oudeyer, P. Y. & Smith, L. B. (2016) How evolution may work through curiosity-driven developmental Process. *Topics in Cognitive Science*, 8, 492-502.

Fausey, C.M., Jayaraman, S., & Smith, L.B. (2016) From faces to hands: Changing visual input in the first two years. *Cognition*, 152, 101-107.

Yu, C. & Smith, L.B. (2016) The social origins of sustained attention in one-year-old infants. *Current Biology*, 26, 1-6.

Kuwabara, M. & Smith, L.B. (2016) Cultural differences in visual object recognition in 3-year-old children. *Journal of Experimental Child Psychology*, 147, 22-38.

## 2015

Jayaraman S., Fausey C. & Smith LB (2015) The Faces in Infant-Perspective Scenes Change over the First Year of Life. *PLoS ONE*, 10(5):e0123780

Morse AF, Benitez VL, Belpaeme T, Cangelosi A, Smith LB (2015) Posture affects how robots and infants map words to objects. *PLoS ONE*, 10(3). PMID:PMC4364718

Augustine, E., Jones, S. & Smith, L. B. (2015) Relations among early object recognition skills: Objects and letters. *Journal of Cognition and Development*, 16, 221-235. PMID:PMC4426263. (Best paper award for 2015).

Montag J., Jones M. & Smith LB (2015) the words children hear: picture books and the statistics for language learning. *Psychological Science*, 26, 1489-1496.

Cantrell, L., Boyer, T., Cordes, S. & Smith, L. B. (2015) Signal clarity: an account of the variability in infant quantity discrimination tasks. *Developmental Science*, 18(6): 877-893.

Vales, C., & Smith, L. B. (2015) Words, shape, visual search and visual working memory in 3-year-old children. *Developmental Science*, 18, 65-79.

Cantrell, L., Kuwabara, M., & Smith, L. B. (2015). Set size and culture influence children's attention to number. *Journal of Experimental Child Psychology*, 131, 19-37

Smith, L.B., Yu, C., Yoshida, H., & Fausey, C. (2015) Contributions of head-mounted cameras to studying the visual environments of infants and young children. *Journal of Cognition and Development*, 16, 417-419.

## 2014

Yurovsky, D., Fricker, D., Yu, C. & Smith, L. B. (2014) The role of partial knowledge in statistical word learning. *Psychonomic Bulletin & Review*, 21, 1 -22.

Pereira, A., Smith, L. B. & Yu, C. (2014) a bottom-up view of toddler word learning. *Psychonomic Bulletin & Review*, 21, 178-185.

James, K.H., Swain, S., Smith, L.B. & Jones, S.S. (2014) Young children's self-generated object views and object recognition. *Cognition and Development*, 15, 393-401.

James, K., Jones, S., Swain, S., Pereira, A., & Smith, L. B. (2014) Some views are better than others: Evidence for a visual bias in object views self-generated by toddlers. *Developmental Science*, 17, 338-351.

Mix, K., Prather, R., Smith, L. B. & Stockton, J. (2014) Young children's interpretation of multi-digit number names: from emerging competence to mastery. *Child Development*, 85, 1306-1319.

Byrge, L., Smith, L. B. & Mix, K. (2014) Beginnings of place value: how preschoolers write three-digit numbers. *Child Development*, 85, 437-443.

Smith, L.B., Street, S., Jones, S.S., & James, K.H. (2014) Using the axis of elongation to align shapes: Developmental changes between 18 and 24 months. *Journal of Experimental Child Psychology*, 123, 15-35.

Arias-Trejo, N., Cantrell, L., Smith, L. B., & Alva Canto, E. A. (2014) Early comprehension of the Spanish plural. *Journal of Child Language*, 41, 1356-1372.

Smith, L.B., Suanda, S.H., & Yu, C. (2014). The unrealized promise of infant statistical word-referent learning. *Trends in Cognitive Science*, 18, 251-258.

Byrge, L., Sporns, O. & Smith, L. B. (2014) Developmental process emerges from extended brain-body-behavior networks. *Trends in Cognitive Sciences*, 18, 395-403.

## 2013

Cantrell, L. & Smith, L.B. (2013) Set size, individuation, and attention to shape, *Cognition*, 126, 258-267.

Smith, L.B. & Yu, C. (2013) Visual attention is not enough: Individual differences in statistical word-referent learning in infants. *Language, learning and development*, 9, 25-49.

Yurovsky, D., Smith, L. B. & Yu, C. (2013) Statistical Word Learning at Scale: The Baby's View is Better *Developmental Science*, 16, 959-966.

Yurovsky, D., Yu, C. & Smith, L. B. (2013) Competitive processes in cross-situational word learning. **Cognitive Science**, 37, 891-921.

Yurovsky, D., Boyer, T., Smith, L. B., & Yu, C. (2013) Probabilistic Cue Combination: Less is More. **Developmental Science**, 16, 149-158.

Yu, C. & Smith, L. B. (2013) Joint Attention without Gaze Following: Human Infants and Their Parents Coordinate Visual Attention to Objects through Eye-Hand Coordination. **PLoS One**, 8(11):e79659. doi:10.1371/journal.pone.0079659.

Cantrell, L. & Smith, L. B. (2013) Open questions and a proposal: A critical review of the evidence on infant numerical abilities. **Cognition**, 128, 331-352.

Grzyb, B., Smith, L. B. & del Pobil, A. (2013) Reaching for the unreachable: reorganization of reaching with walking. **In IEEE Transactions on Autonomous Mental Development**, 5, 162-172.

Smith, L. B. (2013) It's all connected: Pathways in visual object recognition and early noun learning. **American Psychologist**, 68, 618-629.

## 2012

Smith, L. B., & Colunga, E. (2012). Developing categories and concepts. In Spivey, M., Joanisse, M. & McRae, K. (Eds.) **The Cambridge Handbook of Psycholinguistics**. Cambridge University Press.

Yu, C. & Smith, L. B. (2012) Modeling cross-situational word-referent learning: Prior questions. **Psychological Review**, 119, 21-39.

Sethuraman, N. & Smith, L. B. (2012) Verbs and attention to relational roles in English and Tamil. **Journal of Child Language**, 40, 358 – 390.

Kuwabara, M. & Smith, L.B. (2012) Cross-cultural differences in cognitive development: Attention to relations and objects. **Journal of Experimental Child Psychology**, 113, 20-35.

Yurovsky, D., Yu, C., Smith, L. B., & Yurovsky, D. (2012) Statistical speech segmentation and word learning in parallel: Scaffolding from child-directed speech. **Frontiers in Psychology**, 3, 374.

Benitez, V.L. & Smith, L.B. (2012) Predictable locations aid early object name learning. **Cognition**, 125, 339-352.

Yu, C. & Smith, L.B. (2012) Embodied attention and word learning in toddlers. **Cognition**, 125, 244-262.

Yee, M., Jones, S. & Smith, L. B. (2012) Changes in visual object recognition precede the shape bias in early noun learning. **Frontiers in Psychology**, Vol.3, doi: 10.3389/fpsyg.2012.00533.



## 2011

Smith, L.B., Yu, C., & Pereira, A. F. (2011). Not your mother's view: The dynamics of toddler visual experience, *Developmental Science*, 14(1), 9-17.

Yu, C. & Smith, L.B. (2011) What you learn is what you see: Using eye movements to study infant cross-situational word learning. *Developmental Science*, 14, 153-180.

Maouene, J., Laakso, A. & Smith, L. B. (2011) Object associations of early-learned light and heavy English verbs. *First Language*, 31, 109-132.

Sethuraman, N., Laasko, A., & Smith, L.B. (2011) Verbs and syntactic frames in children's elicited actions: A comparison of Tamil- and English-speaking children. *Journal of Psycholinguistic Research*, 40, 241-252.

Son, J., Smith, L. B. & Goldstone, R. (2011) Connecting instances to promote children's relational reasoning. *Journal of Experimental Child Psychology*, 108, 260-277.

Street, S., James, K., Jones, S. & Smith, L.B. (2011) Vision for action in toddlers: The posting task, *Child Development*, 82, 2083 – 2094.

Kuwabara, M., Son, J. & Smith, L. B. (2011). Attention to context: US and Japanese children's emotion judgments *Journal of Cognition and Development*, 12, 502- 517.

Augustine, E., Jones, S. & Smith, L. B. (2011) Parts and relations in young children's shape-based object recognition. *Journal of Cognition and Development*, 12, 556-572.

Beckage, N., Smith, L. B. & Hills, T. (2011) Small worlds and semantic network growth in typical and late talkers. *PLoS One*, 6, (e19348).

Samuelson, L., Smith, L. B., Perry, L. & Spencer, J. (2011) Grounding Word Learning in Space. *PLoS One* 6(12): e28095. doi:10.1371/journal.pone.0028095

Spencer, J. P., Perrone, S., Smith, L. B. & Samuelson, L. K. (2011) Learning words in space and time: Probing the mechanism behind the 'suspicious coincidence'. *Psychological Science*, 22, 1049-1057.

Smith, L. B. & Jones, S. (2011) Symbolic play connects to language through visual object recognition. *Developmental Science*, 14, 1142-1149.

## 2010

Sheya, A. & Smith, L.B. (2010) Changing priority maps in 12- to 18-month-olds: An emerging role for object properties. *Psychological Bulletin and Review*. 17, 22-28.

Hanania, R. & Smith, L.B. (2010) Selective attention and attention switching. *Developmental Science*, 622-635.

Hidaka, S. & Smith, L. (2010) A single word in a population of words. *Language Learning and Development*, 6, 206-222.

Smith, L.B. & Sheya, A. (2010) Is cognition enough to explain cognitive development? ***Topics in cognitive science***, 2, 725-735.

Sethuraman, N. & Smith, L.B. (2010) Cross-linguistic differences in talking about scenes, ***Journal of Pragmatics***, 42, 2978-299

McClelland, J. L., Botvinick, M. M., Noelle, D. C., Plaut, D. C., Rogers, T. T., Seidenberg, M. S. & Smith, L. B. (2010) Letting structure emerge: Connectionist and dynamical systems approaches to cognition. ***Trends in Cognitive Science***, 14, 348-356.

Smith, L.B. (2010) Action as developmental process (commentary). ***Journal of Child Language***.37, 263-267.

Hills, T. T., Maouene, J., Riordan, B. & Smith, L. B. (2010) The associative structure of language: contextual diversity in early word learning, ***Journal of Memory and Language***, 63, 259-273

Hidaka, S. & Smith, L. B. (2010) Packing: A geometric analysis of feature selection and category formation. ***Cognitive Systems Research***, 12, 1-18.

Smith, L. B., Colunga, E. & Yoshida, H. (2010) Knowledge as process: Contextually-cued attention and early word learning. ***Cognitive Science***, 34, 1287-1314.

Pereira, A., James, K., Jones, S. & Smith, L. B. (2010) Early biases and developmental changes in self-generated object views. ***Journal of Vision***, 10 (11):22, 1-13.

## **2009**

Smith, L.B. (2009) Dynamic executives. (commentary) ***Developmental Science***, 12, 22-23.

Clearfield, M. Dineva, E., Smith, L.B., Diedrich, F., & Thelen, E. (2009), Cue salience and infant perseverative reaching: Tests of the Dynamical Field Theory. ***Developmental Science***. 12, 26-40.

Pereira, A. & Smith, L.B. (2009) Developmental changes in visual object recognition between 18 and 24 months of age. ***Developmental Science***. 12, 57-80.

Hockema, S. & Smith, L.B. (2009) Learning language, outside-in and in-side out. ***Linguistics***, 47, 453-479.

Hills, T., Maouene, M., Maouene, J., Sheya, A. & Smith, L.B. (2009) Longitudinal analysis of early semantic networks: Preferential attachment or preferential acquisition? ***Psychological Science***, 20, 729-739.

Smith, L.B. (2009) Dynamic systems, sensori-motor processes, and the origins of stability and flexibility. In J. Spencer, M. Thomas, and J. McClelland (eds). ***Toward a unified theory of development: Connectionism and dynamic systems theories reconsidered***. Oxford University Press.

Smith, L. B. (2009). From fragments to geometric shape: Changes in visual object recognition between 18 and 24 months. *Current Directions in Psychological Science*, 18(5), 290-294.

Hills, T. T., Maouene, M., Maouene, J., Sheya, A., & Smith, L. (2009). Categorical structure among shared features in networks of early-learned nouns. *Cognition*, 112(3), 381-396.

Colunga, E., Smith, L. B. & Gasser, M. (2009) Correlation versus prediction in children's word learning: Cross-linguistic evidence and simulations. *Language and Cognition*, 1 (2), 197-217.

Spencer, J.P., Dineva, E. & Smith, L.B. (2009). Comment on "Infants' Perseverative Search Errors Are Induced by Pragmatic Misinterpretation". *Science*, 325, 1624-a.

Sheya, A. & Smith, L.B. (2011) Development through sensory motor coordinations. In J.R. Stewart, O. Gapenne, and E. Di Paolo (Eds.) *Enaction: Toward a new paradigm for cognitive science*. MIT Press.

Smith, L.B. & Pereira, A. (2009) Shape, action, symbolic play, and words: Overlapping loops of cause and consequence in developmental process. In S. Johnson (ed), *Neo-constructivism: The new science of cognitive development*. Oxford University Press.

Yu, C. Smith, L.B., Shen, H. Pereira, A. & Smith, T (2009) Active Information selection. Attention through the hands. *IEEE Transactions on autonomous mental development*, 1, 141-151.

## 2008

Son, J. Y., Smith, L. B., & Goldstone, R. L. (2008). Simplicity and generalization: Short-cutting abstraction in children's object categorizations. *Cognition*, 108(3), 626-638.

Zapf, J. A., & Smith, L. B. (2008). Meaning matters in children's plural productions. *Cognition*, 108(2), 466-466.

Colunga, E., & Smith, L. B. (2008). Flexibility and variability: Essential to human cognition and the study of human cognition. *New Ideas in Psychology*, 26(2), 174-174.

Pereira, A. F., Smith, L. B., & Yu, C. (2008). Social coordination in toddler's word learning: Interacting systems of perception and action. *Connection Science*, 20(2-3), 73-73.

Yoshida, H., & Smith, L. B. (2008). What's in view for toddlers? Using a head camera to study visual experience. *Infancy*, 13(3), 229-229.

Perry, L. K., Smith, L. B., & Hockema, S. A. (2008). Representational momentum and children's sensori-motor representations of objects. *Developmental Science*, 11(3), F17-F17.

Smith, L., & Yu, C. (2008). Infants rapidly learn word-referent mappings via cross-

situational statistics. **Cognition**, 106(3), 1558-1558.

Colunga, E., & Smith, L. B. (2008). Knowledge embedded in process: The self-organization of skilled noun learning. **Developmental Science**, 11(2), 195-195.

Maouene, J., Hidaki, S., & Smith, L.B. (2008) Body-parts and early learned verbs. **Cognitive Science**, 7, 1200-1216

## 2007

Smith, L.B. & Breazeal, C. (2007) The dynamic lift of developmental process. **Developmental Science**, 10, 61-68.

Smith, L. B. , Maouene, J., Hidaka, S. (2007) The body and children's word learning. In J. Plummert & J. Spencer (eds.) **The emerging spatial mind**. New York: Oxford University Press, 168-192.

Yu, C., & Smith, L. B. (2007). Rapid word learning under uncertainty via cross-situational statistics. **Psychological Science**, 18(5), 414-420.

Zapf, J. A., & Smith, L. B. (2007). When do children generalize the plural to novel nouns? **First Language**, 27(1), 53-73

Sandhofer, C., & Smith, L. B. (2007). Learning adjectives in the real world: How learning nouns impedes learning adjectives. **Language Learning and Development**, 3(3), 233-267.

Laakso, A., & Smith, L. B. (2007). Pronouns and verbs in adult speech to children: A corpus analysis **Journal of Child Language**, 34, 725 – 763.

Barsalou, L. Breazeal, C. & Smith, L.B. (2007). Cognition as coordinated noncognition. **Cognitive Processing**, 8, 79-91.

## 2006

Clearfield, M. W., Diedrich, F. J., Smith, L. B., & Thelen, E. (2006). Young infants reach correctly in A-not-B tasks: On the development of stability and perseveration. **Infant Behavior & Development**, 29(3), 435-444.

Kersten, A. W. , Smith, L. B. , & Yoshida, H. (2006). Influences of object knowledge on the acquisition of verbs in english and japanese. In K. Hirsh-Pasek, & R. M. Golinkoff (Eds.), **Action meets word: How children learn verbs**. (pp. 499-524). New York, NY, US: Oxford University Press.

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#### Invited Talks and Colloquia:

Department of Psychology, Dalhousie University, Halifax, Nova Scotia, March, 1980.

Sixth Annual Interdisciplinary Conference, Park City, Utah, January, 1981.

Department of Psychology, Princeton University, November, 1983.

Department of Psychology, Yale University, November, 1983.

Department of Psychology, Purdue University, January, 1985.

Conference on similarity and analogy, University of Illinois, May, 1986.

Symposium on perception and cognition, Cornell University, August, 1986

Symposium on Object Perception: Structure and Process, U.N.E.D., Madrid, Spain, May, 1987.

Developmental Area, Department of Psychology, University of Illinois, Champaign,



University of Chicago, October 2000  
University of Pennsylvania, Cognitive Science, February 2001  
University of Notre Dame, Workshop on Spatial Concepts, June 2001  
Conference on Developmental and Embodied Cognition, Edinburgh, Scotland, August 2001  
CNRS Interdisciplinary Conference on Abstraction, Gif, France, September 2001  
Invited Symposium on Dynamic Systems, Psychonomic Society, Orlando, November 2001  
Cognitive Science, Ohio State University, February 2002  
Cognitive Science, Franklin & Marshall College, March 2002  
Tamigawa University, Japan, August 2002  
Symposium of Brain and Development, Tateshima Japan, August 2002  
Cognitive Science Laboratory, Kyoto University, Japan, August 2002  
Cognitive Science, Johns Hopkins University, November 2002  
Symposium on Embodied Cognition, Lisbon Portugal, November 2002  
Emory University, February 2003  
Purdue University, February 2003  
Charles Spiker Memorial Lecture, University of Iowa, February 2003  
Keynote Speaker, Canadian Language and Literacy Network, June 2003  
Workshop on Concepts and Learning, Lund, Sweden, June 2003  
European Conference on Developmental Psychology, Milan, August 2003.  
Babes-Bolyai University, Cluj-Napoca, Romania, September, 2003  
Conference on Space and Language, Johns Hopkins University, September, 2003  
University of California-San Diego (Cognitive Science, November 2003)  
University of Connecticut, (psychology), December 2003  
Cognitive Science Society, Nationwide Virtual Colloquium over the Internet, February 2004  
Dynamics and Development Workshop, History and Philosophy of Science, University of Minnesota, April 2004  
Cognitive Science, UCSD, October 2004  
Theology and Science Lectures, Gregorian Pontifical University, Rome, November 2004  
Masters Seminar Series, University of Arizona, November 2004  
Cognitive Science, University of Arizona, November 2004  
Psychology, Harvard University, December 2004  
Cognitive and Brain Sciences, MIT, December 2004  
Cognitive Science, Ohio State University, March 2005  
University of Chicago, Psychology, April 2005  
James J. Gibson Lecture, Cornell University, May 2005  
Dynamics and Connectionism Series, University of Iowa, June 2005  
Invited DARPA meeting on Biologically inspired cognitive architectures, October, 2005  
Society of Experimental Psychologists, San Diego, February 2006  
Debate with Jesse Prinz, Psychology-Philosophy Great Ideas Series, University of British Columbia, March 2006  
Psychology, University of British Columbia, March 2006  
Invited Address, APA, New Orleans, August 2006  
Psychology, University of Toronto, September 2006  
NYU, Workshop on Grounding, October 2006  
Invited Symposium, Computational Cognitive Neuroscience, November 2006  
Cognitive Science, University of Toronto, March 2007  
Cognitive Science Summer School, New Bulgarian University, July 2007  
Dynamic Systems Workshop, Portugal, September 2007

Invited Talk, Cognitive Systems, EU sponsored workshop, Paris, September 2007  
Plenary Talk, Cognitive Development Society, Sante Fe, October 2007  
Psychology Department Stanford University, December 2007  
Institute of Child Development, University of Minnesota, February 2008  
Cognitive Science, University of Minnesota, February 2008  
Plenary Address, Cognitive Science, Washington DC, July 2008  
Plenary Address, Simulated Adaptive Behavior, Osaka, July 2008  
Master Lecture, American Psychological Society, August 2008  
Bayesian Learning Workshop, Berkeley, August 2008  
Invited Address, International Conference on Spatial Cognition, Freiberg, September 2008  
Psychology, Northumbria University, New Castle, UK, September 2008  
Invited Address, Language Learning and Development, Boston, October 2008  
Colloquium, Physics Department (Physics Education), University of Maryland, November, 2008.  
Colloquium, Cognitive Science, University of Rochester, February 2009  
Presidential Dream Course Lecture, Oklahoma University, March 2009  
Colloquium, Archives de Piaget, Geneva, March 2009  
Workshop on complexity, Princeton University, March 2009  
Distinguished Lecturer – Cognitive Science, UC-Merced, April 2009  
Plenary Address, Society for Philosophy and Psychology, Bloomington, IN, July 2009  
Colloquium, Birkbeck College, University of London, October 2010  
Plenary Address, European Union Cognition, Zurich, January 2010  
Workshop on Sound Symbolism, Emory University, March 2010  
Nordforsk Workshop on Spatial Cognition, Stikelstadt Norway, April 2010  
Colloquium, Babes Boyes University, Cluj Napoca, Romania, May 2010  
Elizabeth Bates Memorial Lecture, Keynote Society for Research on Child Language Disorders, Madison, WI, June 2010.  
Keynote, AMLAP, York England, September 2010.  
Distinguished Speaker Series, Michigan State University, October 2010  
Keynote speaker, European Cognitive Science Society, May 2011.  
Paris Symposium on Shape in Biology, July 2011.  
Plenary, Education Leadership Conference, APA, September 2011  
Invited speaker, NSF Workshop on Data Archiving and Data Mining September 2011  
Colloquium, University of Wisconsin – Madison, March 2012  
Colloquium, USC, March 2012  
Invited Talk, University of Bologna, April 2012  
Invited Talk, CUNY Grad Center, May 2012  
Keynote, Jean Piaget Society, Toronto, May 2012  
Invited Talk, Max Planck Institute for Psycholinguistics, Nijmegen, June 2012  
Invited Talk, Konrad Lorenz Institute, Vienna, July 2012  
Keynote, European Society for Philosophy & Psychology, London, August 2012  
Invited Talk, NIH SfN workshop on Dynamical Neuroscience, New Orleans, October 11, 2012  
Colloquium, Department of Psychology, Princeton University, Princeton NJ, November 5, 2012  
Workshop on Development, Montreal, May 2013  
Meeting of the Delta Center, May 2013, Iowa City  
Rumelhart Prize Lecture, Cognitive Science Society, August 2013  
Yeshiva University-Princeton University, Workshop, on “Bridging the gap between coordination and conversation,” Yeshiva University, October 2013



NIH Pre SfN Workshop on Attention, San Diego, November 2013  
Colloquium, Department of Psychology, University of Pennsylvania, September 8, 2014  
All Campus Address, Salem State College, November 13, 2014  
Colloquium, Cognitive Science, University of California – San Diego, December 7, 2014  
Colloquium, Psychology, University of Louisville, March 2, 2015  
Keynote Vision Workshop, CVPR, Boston, June 11, 2015  
Keynote, Statistical Learning Workshop, San Sebastian Spain, June 26, 2015  
SILC Symposium, Space and Mathematics, Chicago, November 2015  
Keynote, Eyewear: Egocentric Vision, Dagstuhl Germany, January 24-28, 2016  
Keynote, Toronto Interdisciplinary Symposium on the Mind, February 6-7, 2016  
Colloquium, Psychology, University of Tennessee, February 23, 2016  
Colloquium, Psychology, University of Connecticut, April 6, 2016  
Colloquium, Cognitive Science, Northwestern University, May 3, 2016  
Presidential Address, Midwestern Psychological Society, May 5, 2016  
Keynote, International Congress of Infant Studies, New Orleans, May 27, 2016  
Keynote, Statistical Learning Conference, Lancaster, UK, June 23, 2016  
Keynote, Artificial Life Conference, Cancun Mexico, July 5, 2016  
Keynote, Brain to Brain Coupling, Etorre Majorama Institute, Erice, Italy, September 7, 2016  
Keynote, Neural Computation and Psychology Workshop, Philadelphia, August 2017  
Colloquium, Psychology, Princeton University, October 14, 2016  
Colloquium, Psychology, Syracuse University, October 21, 2016  
Colloquium, Psychology, University of Chicago, November 14, 2016  
Colloquium, Complex Systems, Florida Atlantic University, February 2017  
Keynote, Development and Learning Workshop, Montevideo, Uruguay, March 2017  
Keynote, International Conference Psychological Science, Vienna, March 24, 2017  
Colloquium, Rutgers University – Newark, April 21, 2017  
Workshop, Epigenetic Robotics, Lorentz Center, Leiden Netherlands, May 16, 2017  
Statistical Learning Conference, Bilbao, Spain, June 28, 2017  
Colloquium, University of Miami, February 2018  
APS, William James Award Talk, May 2018  
Keynote, Developmental Conference, University East Anglia, June 2018  
Keynote, ESLP, Lancaster UK, August 2018  
Colloquium, University College Dublin, Ireland, November 2018  
Colloquium, University of Texas-Dallas, February 2019  
Colloquium, University of Maryland, Cognitive Science, February 2019  
Keynote, Cognition in Time, Lund, Sweden, April 2019  
Talk, Google Deepmind, London, UK, May 2019  
Keynote, Augmenting Deep Learning, Gothenberg Sweden, May 2019  
Johns S. McDonnell Foundation, Sedona Arizona, June 2019  
Keynote, Gordon Research Conference, Bates College, Maine, June 2019  
Keynote, University of London, Celebration 25 years of the Baby Lab, November, 2019  
Colloquium, University of Oxford, November 2019  
Keynote, Workshop on Language and Vision, Neurips, Vancouver, December 2019  
Colloquium, Psychology, University of Arizona, February 2020  
Colloquium, Psychology, Stanford University, March 2020 (virtual)  
Keynote, DARPA Workshop on Common Sense, CVPR, June 2020 (virtual)  
Keynote, Workshop on Object Oriented Learning, International Conference on Machine Learning, June 2020 (virtual)  
Colloquium, Neurotheory Forum, Oxford University, July 2020 (virtual)  
Colloquium, Psychology, Harvard University, November 2020 (virtual)

Colloquium, Psychology, Queen Mary College, University of London, October 2020 (virtual)

Donders Lecture, Donders Institute (Netherlands), November 2020 (virtual)

Keynote, E-LADDA, University of Trondheim, Norway, November 2020 (virtual)

Colloquium, Oxford University, Visual Geometry (virtual)

Keynote, CUNY Language Conference, March 2021 (virtual)

Keynote, SRCD, April 2021 (virtual)

Koffka Lecture, Gleissen University, Germany, July 2021(virtual)

Sante Fe Institute, December 2021(virtual)

University of Zurich, December 2022 (virtual)

Osnabruerk University January 2022 (virtual)