

# CURRICULUM VITAE

August 2024

## DIANE POULIN-DUBOIS

Department of Psychology  
Centre for Research in Human Development  
CONCORDIA UNIVERSITY  
7141 Sherbrooke Street West  
Montréal, Québec, Canada H4B 1R6

### PERSONAL

Citizenship: Canadian  
Office Phone: 514-848-2424, ext. 2219  
Lab Phone: 514-848-2424, ext. 2279  
Facsimile: 514-848-4523  
E-Mail: [diane.poulindubois@concordia.ca](mailto:diane.poulindubois@concordia.ca)

### EDUCATION

B.Sc. Psychology	Université de Montréal	1977
M.Sc. Psychology	Université de Montréal	1979
Ph.D. Psychology	Université de Montréal	1983

### ACADEMIC AWARDS

Special M.A. scholarship, Arts Council of Canada, 1977-1978.  
Special M.A. scholarship, Social Sciences and Humanities Research Council of Canada, 1978-1979.  
M.A. scholarship, D.G.E.S., Ministry of Education, Government of Québec, 1977-1978.  
Doctoral Fellowship, F.C.A.C. Fund, Ministry of Education, Government of Québec, 1979-1982.  
Doctoral Fellowship, Social Sciences and Humanities Research Council of Canada, 1979-1982.  
Postdoctoral Fellowship, Natural Sciences and Engineering Research Council of Canada, 1983-1984 (not used).  
Postdoctoral Fellowship, F.C.A.R. Fund, Ministry of Education, Government of Québec, 1984-1985, 1985-1986.  
Canada University Research Fellowship, Social Sciences and Humanities Research Council of Canada, 1987-1990.  
Bourse de professeur-chercheur invité, Ministère des Relations Internationales, Coopération Québec-France, 2000.  
Bourse de séjour scientifique, Ministère de la Recherche, République Française, 2001.

## **SCIENTIFIC AWARDS**

Prix du meilleur article de Vulgarisation Scientifique de l'ACFAS, 1996.  
Editor's award, Canadian Association of Speech-Language Pathologists and Audiologists, 2000.  
Distinguished Scholarship Award, Faculty of Arts and Science, Concordia University, 2007.  
Concordia University Research Fellowship, (Established Award), 2012.  
Fellow, Association for Psychological Science, 2011-present.  
Prix Thérèse Gouin Décarie (Social Sciences), ACFAS, 2016.  
Provost's Circle of Distinction, Faculty of Arts and Science, Concordia University, May 2017.  
Concordia University Research Chair in Developmental Cybernetics, 2018–2023.  
Pickering Award for Outstanding Contributions to Developmental Psychology in Canada, 2019.

## **ACADEMIC EXPERIENCE**

Assistant Professor (Limited term appointment), Department of Psychology, Concordia University, 1984-1987.  
SSHRC Canada Research Fellow, Department of Psychology/Centre for Research in Human Development, Concordia University, 1987–1990.  
Assistant Professor, Department of Psychology, Concordia University, 1990–1991.  
Associate Professor, Department of Psychology, Concordia University, 1991–2001.  
Full Professor, Department of Psychology, Concordia University, 2001–present.  
Fellow, Science College, Concordia University, 2001–2014, 2019–present  
Member, Centre for Research in Human Development, Concordia University, 1987–present.  
Member, Centre for Research on Brain, Language and Music, McGill University, 2016–present.  
Member, La Sapienza University Network of International Academic Collaborators, Rome, 2019-present.

## **RESEARCH EXPERIENCE**

Predoctoral trainee, Laboratoire de psychologie génétique, René-Descartes University, Paris, 1979-80. (Supervisor: Professor Pierre Oléron).  
Postdoctoral Fellow, Department of Psychology, McGill University, January 1984-August 1984. (Supervisor: Dr. Thomas R. Shultz).  
Postdoctoral Fellow, Department of Psychology and Social Relations, Harvard University, May-August 1985 (Supervisor: Dr. Jerome Kagan).  
Principal member, Centre for Research in Human Development, Concordia University, 1987-present.

Associate Director, Centre for Research in Human Development, Concordia University, 1993-2005.

Visiting Fellow, Department of Psychology, Cornell University, 1992.

Visiting Professor, Department of Experimental Psychology, University of Oxford, 1996.

Visiting Professor, Laboratoire Cognition et Communication, Université René-Descartes, Paris France, 2000.

Visiting Professor, Department of Psychology, University of British Columbia, 2004.

Visiting Professor, Laboratoire de Psychologie Cognitive, Université de Provence, 2008.

Visiting Professor, Department of Developmental and Social Psychology, La Sapienza University (UniRoma), 2008.

Visiting Professor, Department of Psychology, San Diego State University, April 2012.

Visiting Professor, Max Planck Institute for Evolutionary Anthropology, Department of Developmental and Comparative Psychology. Leipzig, Germany, May 2012.

Visiting Professor, University of Heidelberg, Germany, May 2012.

Visiting Professor, Department of Psychology, Auckland University, NZ, April 2016.

Visiting Professor, University of Otago, NZ, April, 2016.

Visiting Professor, University of Queensland, Australia, May 2016.

Visiting Professor, Department of Psychology, University of Copenhagen, May 2022.

## **PROFESSIONAL ORGANIZATIONS**

Cognitive Development Society

Jean Piaget Society

International Association for the Study of Child Language

Society for Research in Child Development

Société Québécoise pour la Recherche en Psychologie (Vice-President, 1987-1991)

International Society for Infant Studies

Association for Psychological Science

Association Francophone pour le Savoir (ACFAS)

## **TEACHING**

### **Undergraduate-Level**

PSYC 431      Infancy      *Concordia University*

PSYC 364      Fundamentals of Cognition      *Concordia University*

## **Graduate-Level**

PSYC 714	Central Topics, Graduate Seminar	<i>Concordia University</i>
PSYC 725	Current Issues in Developmental Science, Graduate Seminar	<i>Concordia University</i>
PSYC 726	Social Cognition/Psycholinguistics, Graduate Seminar	<i>Concordia University</i>

## **RESEARCH**

### **Research Interests**

Concept formation  
Lexical Development  
Bilingual Cognition  
Theory of Mind development  
Linguistic relativity  
Gender concepts and stereotypes  
Selective trust  
Autism (social cognition/animacy)

### **Research Grants**

Rector's General Research Fund. D. Poulin-Dubois (PI). Lexical Development from 12 to 24 months. 1984-1985, \$1,310.

FCAR Team Grant. D. Poulin-Dubois (PI) & L. Petitto. A longitudinal study of language and cognition in hearing and deaf children. 1985-1988, \$58,826.

FCAR, Centre de recherche grant, Centre for Research in Human Development. L.A. Serbin (PI), D. Poulin-Dubois et al, 1988-1993, \$960,000.

Rector's General Research Fund. D. Poulin-Dubois (PI). Language and categorization skills in the second year. 1986-1987, \$1,500.

CASA Grant, Concordia University. D. Poulin-Dubois (PI) & N. Segalowitz. Cross-linguistic study of typicality effects. 1986-1987, \$2,400.

SSHRC URF Grant. D. Poulin-Dubois (PI). The social and cognitive bases of lexical development. 1987-1990, \$12,000.

Rector's General Research Fund, Concordia University. D. Poulin-Dubois & L.A. Serbin (PI). Gender categories in infants. 1987-1988. \$5,000.

NSERC Operating Grant. D. Poulin-Dubois (PI). Cognitive constraints on acquisition of object word meaning. 1987-1990, \$45,000.

F.C.A.R. Team grant. D. Poulin-Dubois (PI), N. Segalowitz, & M. Komoda. Etude de la lecture dans une langue seconde. 1988-91, \$3,500.

SSHRC Standard grant. D. Poulin-Dubois & L.A. Serbin (PI). Gender concepts and gender segregation during the first three years of life. 1989-1992, \$103,110.

General Research Fund, Concordia University. D. Poulin-Dubois (PI). Development of Gender Categorization, 1990-1991, \$10,000.

Bridge Funding, Concordia University. D. Poulin-Dubois & L.A. Serbin (PI). Gender schema and sex-typed behavior in infancy. 1992-1993, \$22,000.

NSERC Operating Grant. D. Poulin-Dubois (PI). Early lexical development: Cognitive constraints and conceptual representation. 1992-1995, \$45,000.

F.C.A.R., Team Grant. L.A. Serbin (PI), A.B. Doyle, D. Poulin-Dubois, W. Bukowski, B. Katz-Mendelson & F. Aboud. Schéma cognitive sexuel, socialisation et relation sociales: Un model développemental. 1992-1995, \$199,000.

SSHRC Team Grant. L.A. Serbin (PI) & D. Poulin-Dubois. The development of gender schema and sex-typed behavior in infancy. 1992-1995, \$91,967.

FCAR Centre de recherche grant, Centre for Research in Human Development. L.A. Serbin (PI), D. Poulin-Dubois et al. 1993-1996, \$472,000.

General NSERC Research Fund, Concordia University. D. Poulin-Dubois (PI). Verb meaning acquisition in infancy, 1993-1994, \$1,500.

NSERC Individual Grant. D. Poulin-Dubois (PI). Perceptual similarity and lexical principles in early lexical development, 1995-1999, \$40,500.

Concordia General Research Fund. D. Poulin-Dubois (PI) & J. Forbes. The role of grammatical gender in categorization by French, Spanish, and English speakers. 1995-96 \$2,400.

SSHRC Standard Grant. D. Poulin-Dubois & L.A. Serbin (PI). The development of gender schemas and sex-typed behavior in infancy. 1992-1995, \$96,000.

FCAR Soutien aux Équipes. D. Poulin-Dubois (PI) & L.A. Serbin. On acquiring knowledge about people: Infants' concepts of gender and people. 1995-1998, \$88,500.

FCAR Centre de recherche grant, Centre for Research in Human Development. D. Pushkar, D. Poulin-Dubois (PI) et al. 1996-1999. \$506,900.

Concordia General Research Fund. D. Poulin-Dubois (PI). Babbling in bilingual infants. 1997-1998. \$3,500.

FCAR Soutien aux Équipes Grant. D. Poulin-Dubois (PI), L.A. Serbin & D. Stack. Infants' understanding of people: Gender concepts, social relationships, and theory of mind. 1998-2001. \$81,000.

Concordia General Research Fund. D. Poulin-Dubois & L.A. Serbin. Gender and animacy concepts in infancy. 1998-1999. \$6,000.

NSERC Individual Grant. D. Poulin-Dubois (PI). The development of the animate-inanimate

distinction in infancy. 1999-2003. \$56,000.

SSHRC Standard Research Grant. D. Poulin-Dubois (PI). The emergence of naive psychology in infancy: people as purposive and mental agents. 1999-2002 \$81,000.

Concordia General Research Fund. D. Poulin-Dubois (PI) & L.A. Serbin. Infants' understanding of the social and physical world. 1999-2000. \$5,000.

FCAR Centre de Recherche Grant, Centre for Research in Human Development. L.A. Serbin, (PI), D. Poulin-Dubois et al., 1999-2002, \$572,500.

FCAR Soutien aux Équipes Grant. L.A. Serbin (PI), P. Hastings, D. Poulin-Dubois, A. Schwartzman & D. Stack. Early detection and identification of risk factors for behavioral, cognitive, and social-emotional problems in young children: An integrated approach. 2001-2004. \$149,565.

FCAR Equipment grant. L.A. Serbin (PI), P. Hastings, D. Poulin-Dubois, A. Schwartzman & D. Stack. 2001-2004. \$49,999.

NSERC Equipment grant. D. Poulin-Dubois (PI). The developmental origins of the animate-inanimate distinction: Infants' responses to computer-generated events. 2001. \$10,153.

SSHRC Standard Research Grant. D. Poulin-Dubois (PI). The roots of naïve psychology: making sense of human behavior. \$113,859. 2002-2005.

NSERC, Discovery grant. D. Poulin-Dubois (PI). Infant conceptual categorization: The roles of featural and dynamic cues. 2003-2007. \$88,000.

Canadian Language and Literacy Research Network grant. D. Poulin-Dubois, N. Trudeau (P.I.) & I. Frank. Normalisation et validation de la version québécoise des MacArthur Communicative Development Inventories (MCDI). \$29,690. 2003.

FQRSC Regroupements Stratégiques Grant, Centre for Research in Human Development. L.A. Serbin (PI), D. Poulin-Dubois and 31 other members. \$276,461/year, 2004-2010.

FQRSC Team Grant. D. Poulin-Dubois, D. Stack (PI), L.A. Serbin, P. Hastings, A. Schwartzman & N. Phillips. The development of emotional competence: Innovative methodologies and focused applications. 2004-2008. \$320,710.

Canadian Language and Literacy Research Network grant. D. Poulin-Dubois, N. Trudeau (P.I.), I. Frank & A. Sutton. Normalisation et validation de la version québécoise des MacArthur Communicative Development Inventories (MCDI). \$34,200. 2004.

Canadian Language and Literacy Research Network grant. D. Poulin-Dubois, N. Trudeau (P.I.), I. Frank & A. Sutton. Normalisation et validation de la version québécoise des MacArthur Communicative Development Inventories (MCDI). \$25,400. 2006.

SSHRC Standard Research Grant. D. Poulin-Dubois (P.I). Precursors of a theory of mind: Integration, continuity, and domain specificity in infants' psychological understanding of human behavior. 2006-2009, \$97,269.

Canadian Language and Literacy Research Network. D. Poulin-Dubois (P.I), E. Bialystok & A. Blaye. The cognitive benefits of bilingualism: How early? How general? 2007-2008. \$99,990.

NSERC Discovery grant. D. Poulin-Dubois (P.I.). Infants' object categories: Principles of developmental changes. 2007-2012. \$123,725.

German Research Council. B. Sodian (PI). A Longitudinal Study of Theory of Mind Development from Infancy to the Age of Eight years" SO 213/27-1,2,3, 2007-2018 (collaborator). 1,500,000 €

FQRSC Team grant. D, Stack (PI), D. Poulin-Dubois, L.A. Serbin, P. Hastings & A. Schwartzman. Le développement de la compétence émotionnelle: Phase II. 2008-2012. \$380,652.

MDEIE. Serbin, L. (PI) D. Poulin-Dubois, D. et al. Faciliter la recherche multidisciplinaire sur tout le cycle de la vie, 2008. \$233,865

SSHRC Standard Research Grant. D. Poulin-Dubois (PI). (B. Sodian and T Aureli, collaborators) Developmental Origins of Naïve Psychology: Scope and depth of infants' understanding of human behavior. 2009-2012. \$119, 738.

Concordia University. Seed Grant Program. D. Poulin-Dubois, & K. Byers-Heinlein (PI). Foreign accents and foreign languages: How growing up bilingual influences children's in-group biases. 2012-2013. \$12,000

NIH (NICHD). R01HD468058 Grant. D. Poulin-Dubois, M. Friend (PI) & P. Zesiger. The Path to Language and Literacy: A cross-linguistic longitudinal approach. 2011-2016, \$2,257,561 US.

SSHRC, Individual Insight Grant. D. Poulin-Dubois (PI). (B Sodian, collaborator). Theory of Mind in Infancy: An Examination of Inter-Task Coherence, Ontogenetic Progression, and Role of Agent Properties. 2012-2017. \$385, 555.

NSERC, Discovery grant. D. Poulin-Dubois (PI). The developmental origins of the animacy concept. 2013-2018. \$200,000.

German Research Council B. Sodian (PI) et al. The Role of Language in Early Theory of Mind Development" SO 213/33-1, 2015-2018. (collaborator). 200,000 €

Regroupement pour la recherche sur le cerveau, le langage et la musique / Centre for Research on Brain, Language and Music (CRBLM, Denise Klein (PI). (co-investigator, with 50 others) Fonds de recherche sur la société et la culture (FQRSC) / Fonds de recherche sur la science et la technologie (FQRNT). Regroupement Stratégique. \$2,880,000 CDN. 2017 – 2023 (6 years)

SSHRC Insight Research Grant. D. Poulin-Dubois (PI). The ontogeny of socio-cognitive abilities: probing the depth of infants' theory of mind and selective trust. 2017-2022, \$253,868

NSERC Discovery Grant. D. Poulin-Dubois (PI). The Developmental Origins of Object Categories: How Motion Cues and Labels Bootstrap Early Categorization Skills. 2018-2024, \$240,000

Concordia University Research Chair (Tier 1) in Developmental Cybernetics, 2018-2023.

\$100,000

SSHRC Insight Research Grant. D. Poulin-Dubois (PI). Selective trust and theory of mind: developmental changes and cognitive mechanisms. 2022-2027, \$306,985

NSERC, Discovery grant. D Poulin-Dubois (P.I). The impact of bilingualism on early cognitive abilities. 2024-2029. \$165,000

## JOURNAL PUBLICATIONS (N = 143)

### 2024

Goldman, J. & Poulin-Dubois, D. (2024). Children's anthropomorphism of inanimate agents. *WIREs Cognitive Sciences*. <https://doi.org/10.1002/wcs.1676>

Dutemple, E., Brokl, C., & Poulin-Dubois, D. (2024). I think therefore I learn: Metacognition is a better predictor of school readiness than executive functions. *Frontiers in Developmental Psychology*, 2. <https://doi.org/10.3389/fdpys.2024.1332358>

### 2023

Baumann, A-E., Goldman, E. J., Cobos, M-G. C., & Poulin-Dubois, P. (2023) Do preschoolers trust a competent robot pointer? *Journal of Experimental Child Psychology*, 5(238), 105783. doi: 10.1016/j.jecp.2023.105783

Poulin-Dubois, D. & Goldman, E. J. (2023). Is False Belief Understanding Stable from Infancy to Childhood? We don't know yet. *Cognitive Development*, 66(5), 101309. doi: 10.1016/j.cogdev.2023.101309.

Poulin-Dubois, D., Goldman, E. J., Meltzer, A., & Psaradellis, E. (2023). Discontinuity from implicit to explicit theory of mind from infancy to preschool age. *Cognitive Development*, 65, 101273. <https://doi.org/10.1016/j.cogdev.2022.101273>

Dutemple, E., Hakimi, H. & Poulin-Dubois, D. (2023). Who knows best? Studying the link between children's monitoring and control skills, theory of mind, and selective social learning. *Journal of Experimental Child Psychology*, 227. 105572. doi: 10.1016/j.jecp.2022.105572

Goldman, E. J., Baumann, A. E. & Poulin-Dubois, D. (2023). Of children and social robots. *Behavioral and Brain Sciences*, 46, e35. doi: 10.1017/S0140525X22001583.

Dragon, M., & Poulin-Dubois, D. (2023). To copy or not to copy: A Comparison of Selective Trust and overimitation in young children. *Cognitive Development*, 66, 101316. <https://doi.org/10.1016/j.cogdev.2023.101316>.

Goldman, E. J., Baumann, A.-E., & Poulin-Dubois, D. (2023). Preschoolers' anthropomorphizing of robots: Do human-like properties matter? *Frontiers in Psychology*, 13, 1102370. <https://doi.org/10.3389/fpsyg.2022.1102370>.

Baumann, A-E., Goldman, E. J., Meltzer, A. & Poulin-Dubois, D. (2023). People Do Not Always Know Best: Preschoolers' Trust in Social Robots. *Journal of Cognition and Development*, 24(4), 535-562. doi: 10.1080/15248372.2023.2178435.

### 2022

Beaudin, K. & Poulin-Dubois, D. (2022). A test of the cognitive bilingual advantage in



Toddlers with the Early Executive Functions Questionnaire. *Languages*, 7(2), 122. <https://doi.org/10.3390/languages7020122>.

Beaudin, K., Poulin-Dubois, D. & Zesiger, P. (2022). Touching while listening: Does infants' haptic word processing speed predict vocabulary development? *Journal of Child Language*, 1-19. doi:10.1017/S0305000922000423

## 2021

Schuwerk, T., Kamps, D., Baillargeon, R., Biro, S., Bohn, M., Byers-Heinlein, K., ..., Poulin-Dubois, D., M. C., Rakoczy, H. (accepted pending data collection). Action anticipation based on an agent's epistemic state in toddlers and adults. *Child Development*. <https://doi.org/10.31234/osf.io/x4jbm>

Poulin-Dubois, D., Neumann, C., Masoud, S., & Gazith, A. (2021). Effect of bilingualism on infants' cognitive flexibility. *Bilingualism: Language and Cognition*, 25(3), 484-497. doi:10.1017/S1366728921000912

Ruel, A., Chiarella, S. S., Crivello, C., & Poulin-Dubois, D. (2021). Concurrent validity of the modified checklist for autism in toddlers (M-CHAT): Socio-cognitive and verbal skills in 18-Month-Old infants. *Journal of Autism and Developmental Disorders*, 51(3), 933-949. <https://doi.org/10.1007/s10803-020-04379-6>

Crivello, C., Grossman, S., & Poulin-Dubois, D. (2021). Specifying links between infants' theory of mind, associative learning, and selective trust. *Infancy*, 26(5), 664-685. <https://doi.org/10.1111/infa.12407>.

Kehoe, M., Poulin-Dubois, D., & Friend, M. (2021). Within- and cross-language relations between phonological memory, vocabulary, and grammar in bilingual children. *Journal of Speech, Language, and Hearing Research*, 64(12), 4918-4948. [https://doi.org/10.1044/2021\\_jslhr-21-00176](https://doi.org/10.1044/2021_jslhr-21-00176)

Kehoe, M., Friend, M., & Poulin-Dubois, D. (2021). Relations between phonological production, grammar and the lexicon in bilingual French-english children. *International Journal of Bilingualism*, 25(6), 1576-1596. <https://doi.org/10.1177/13670069211031987>

Resendes, T., Benchimol-Elkaim, B., Delisle, C., René, J-L., & Poulin-Dubois, D. (2021). What I know and what you know: The role of metacognitive strategies in preschoolers' selective social learning. *Cognitive Development*, 60, 101117. doi:10.1016/j.cogdev.2021.101117

Smolak, E., Hendrickson, K., Zesiger, P., Poulin-Dubois, D., & Friend, M. (2021). Visual and haptic responses as measures of word comprehension and speed of processing in toddlers: Relative predictive utility. *Journal of Experimental Child Psychology*, 203, 105032. doi: 10.1016/j.jecp.2020.105032.

Poulin-Dubois, D., Dutemple, E., & Burnside, K. (2021). Naïve Theories of Biology, Physics, and Psychology in Children with ASD. *Journal of Autism and Developmental Disorders*, 51(10), 3600-3609. doi: 10.1007/s10803-020-04813-9.

## 2020

Poulin-Dubois, D., Azar, N., Elkaim, B., & Burnside, K. (2020). Testing the stability of theory of

mind: A longitudinal approach. *PLoS ONE*, 15(11), e0241721. doi: 10.1371/journal.pone.0241721.

- Burnside, K., Neumann, C., & Poulin-Dubois, D. (2020). Infants generalize beliefs across individuals. *Frontiers in Psychology*, 11, 547680. doi: 10.3389/fpsyg.2020.547680.
- Kuzyk, O., Severdija, V., Zesiger, P., Friend, M., & Poulin-Dubois, D. (2020). Are there cognitive benefits of code-switching in bilingual children? A longitudinal study. *Bilingualism: Language and Cognition*, 23(3), 542-553. doi:10.1017/S1366728918001207.
- Kuzyk, O., Grossman, S., & Poulin-Dubois, D. (2020) Knowing who knows: Metacognitive and causal learning abilities guide infants' selective social learning. *Developmental Science*, 23(3), e12904. doi: 10.1111/desc.12904.
- Smolak, E., DeAnda, S., Enriquez, B., Poulin-Dubois, D., & Friend, M. (2020). Code-switching in young bilingual toddlers: A longitudinal, cross-language investigation. *Bilingualism: Language and Cognition*, 23(3), 500-518. doi:10.1017/S1366728919000257.
- Burnside, K., Severdija, V., Poulin-Dubois, D. (2020). Infants attribute false beliefs to a toy crane. *Developmental Science*, 23(2), e12887. doi: /10.1111/desc.12887.

## 2019

- Patrucco-Nanchen, T., Friend, M., Poulin-Dubois, D., & Zesiger, P. (2019). Do early lexical skills predict language outcome at 3 years? A longitudinal study of French-speaking children. *Infant Behavior and Development*, 57, 101379. doi: 10.1016/j.infbeh.2019.101379
- Crivello, C., & Poulin-Dubois, D. (2019). Infants' ability to detect emotional incongruency: Deep or shallow? *Infancy*, 24(4), 480–500. doi:10.1111/infa.12277
- Friend, M., Smolak, E., Patrucco-Nanchen, T., Poulin-Dubois, D., & Zesiger, P. (2019). Language status at age 3: Group and individual prediction from vocabulary comprehension in the second year. *Developmental Psychology*, 55(1), 9–22. doi:10.1037/dev0000617
- Morin-Lessard, E., Poulin-Dubois, D., Segalowitz, N., Byers-Heinlein, K (2019). Selective attention to the mouth of talking faces in monolinguals and bilinguals aged 5 months to 5 years. *Developmental Psychology*, 55(8), 1640-1655. doi: 10.1037/dev0000750

## 2018

- Brousseau-Liard, P., & Poulin-Dubois, D. (2018). Fiabilité et validité de l'Échelle de compréhension sociale des enfants [Reliability and validity of the French adaptation of the Children's Social Understanding Scale]. *Psychologie Française*, 64(4), 331-341. doi: 10.1016/j.psfr.2018.01.003.
- Burnside, K., Ruel, A., Azar, N., & Poulin-Dubois, D. (2018). Implicit false belief across the lifespan: Non-replication of an anticipatory looking task. *Cognitive Development*, 46, 4–11. doi: 10.1016/j.cogdev.2017.08.006.
- Burnside, K., Wright, K., & Poulin-Dubois, D. (2018). Social orienting predicts implicit false belief in preschoolers. *Journal of Experimental Child Psychology*, 175, 67–79. doi: 10.1016/j.jecp.2018.05.015.
- Chiarella, S. S., & Poulin-Dubois, D. (2018). “Are you really sad?” Infants show selectivity in their behaviors toward an unconventional emoter. *Infancy*, 23(3), 453–470. doi:10.1111/infa.12230.

- Crivello, C., & Poulin-Dubois, D. (2018). Infants' false belief understanding: A non-replication of the helping task. *Cognitive Development, 46*, 51–57. doi: 10.1016/j.cogdev.2017.10.003.
- DeAnda, S., Hendrickson, K., Zesiger, P., Poulin-Dubois, D., & Friend, M. (2018). Lexical access in the second year: A study of monolingual and bilingual vocabulary development. *Bilingualism: Language and Cognition, 21*(2), 314–327. doi:10.1017/S1366728917000220.
- Friend, M., Smolak, E., Liu, Y., Poulin-Dubois, D., & Zesiger, P. (2018). A cross-language study of decontextualized vocabulary comprehension in toddlerhood and kindergarten readiness. *Developmental Psychology, 54*(7), 1317–1333. doi:10.1037/dev0000514.
- Poulin-Dubois, D., Hastings, P. D., Chiarella, S. S., Geangu, E., Hauf, P., Ruel, A., & Johnson, A. (2018). The eyes know it: Toddlers' visual scanning of sad faces is predicted by their theory of mind skills. *PLoS ONE, 13*(12), 1–17. doi:10.1371/journal.pone.0208524.
- Poulin-Dubois, D., Rakoczy, H., Burnside, K., Crivello, C., Dörrenberg, S., Edwards, K., ... Ruffman, T. (2018). Do infants understand false beliefs? We don't know yet – A commentary on Baillargeon, Buttelmann and Southgate's commentary. *Cognitive Development, 48*, 302–315. doi:10.1016/j.cogdev.2018.09.005.
- Poulin-Dubois, D., & Yott, J. (2018). Probing the depth of infants' theory of mind: Disunity in performance across paradigms. *Developmental Science, 21*(4), e12600. doi:10.1111/desc.12600.

## 2017

- Burnside, K., Wright, K., & Poulin-Dubois, D. (2017). Social motivation and implicit theory of mind in children with Autism Spectrum Disorder. *Autism Research, 10*(11), 1834–1844. doi:10.1002/aur.1836.
- Byers-Heinlein, K., Behrend, D. A., Said, L. M., Girgis, H., & Poulin-Dubois, D. (2017). Monolingual and bilingual children's social preferences for monolingual and bilingual speakers. *Developmental Science, 20*(4), e12392. doi:10.1111/desc.12392.
- Crivello, C., Phillips, S., & Poulin-Dubois, D. (2017). Selective social learning in infancy: Looking for mechanisms. *Developmental Science, 21*(3), e12592. doi:10.1111/desc.12592.
- Friend, M., DeAnda, S., Arias-Trejo, N., Poulin-Dubois, D., & Zesiger, P. (2017). Developmental changes in maternal education and minimal exposure effects on vocabulary in English- and Spanish-learning toddlers. *Journal of Experimental Child Psychology, 164*, 250–259. doi:10.1016/j.jecp.2017.07.003.
- Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2017). Assessing a continuum of lexical-semantic knowledge in the 2nd year: A multimodal approach. *Journal of Experimental Child Psychology, 158*, 95–111. doi:10.1016/j.jecp.2017.01.003.
- Legacy, J., Reider, J., Crivello, C., Kuzyk, O., Friend, M., Zesiger, P., & Poulin-Dubois, D. (2017). Dog or chien? Translation equivalents in the receptive and expressive vocabularies of young French-English bilinguals. *Journal of Child Language, 44*(4), 881–904. doi:10.1017/S0305000916000295.
- Poulin-Dubois, D., Kuzyk, O., Legacy, J., Zesiger, P., & Friend, M. (2017). Translation equivalents facilitate lexical access in very young bilinguals. *Bilingualism: Language and Cognition, 21*(4), 856–866. doi:10.1017/S1366728917000657

## 2016

- Crivello, C., Kuzyk, O., Rodrigues, M., Friend, M., Zesiger, P., & Poulin-Dubois, D. (2016). The effects of bilingual growth on toddlers' executive function. *Journal of Experimental Child Psychology, 141*, 121–132. Doi:10.1016/j.jecp.2015.08.00
- DeAnda, S., Arias-Trejo, N., Poulin-Dubois, D., Zesiger, P., Friend, M. (2016). Minimal second language exposure, SES, and early word comprehension: New evidence from a direct assessment. *Bilingualism: Language and Cognition, 19*(1), 162–180. doi:10.1017/S1366728914000820
- DeAnda, S., Bosch, L., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016). The Language Exposure Assessment Tool: Quantifying language exposure in infants and children. *Journal of Speech, Language, and Hearing Research, 59*(6), 1346–1356. doi:10.1044/2016\_JSLHR-L-15-0234
- DeAnda, S., Hendrickson, K., Zesiger, P., Poulin-Dubois, D., & Friend, M. (2016). Lexical access in the second year: A cross-linguistic study of monolingual and bilingual vocabulary development. *San Diego Linguistic Papers, 6*, 14–28. Retrieved from <http://escholarship.org/uc/item/695597dn>
- DeAnda, S., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016). Lexical processing and organization in bilingual first language acquisition: Guiding future research. *Psychological Bulletin, 142*(6), 655–667. doi:10.1037/bul0000042
- Legacy, J., Zesiger, P., Friend, M., & Poulin-Dubois, D. (2016). Vocabulary size and speed of word recognition in very young French-English bilinguals: A longitudinal study. *Bilingualism: Language and Cognition, 1*–13. doi:10.1017/S1366728916000833
- Legacy, J., Zesiger, P., Friend, M., Poulin-Dubois, D. (2016). Vocabulary size, translation equivalents, and efficiency in word recognition in very young bilinguals. *Journal of Child Language, 43*(4), 760–783. doi: 10.1017/S0305000915000252
- Poulin-Dubois, D. (2016). Rattling the developmental psychologist's cage? *Developmental Science, 20*(2). e12414. doi:10.1111/desc.12414
- Poulin-Dubois, D., & Brosseau-Liard, P. (2016). The developmental origins of selective social learning. *Current Directions in Psychological Science, 25*(1), 60–64. doi:10.1177/0963721415613962
- Wright, K., Kelley, E., & Poulin-Dubois, D. (2016). Biological motion and the animate–inanimate distinction in children with high-functioning Autism Spectrum Disorder. *Research in Autism Spectrum Disorders, 25*, 1–11. doi:10.1016/j.rasd.2016.01.005
- Yott, J. & Poulin-Dubois, D. (2016). Are infants' theory of mind abilities well integrated? Implicit understanding of intentions, desires, and beliefs. *Journal of Cognition and Development, 17*(5), 683–698. doi:10.1080/15248372.2015.1086771

## 2015

- Brosseau-Liard, P., Penney, D., Poulin-Dubois, D. (2015). Theory of mind selectively predicts preschoolers' knowledge-based selective learning. *British Journal of Developmental Psychology, 33*(4), 464–475. doi: 10.1111/bjdp.12107
- Chiarella, S. S. & Poulin-Dubois, D. (2015). 'Aren't you supposed to be sad?' Infants do not treat a stoic person as an unreliable emoter. *Infant Behavior and Development, 38*, 57–66. doi:10.1016/j.infbeh.2014.12.007
- Hendrickson, K., Mitsven, S., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2015). Looking and

touching: What extant approaches reveal about the structure of early word knowledge. *Developmental Science*, 18(5), 723–735. doi: 10.1111/desc.12250

Poulin-Dubois, D., Crivello, C., & Wright, K. (2015). Biological motion primes the animate/inanimate distinction in infancy. *PLoS ONE*, 10(2), e0116910. doi:10.1371/journal.pone.0116910

Wright, K., Poulin-Dubois, D. and Kelley, E. (2015). The animate–inanimate distinction in preschool children. *British Journal of Developmental Psychology*, 33(1), 73–91. doi:10.1111/bjdp.12068

## 2014

Baker, R. K., Pettigrew, T. L., & Poulin-Dubois, D. (2014). Infants' ability to associate motion paths with object kinds. *Infant Behavior and Development*, 37(1), 119–129. doi:10.1016/j.infbeh.2013.12.005

Brosseau-Liard, P.E. & Poulin-Dubois, D. (2014). Sensitivity to confidence cues increases during the second year of life. *Infancy*, 19(5), 461–475. doi: 10.1111/infa.12056

Kristen, S., Chiarella, S. S., Sodian, B., Aureli, T., Genco, M. & Poulin-Dubois, D. (2014). Crosslinguistic developmental consistency in the composition of toddlers' internal state vocabulary: Evidence from four languages. *Child Development Research*, 2014, Article ID 575142. doi.org/10.1155/2014/575142

Poulin-Dubois, D & Yott, J. (2014). Fonctions exécutives et théorie de l'esprit chez le jeune enfant: une relation réciproque? *Psychologie Française*, 59(1), 59–69. doi:10.1016/j.psfr.2013.11.002

Trauble, B., Pauen, S., & Poulin-Dubois, D. (2014). Speed and direction changes induce the perception of animacy in 7-month-old infants. *Frontiers in Psychology*, 5, 11–41. doi:10.3389/fpsyg.2014.01141

Wright, K, Kelley, E. & Poulin-Dubois, D. (2014). Schematic and realistic biological motion identification in children with high-functioning Autism Spectrum Disorder. *Research in Autism Spectrum Disorders*, 8(10), 1394–1404. doi:1016/j.rasd.2014.07.005

## 2013

Brooker, I., & Poulin-Dubois, D. (2013). Is a bird an apple? The effect of speaker labeling accuracy on infants' word learning, imitation, and helping behaviours. *Infancy*, 18(s1), E46–E68. doi:10.1111/infa.12027

Brooker, I. & Poulin-Dubois, D. (2013). Is parental emotional reliability predictive of toddlers' learning and helping? *Infant Behavior and Development*, 36(3), 403–418. doi:10.1016/j.bbr.2011.03.031

Chiarella, S. S., Kristen, S., Poulin-Dubois, D., & Sodian, B. (2013) Concurrent relations between perspective-taking skills, desire understanding, and internal state vocabulary. *Journal of Cognition and Development*, 14(3), 480–498. doi:10.1080/15248372.2012.689390

Chiarella, S. S. & Poulin-Dubois, D. (2013). Crybabies and pollyannas: Infants can detect unjustified emotional reactions. *Infancy*, 18(s1), E81–E96. doi:10.1111/infa.12028

Poulin-Dubois, D., Polonia, A., & Yott, J. (2013). Is false belief skin-deep? The agent's visual access influences infants' reasoning in belief-inducing situations. *Journal of Cognition and Development*, 14(1), 87–99. doi:10.1080/15248372.2011.608198

Souza, A.L., Byers-Heinlein, K., & Poulin-Dubois, D. (2013). Bilingual and monolingual children prefer native-accented speakers. *Frontiers in Psychology*, 4, 953. doi:10.3389/fpsyg.2013.00953

## 2012

Kristen, S, Sodian, B., Licata, M. Thoermer, C. & Poulin-Dubois, D. (2012). The development of internal state language during the third year of life: A longitudinal parent report study. *Infant and Child Development*, 21(6), 634–645. doi:10.1002/icd.1767

Poulin-Dubois, D., Bialystok, E., Blaye, A., Polonia, A., & Yott, J. (2012). Lexical access and vocabulary development in very young bilinguals. *International Journal of Bilingualism*, 17(1), 57–70. doi: 10.1177/1367006911431198

Rostad, K., Yott, J., & Poulin-Dubois, D. (2012). Development of categorization in infancy: Advancing forward to the animate/inanimate level. *Infant Behavior and Development*, 35(3), 584–595. doi:10.1016/j.infbeh.2012.05.005

Wright, K. & Poulin-Dubois, D. (2012). Modified Checklist for Autism in Toddlers (MCHAT) screening at 18 months of age predicts concurrent understanding of desires, word learning and expressive vocabulary. *Research in Autism Spectrum Disorders*, 6(1), 184–192. doi:10.1016/j.rasd.2011.04.004

Yott, J., Poulin-Dubois, D. (2012). Breaking the rules: Do infants have a true understanding of false beliefs? *British Journal of Developmental Psychology*, 30(Part 1), 156–171. doi:10.1111/j.2044835X.2011.02060.x

## 2011

Katerelos, M., & Poulin-Dubois, D. (2011). A longitudinal study of word learning: Interrelations between word-event association, fast mapping, and vocabulary. *Enfance*, 2011(3), 345–362. doi:10.4074/S0013754511003065

Katerelos, M., Poulin-Dubois, D., & Oshima-Takane, Y. (2011). A cross-linguistic study of word-mapping in 18- to 20-month old infants. *Infancy*, 16(5), 508–534. doi:10.1111/j.1532-7078.2010.00064.x

Oshima-Takane, Y., Ariyama, J., Kobayashi, T., Katerelos, M., & Poulin-Dubois, D. (2011). Early verb learning in 20-month-old Japanese-speaking children. *Journal of Child Language*, 38(3), 455–484. doi:10.1017/S0305000910000127

Poulin-Dubois, D., Blaye, A., Coutya, J, & Bialystok, E. (2011). The effects of bilingualism on toddlers' executive functioning. *Journal of Experimental Child Psychology*, 108(3), 567–579. doi:10.1016/j.jecp.2010.10.009

Poulin-Dubois, D., Brooker, I., & Polonia, A. (2011). Infants prefer to imitate a reliable person. *Infant Behavior and Development*, 34(2), 303–309. doi:10.1016/j.infbeh.2011.01.006

Poulin-Dubois, D. (2011). Review of 'The Cambridge companion to Piaget'. *Canadian Psychology*, 52(1), 66–67. doi:10.1037/a0022280

Poulin-Dubois, D. (2011). How to build a baby: A new toolkit? Commentary on Susan Carey's *The Origin of Concepts*. *Behavioral and Brain Sciences*, 34(3), 144–145. doi:10.1017/S0140525X11000070

## 2010

Bialystok, E., Barac, R., Blaye, A., & Poulin-Dubois, D. (2010). Word mapping and executive functioning in young monolingual and bilingual children. *Journal of Cognition and Development, 11*(4), 485–508. doi:10.1080/15248372.2010.516420

## 2009

Chow, V., & Poulin-Dubois, D. (2009). The effect of a looker's past reliability on infants' reasoning about beliefs. *Developmental Psychology, 45*(6), 1576–1582. doi:10.1037/a0016715

Poulin-Dubois, D., Chiarella, S. S., Polonia, A. (2009). Toddler's vocabulary about the mind: A cross-linguistic study using the internal state language questionnaire. *Rivista di Psicolinguistica Applicata/Journal of Applied Psycholinguistics, IX*, 35–46. doi:10.1400/122908

Olineck, K., & Poulin-Dubois, D. (2009). Infants' understanding of intention from 10 to 14 months: Interrelations among visual attention and imitation tasks. *Infant Behavior and Development, 32*(4), 404–415. doi:10.1016/j.infbeh.2009.06.005

O'Connell, L., Poulin-Dubois, D., Demke, T., & Guay, A. (2009). Do infants use gaze direction to infer the referential intent of a nonhuman speaker? *Infancy, 14*(4), 414–438. doi:10.1080/15250000902994073

## 2008

Chow, V., Poulin-Dubois, D., & Lewis, J. (2008). To see or not to see: Infants prefer to follow the gaze of a reliable looker. *Developmental Science, 11*(5), 761–770. doi:10.1111/j.1467-7687.2008.00726.x

Forbes, J.N., Poulin-Dubois, D., Rivero, M.D., & Sera, M.D. (2008). Grammatical gender affects bilinguals' conceptual gender: Implications for linguistic relativity and decision making. *The Open Applied Linguistics Journal, 1*, 68–76. doi:10.2174/1874913500801010068

## 2007

Boudreault, M.C, Cabirol, E.A., Trudeau, N., Poulin-Dubois, D. & Sutton, A. (2007). Les Inventaires MacArthur du développement de la communication: Validité et données normative préliminaires. *Canadian Journal of Speech-Language Pathology and Audiology, 31*(1), 27–37.

Olineck, K., & Poulin-Dubois, D. (2007). Imitation of intentional actions and internal state language in infancy predict preschool theory of mind skills. *European Journal of Developmental Psychology, 4*(1), 14–30. doi:10.1080/17405620601046931

Poulin-Dubois, D., Sodian, B., Tilden, J., Metz, U., & Schoepper, B. (2007). Out of sight is not out of mind: Developmental changes in infants' understanding of visual perception during the second year. *Journal of Cognition and Development, 8*(4), 401–425. doi:10.1080/15248370701612951

## 2006

Poulin-Dubois, D. (2006). Le développement du concept de "genre": Au-delà du débat inné/acquis. *Enfance, 58*(3), 213–215. doi:10.3917/enf.583.0213

Poulin-Dubois, D., Frenkiel-Fishman, S., Nayer, S., & Johnson, S. (2006). Infants' inductive generalization of motion and sensory properties to animals and people. *Journal of Cognition and*

*Development*, 7(4), 431–453. doi:10.1207/s15327647jcd0704\_1

Poulin-Dubois, D., & Serbin, L.A. (2006). La connaissance des catégories de genre et des stéréotypes sexués chez le jeune enfant. *Enfance*, 58(3), 283–292. doi:10.3917/enf.583.0283

## 2005

Olineck, K., & Poulin-Dubois, D. (2005). Infants' ability to distinguish between intentional and accidental actions and its relation to internal state language. *Infancy*, 8(1), 91–100. doi:10.1207/s15327078in0801\_6

Poulin-Dubois, D. (2005). From action to interaction: Apes, infants, and the last Rubicon. *Behavioral and Brain Sciences*, 28(5), 711–712. doi:10.1017/S0140525X05440121

Poulin-Dubois, D. (2005). Review of the book Representation, Memory, and Development. *International Journal of Behavioral Development*, 29, 462–463.

## 2002

Eichstedt, J. A., Serbin, L. A., Poulin-Dubois, D., & Sen, M. G. (2002). Of bears and men: Infants' knowledge of conventional and metaphorical gender stereotypes. *Infant Behavior and Development*, 25(3), 296–310. doi:10.1016/S0163-6383(02)00081-4

Frank, I., & Poulin-Dubois, D. (2002). Young monolingual and bilingual children's responses to violation of the mutual exclusivity principle. *International Journal of Bilingualism*, 6(2), 125–146.

Poulin-Dubois, D., & Forbes, J.N. (2002). Toddlers' attention to "intentions-in-action" in learning novel action words. *Developmental Psychology*, 38(1), 104–114. doi:10.1037//0012-1649.38.1.104-114

Poulin-Dubois, D., Serbin, L.A., Eichstedt, J.A., Sen, M.G. & Beissel, C. (2002). Men don't put on make-up: Toddlers' knowledge of the gender stereotyping of household activities. *Social Development*, 11(2), 166–181. doi:10.1111/1467-9507.00193

Poulin-Dubois, D., & Sissons, M.E. (2002). Is this still called a dog? 18-month olds' generalization of familiar object labels to unusual objects. *Infant and Child Development*, 11(1), 57–67. doi:10.1002/icd.256

Rakison, D. H., & Poulin-Dubois, D. (2002). You go this way and I'll go that way: Developmental changes in infants' detection of correlations among static and dynamic features in motion events. *Child Development*, 73(3), 682–699. doi:10.1111/1467-8624.00432

Sera, M., Elieff, C., Forbes, J., Burch, M.C., Rodriguez, W., & Poulin-Dubois, D. (2002). When language affects cognition and when it does not: An analysis of grammatical gender and classification. *Journal of Experimental Psychology: General*, 131(3), 377–397. doi:10.1037/0096-3445.131.3.377

Serbin, L.A., Poulin-Dubois, D., & Eichstedt, J.A. (2002). Infants' responses to gender-inconsistent events. *Infancy*, 3(4), 531–542. doi:10.1207/S15327078IN0304\_07

## 2001

Poulin-Dubois, D. (2001). Of rabbits and children. [Review of the book *How children learn the meaning of words*, by P. Bloom]. *Trends in Cognitive Sciences*, 5(2), 90–91. doi:10.1016/S1364-



6613(00)01574-6

- Rakison, D. H., & Poulin-Dubois, D. (2001). The developmental origin of the animate-inanimate distinction. *Psychological Bulletin*, *127*(2), 209–228. doi:10.1037/0033-2909.127.2.209
- Serbin, L. A., Poulin-Dubois, D., & Colburne, K. A. (2001). Gender stereotyping in infancy: Visual preferences and association of toys with gender in the second year. *International Journal of Behavioural Development*, *25*(1), 7–15. doi:10.1080/01650250042000078

## 2000

- Poulin-Dubois, D. (2000). Review of *The development of language* by M. D. Barrett. *Child Development Abstracts and Bibliography*, *74*, 99–100. (non-refereed)
- Poulin-Dubois, D., & Tilden, J. (2000). Le développement de la distinction animé-inanimé: L'effet de l'apparence sur l'attribution de propriétés biologiques et mentales. *Psychologie Française*, *45*(2), 141–146.
- Trudeau, N., Poulin-Dubois, D., & Joannette, Y. (2000). Language development following brain injury in early childhood: A longitudinal case study. *International Journal of Language and Communication Disorders*, *35*(2), 227–249. doi:10.1080/136828200247160

## 1999

- Graham, S. A., & Poulin-Dubois, D. (1999). Infants' reliance on shape to generalize novel labels to animate and inanimate objects. *Journal of Child Language*, *26*(2), 295–320. doi:10.1017/S0305000999003815
- Poulin-Dubois, D. (1999). Les précurseurs d'une théorie de l'esprit dans la première enfance: Mythes et réalités. *Enfance*, *52*(3), 322–326.
- Poulin-Dubois, D., Frank, I., Graham, S., & Elkin, A. (1999). The role of shape similarity in toddlers' lexical extensions. *British Journal of Developmental Psychology*, *17*(Part 1), 21–36. doi:10.1348/026151099165131
- Poulin-Dubois, D., & Rakison, D. H. (1999). A developmental theory of implicit and explicit knowledge? Commentary on Z. Dienes & J. Perner. *Behavioral and Brain Sciences*, *22* (5), 782.
- Trudeau, N., Frank, I., & Poulin-Dubois, D. (1999). Une adaptation en français québécois du MacArthur Communicative Development Inventory. *Revue d'orthophonie et d'audiologie*, *23*(2), 61–73.

## 1998

- Graham, S. A., Baker, R. K., & Poulin-Dubois, D. (1998). Infants' expectations about object label reference. *Canadian Journal of Experimental Psychology*, *52*(3), 103–113. doi:10.1037/h0087285
- Graham, S. A., Poulin-Dubois, D., & Baker, R. K. (1998). Infants' disambiguation of novel object words. *First Language*, *18*(53), 149–164. doi:10.1177/014272379801805302
- Poulin-Dubois, D. (1998). Sailing in Neurath's boat with infants (and avoiding shipwreck). Review of the book *Words, thoughts and theories* by A. Gopnik & A. N. Meltzoff. *Mind and Language*, *13*(3), 415–420. doi:10.1111/1468-0017.00084
- Poulin-Dubois, D., Serbin, L. A., & Derbyshire, A. (1998). Toddlers' intermodal and verbal

knowledge about gender. *Merrill-Palmer Quarterly*, 44(3), 338–354.

Trudeau, N., Joannette, Y., & Poulin-Dubois, D. (1998). Habiletés langagières après un traumatisme cranio-encéphalique dans l'enfance. *Revue d'orthophonie et d'audiologie*, 22(3), 151–163.

### 1997

Forbes, J. N., & Poulin-Dubois, D. (1997). Representational changes in infants' interpretation of familiar action word meaning. *Journal of Child Language*, 24(2), 389–406.  
doi:10.1017/S0305000997003127

Poulin-Dubois, D. (1997). Le développement lexical précoce: Hypothèses cognitivistes, socio-pragmatiques et linguistiques. *Enfance*, 50(4), 501–519.

### 1996

Graham, S. A., & Poulin-Dubois, D. (1996). Speaking of language: Thoughts on associations. *Behavioral and Brain Sciences*, 19(4), 636. doi:10.1017/S0140525X00043363

Poulin-Dubois, D., Lepage, A., & Ferland, D. (1996). Infants' concept of animacy. *Cognitive Development*, 11(1), 19–36. doi:10.1016/S0885-2014(96)90026-X

### 1995

Poulin-Dubois, D., Graham, S. A., & Riddle, A. (1995). Salient object parts and infants' acquisition of novel object words. *First Language*, 15(45), 301–316. doi:10.1177/014272379501504503

Poulin-Dubois, D., Graham S., & Sippola, L. (1995). Early lexical development: The contribution of parental labelling and infants' categorization abilities. *Journal of Child Language*, 22(2), 325–343. doi:10.1017/S0305000900009818

### 1994

Poulin-Dubois, D. & Héroux, G. (1994). Movement and children's attribution of life properties. *International Journal of Behavioral Development*, 17(2), 329–347.  
doi:10.1177/016502549401700206

Poulin-Dubois, D., Serbin, L., Kenyon, B., & Derbyshire, A. (1994). Infants' intermodal knowledge about gender. *Developmental Psychology*, 30(3), 436–442. doi:10.1037/0012-1649.30.3.436

### 1990

Poulin-Dubois, D., & Shultz, T. R. (1990). The infant's concept of agency: The distinction between animate and inanimate objects. *Journal of Genetic Psychology*, 151(1), 77–90.  
doi:10.1080/00221325.1990.9914645

Segalowitz, N. & Poulin-Dubois, D. (1990). The structure of categories: Typicality gradients, linguistic familiarity and cross-linguistic comparisons. *European Bulletin of Cognitive Psychology*, 10(5), 491–512.

### Prior to 1990

Poulin-Dubois, D., McGilly, C. A., & Shultz, T. R. (1989). Psychology of computer use: X. Effect of learning Logo on children's problem-solving skills. *Psychological Reports*, 64(3, Part 2), 1327–

1337. doi:10.2466/pr0.1989.64.3c.1327

Poulin-Dubois, D. (1986). Origin of mind: Outside-in or inside-out? *Contemporary Psychology*, 31(7), 529–530. doi:10.1037/024903

Poulin-Dubois, D. (1985). On developing a sense of humour. *Contemporary Psychology*, 30(3), 239–240. doi:10.1037/023665

Gouin Décarie, T., Pouliot, T., & Poulin-Dubois, D. (1983). Image spéculaire et genèse de la reconnaissance de soi: Une analyse hiérarchique. *Enfance*, 36(1-2), 99–115. doi:10.3406/enfan.1983.2805

Moessinger, P. & Poulin-Dubois, D. (1981). Piaget on abstraction. *Human development*, 24(5), 347–353. doi:10.1159/000272712

## BOOKS AND CHAPTERS IN EDITED BOOKS (*N* = 23)

### 2023

Poulin-Dubois, D. (in preparation). *Theory of Mind in Childhood*. Cambridge University Press.

### 2022

Poulin-Dubois, D. (2022). Bilingualism in Development: the good, the bad and the Unknown. In Grundy, J., Anderson, J.A. & Luk, G (eds). *Studies in Bilingualism* (pp.142-168). John Benjamins Publishers.

### 2020

Poulin-Dubois, D. (2020). Theory of mind development: State of the Science and Future Directions. In S. Hunnius & M. Mayer (Eds.), *New Perspectives on Early Social-cognitive Development*, Progress in Brain Research (pp. 141-166, Vol. 254). Elsevier. doi: 10.1016/bs.pbr.2020.05.021

### 2010 to 2019

Poulin-Dubois, D. (2019). Goal detection. In T. K. Shackelford & V. A. Weekes-Shackelford (Eds.), *Encyclopedia of Evolutionary Psychological Science* (pp. 1–4). Springer. doi:10.1007/978-3-319-16999-6\_3337-2

Poulin-Dubois, D. (2018). Animism. In M. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development* (pp. 126–129). Thousand Oaks, CA: Sage.

Poulin-Dubois, D. (2018). Bilingualism. In M. H. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development* (pp. 245–247). Thousand Oaks, CA: Sage.

Poulin-Dubois, D. & Pauen, S. (2017). The development of object categories: What, when, and how? In H. Cohen & C. Lefebvre (Eds.), *Handbook of Categorization in Cognitive Science* (2<sup>nd</sup> Ed., pp. 653–708). Elsevier. doi:10.1016/b978-0-08-101107-2.00027-0

Wright, K., & Poulin-Dubois, D. (2014). Modified Checklist for Autism in Toddlers (M-CHAT): Validation and correlates in infancy. In V. B. Patel, V. R. Preedy, & C. R. Martin (Eds.), *The Comprehensive Guide to Autism* (pp. 2813–2833). New York: Springer.

### 2005 to 2010

- Poulin-Dubois, D., Brooker, I., & Chow, V. (2009). The developmental origins of naïve psychology in infancy. In P. J. Bauer (Ed.), *Advances in Child Development and Behavior* (Vol. 37, pp. 55–104). San Diego, CA: Elsevier Academic Press.
- Poulin-Dubois, D. & Graham, S. A. (2008). Cognitive processes in early word learning. In E. Hoff & M. Shatz (Eds.), *Blackwell Handbook of Language Development* (pp. 191–211). Oxford, UK: Blackwell Publishers. doi:10.1002/9780470757833.ch10
- Poulin-Dubois, D. (2007). Le développement cognitif de 0 à 2 ans: Les fondements du développement ultérieur. In A. Blaye & P. Lemaire (Eds.), *Le Développement Cognitif de L'enfant* (pp. 9–34). Bruxelles: De Boeck Université.
- Poulin-Dubois, D., Demke, T., & Olineck, K. (2007). The inquisitive eye: Infants' implicit understanding that looking leads to knowing. In R. Flom, K. Lee, & D. Muir (Eds.), *Gaze-Following: Its Development and Significance* (pp. 263–281). Mahwah, NJ: Lawrence Erlbaum.
- Poulin-Dubois, D., & Forbes, J. (2006). Word, intention, and action: A two-tiered model of action word learning. In K. A. Hirsh-Pasek & R. M. Golinkoff (Eds.), *Action Meets Word: How Children Learn Verbs* (pp. 262–285). NY: Oxford University Press.  
doi:10.1093/acprof:oso/9780195170009.001.0001
- Poulin-Dubois, D. (2005). The development of categories in linguistic and nonlinguistic domains: The same or different? In H. Cohen & C. Lefebvre (Eds.), *Handbook of Categorization in Cognitive Science* (1<sup>st</sup> Ed., pp. 535–544). Oxford, UK: Elsevier.

### **Prior to 2005**

- Poulin-Dubois, D., & Goodz, N. (2001). Language differentiation in bilingual infants: Evidence from babbling. In J. Cenoz & F. Genesee (Eds.), *Trends in Bilingual Acquisition* (pp. 95–106). New York: John Benjamins Publishing. doi:10.1075/tilar.1.06pou
- Powlisha, K.K., Sen, M.G., Serbin, L.A., Poulin-Dubois, D., & Eichstedt, J. (2001). From infancy through middle childhood: The role of cognitive and social factors in becoming gendered. In R. Unger (Ed.), *Handbook of the Psychology of Women and Gender* (pp. 116–132). Hoboken, NJ: John Wiley & Sons.
- Poulin-Dubois, D. (1999). Infants' distinction between animate and inanimate objects: The origins of naïve psychology. In P. Rochat (Ed.), *Early Social Cognition* (pp. 257–280). Hillsdale, NJ: Erlbaum.
- Stack, D.M. & Poulin-Dubois, D. (1998). Socioemotional and cognitive competence in infancy: Paradigms, assessment strategies, and implications for intervention. In D. Pushkar, W. M. Bukowski, A. E. Schwartzman, D. M. Stack, & D. R. White (Eds.), *Improving Competence across the Lifespan* (pp. 37–57). New York: Plenum.
- Poulin-Dubois, D. (1995). Object parts and the acquisition of the meaning of names. In K. E. Nelson & Z. Reger (Eds.), *Children's Language* (Vol. 8, pp. 125–143). Hillsdale, NJ: Lawrence Erlbaum.
- Poulin-Dubois, D. & Graham, S. (1994). Infant categorization and early object-word meaning. In A. Vyt, H. Bloch, & M. H. Bornstein (Eds.), *Early Child Development in the French Tradition* (pp. 207–225). Hillsdale, NJ: Lawrence Erlbaum.
- Poulin-Dubois, D. & Shultz, T. R. (1988). The development of the understanding of human behavior: From agency to intentionality. In J. W. Astington, P. L. Harris, & D. R. Olson (Eds.), *Developing*

- Theories of Mind* (pp.109–125). Cambridge, England: Cambridge University Press.
- Gouin Décarie, T., Pouliot, T., & Poulin-Dubois, D. (1986). Image spéculaire et genèse de la reconnaissance de soi: Une analyse hiérarchique. In R. Zazzo (Ed.), *La Première Année de la Vie*. (pp. 103–118). Paris: Presses Universitaires de France.
- Gouin Décarie, T. & Poulin-Dubois, D. (1985). Les premières adaptations mutuelles. In R. E. Tremblay, M. A. Provost, & F. F. Strayer (Eds.), *Ethologie et Développement de l'Enfant* (pp. 165–185). Paris: Stock.

## INVITED COLLOQUIA/KEYNOTE ADDRESSES (N = 99)

### 2024

- Poulin-Dubois, D. Who knows best? The cognitive foundations of selective trust. Invited Talk, 27<sup>th</sup> Meeting of the International Society for the Study of Behavioural Development, Lisbon, June 2024.
- Poulin-Dubois, D. Who knows best? Children's epistemic trust in human and non-human informants. Invited Talk, Department of Psychology, La Sapienza University, Rome., May 2024.
- Poulin-Dubois, D. Who knows best? Children's epistemic trust in human and non-human informants. Invited Talk, Department of Psychology, Università Cattolica, Milan, May 2024.
- Poulin-Dubois, D. Who knows best? Children's learning from the testimony of people and social robots. Invited Talk, Department of Psychology, University of Trento, Rovereto, Italy, May 2024.
- Poulin-Dubois, D. The cognitive benefits of early bilingualism: Recent data and future directions. Invited Talk, Department of Psychology, University of Tre Roma, Rome, May 2024.

### 2023

- Poulin-Dubois, D. Young children's selective trust in informants. Invited Talk, Department of Psychology, University of Toronto, November 2023.
- Poulin-Dubois, D. (2023). Who knows best? The Developmental Origins of Epistemic Trust. Invited Talk, Department of Psychology, York University, Toronto. April, 2023.

### 2022

- Poulin-Dubois, D. (2022) Learning from Others: What? When? How? Public Lecture, Science College, Concordia University, Montréal. October, 2022.
- Poulin-Dubois, D. (2022). A long and rewarding road: Lessons I have learned. Keynote presented at the XXIII International Congress of Infant Studies, Ottawa, Canada, July, 2022
- Poulin-Dubois, D. Selective trust in infants and young children: Looking for mechanisms. Institute of Human Development, UC Berkeley, California, March, 2022.
- Poulin-Dubois, D. Is there a bilingual cognitive advantage in executive functions? Department of Psychology, U of Copenhagen, Copenhagen, May, 2022.

Poulin-Dubois, D. The developmental origins of epistemic trust. Department of Psychology, U of Copenhagen, Copenhagen, May, 2022.

### **2019**

Poulin-Dubois, D. The ontogenesis of selective trust. 2019 Pickering Award Lecture - Pickering Centre, Carleton University, Ottawa, November, 2019.

### **2018**

Poulin-Dubois, D. The path to literacy: a perspective from the bilingual child. Bilingualism Interest Group at Concordia University - Conference 2018: Diverse Perspectives on Bilingualism, Concordia University, Montréal, October, 2018.

Poulin-Dubois, D. Do infants possess a mature theory of mind or only submentalize? Dipartimento di Psicologia Dinamica E Clinica, La Sapienza University, Rome, May, 2018.

Poulin-Dubois, D. Who knows best? Selective trust in infancy. The 3<sup>rd</sup> Annual Human Development Conference, McGill University, Montréal, April, 2018.

Poulin-Dubois, D. The developmental origins of selective social learning. Concordia Centre for Cognitive Science, Montréal, January, 2018.

### **2016**

Poulin-Dubois, D. The developmental origins of selective trust. Paul B. Baltes Lecture, Berlin-Brandenburg Academy of Sciences, Berlin, October 2016.

Poulin-Dubois, D. Selective trust: Infants' sensitivity to unreliable speakers and emoters. Department of Psychology, University of Auckland, New Zealand, April 2016.

Poulin-Dubois, D. The developmental origins of selective trust: Infants mistrust unreliable adults. Department of Psychology, University of Otago, New Zealand, April 2016.

Poulin-Dubois, D. The developmental origins of selective trust: Infants mistrust unreliable speakers and emoters. Workshop "Department of Psychology, University of Queensland, April 2016.

Poulin-Dubois, D. Young bilingual minds: The good and the bad. Department of Psychology, San Diego State University, March 2016.

Poulin-Dubois, D. To trust or not to trust: The developmental origins of selective social learning. Centre for Brain and Cognitive Development, School of Psychology, Birkbeck College, University of London, January 2016.

Poulin-Dubois, D. Choosing your informant: Infants mistrust unreliable speakers and emoters. Department of Psychology, University of Lancaster, UK, January 2016.

### **2012 to 2014**

Poulin-Dubois, D. To trust or not to trust: The developmental origins of selective learning and altruism. Center for Advanced Studies Ludwig-Maximilians-Universität München, June 2014.

Poulin-Dubois, D. Early Trust: the developmental origins of selective learning and altruism. Department of Psychology, University of Zurich, May 2014.

Poulin-Dubois, D. Infants mistrust ignorant and inaccurate adults. Department of Psychology, Colby College, Maine, October 2012.

Poulin-Dubois, D. Infants monitor individuals' expertise in the emotional and verbal domain. Department of Psychology, University of Heidelberg, May 2012.

- Poulin-Dubois, D. To trust or not to trust? The emergence of selective learning in infancy. Department of Developmental and Comparative Psychology Max Planck Institute for Evolutionary Anthropology, Leipzig, May 2012.
- Poulin-Dubois, D. Infants can detect the inaccuracy of others' emotional expressions and verbal information. Department of Psychology and Clinical Dynamics, La Sapienza University, Rome, May 2012.
- Poulin-Dubois, D. Selective learning and altruism in infancy. Department of Psychology, San Diego State University, April 2012.
- Poulin-Dubois, D., The developmental origins of selective learning. Department of Psychology, University of California, San Diego, April 2012.
- Poulin-Dubois, D. The developmental origins of model-based learning strategies. Department of Psychology, University of California, Davis, April 2012.
- Poulin-Dubois, D. To trust or not to trust? The developmental origins of selective learning. Department of Psychology, University of California, Santa Cruz, April 2012.
- Poulin-Dubois, D. The emergence of selective trust in infancy. Cognitive Area Brown Bag Seminars, McGill University, February 2012.

### **2008 to 2010**

- Poulin-Dubois, D. Breaking through mindblindness: Do infants have a theory of mind? Department of Psychology, Ludwig-Maximilians University, Munich, November 2010.
- Poulin-Dubois, D. The developmental origins of trust. Faculty of Psychology, Università Roma, La Sapienza, June 2010.
- Poulin-Dubois, D. Animacy and Agency in Infancy. VW-Herbstschule, "The Social Brain", University of Heidelberg, November 2009.
- Poulin-Dubois, D. Breaking through mindblindness: Infants' implicit understanding of the human mind. Keynote address, 2009 Annual Convention of the Canadian Psychological Association, Montréal, June 2009.
- Poulin-Dubois, D. Comment l'esprit vient aux bébés. Département de Psychologie. Université du Québec à Trois-Rivières, March 2009.
- Poulin-Dubois, D. The Developmental Origin of Naïve Psychology. Cognition Research Group Seminar Series, University of Ottawa, November 2008.
- Poulin-Dubois, D. The development of theory of mind in infancy. Department of Psychology, University Roma Tre. June 2008.
- Poulin-Dubois, D. The foundations of conceptual knowledge in infancy: How motion gets babies off the ground. University La Sapienza, Rome, June 2008.
- Poulin-Dubois, D. From "theory of action" to "theory of mind": Infants' reasoning about others' intentions". University La Sapienza, Rome, June 2008.
- Poulin-Dubois, D. From "theory of action" to "theory of mind": Infants' reasoning about others' intentions". University of Chieti, June 2008,
- Poulin-Dubois, D. The origins of epistemic trust in infancy. Laboratoire de Psychologie Cognitive, Université de Provence, May 2008.

### **2005 to 2007**

- Poulin-Dubois, D. (2007, May). Infants' use of eye gaze for "mind-reading". Department of Educational Science, University of Amsterdam.
- Poulin-Dubois, D. (2007, March). La cognition sociale précoce: comment l'esprit vient aux bébés. Journée Scientifique, Département de Psychologie, Université de Montréal.
- Poulin-Dubois, D. (2005, November). The foundations of the Animate-Inanimate Distinction in Infancy: How motion gets babies off the ground. McGill Cognitive Area Seminar, Montréal.
- Poulin-Dubois, D. (2005, November). L'origine des catégories conceptuelles. Laboratoire Dynamique du Langage, Institut des Sciences de l'Homme, Université de Lyon, France.
- Poulin-Dubois, D. (2005, November). L'émergence des catégories conceptuelles: la distinction animé-inanimé. Invited colloquium, Laboratoire de Psychologie et NeuroCognition Université Pierre Mendès France, Grenoble, France.
- Poulin-Dubois, D. (2005, June). Infants' Reasoning about Others' Intentions, Perceptions, and Desires. Invited colloquium, Département de psychologie développementale et différentielle, Université de Provence, Aix-en-Provence.
- Poulin-Dubois, D. (2005, June). Mind knowledge in Infancy: Agency, animacy and the attribution of psychological states. Invited address, Communication, Language and typical and atypical development of a Theory of Mind. Conference in honour of Luigia Camaioni, University of Rome, Italy.
- Poulin-Dubois, D. (2005, March). L'origine développementale des catégories conceptuelles: la distinction animé-inanimé. Centre de neuroscience de la cognition, Université du Québec à Montréal.
- Poulin-Dubois, D. (2005, February). Infants' Reasoning about Others' Intentions, Perceptions, and Desires. Invited colloquium, Department of Human Development and Applied Psychology, OISE, University of Toronto.

## **2002 to 2004**

- Poulin-Dubois, D. (2004, November). From "theory of action" to "theory of mind": Infants' understanding of the actions of human and nonhuman agents. Invited talk, Munich Encounters in Cognition and Action, Max Planck Institute for Human Cognitive and Brain Sciences, Department of Psychology, Munich.
- Poulin-Dubois, D. (2004, May). The foundations of the animate-inanimate distinction in infancy: how motion gets babies off the ground. Invited address at the Banff Annual Seminar In Cognitive Science, Banff.
- Poulin-Dubois, D. (April 2004). The words children learn: Early Acquisition of nouns and verbs in French, English, and Japanese. Department of Human Development, University of California at San Diego.
- Poulin-Dubois, D. (2004, April). Breaking through mindblindness: Infants' understanding of people's actions. Department of Psychology, Department of psychology, University of California at Santa Barbara.
- Poulin-Dubois, D. (2004, March). Breaking through mindblindness: Infants' understanding of people's actions. Department of Psychology, University of British Columbia.
- Poulin-Dubois, D. (2004, March). Breaking through mindblindness: Infants' implicit understanding



of the human mind. Center for Culture, Brain, and Development. University of California at Los Angeles.

- Poulin-Dubois, D. (2002, December). Child meets word: Conceptual and linguistic biases in early word learning. Center for Brain, Mind, and Language. McGill University.
- Poulin-Dubois (2002, June). Beyond the information given: Infants' inferences of desire from action and emotion cues. Workshop on Infant Action Understanding. Max Planck Institute for Psychological Research. Munich, Germany.
- Poulin-Dubois, D. (2002, May). The origins of naive psychology: infants' reasoning about human and nonhuman behavior. Department of psychology, Keio University, Tokyo.
- Poulin-Dubois, D. (2002, May). What's in a word? How infants learn the meaning of object and action words. Department of Communication and Linguistics, International Christian University, Tokyo.
- Poulin-Dubois, D. (2002, May). Infants' theory of word meaning: Cognitive and linguistic factors. Department of psychology, Aoyama-Gakuin University, Tokyo.
- Poulin-Dubois, D. (2002, March). Infants' implicit understanding of the human mind. Department of Educational Psychology and Counselling. McGill University.

### **1999 to 2001**

- Poulin-Dubois, D. (2001, June). From motion to intention: infants' concept of animacy during the second year. Foundations of Human Knowledge Acquisition: New Evidence from Infant Research and Neuroscience. Conference. Hanse Research Institute, Delmenhorst, Germany.
- Poulin-Dubois, D. (2001, February). Théorie de l'esprit chez le jeune enfant. Department of Psychiatry, Douglas Hospital, Montréal. February 2001.
- Poulin-Dubois, D. (2000, May). La catégorisation des objets animés et inanimés: aspects physiques et psychologiques. Invited talk, Département de psychologie, Université de Rennes, France.
- Poulin-Dubois, D. (2000, May). The origins of folk biology: Infants' knowledge of animate and inanimate objects' motion. Invited talk, University College, University of London.
- Poulin-Dubois, D. (2000, May). The origins of naive psychology: infants' understanding of human desires. Invited talk, Department of psychology, University of Rome "La Sapienza", Roma, Italy.
- Poulin-Dubois, D. (2000, May). Building a lexicon: The interface between semantic and conceptual development. Invited talk, Department of Psychology, University of Rome, "La Sapienza", Roma, Italy.
- Poulin-Dubois, D. (2000, May). L'émergence de la distinction animé-inanimé: le rôle du mouvement. Invited talk, Laboratoire de Cognition et Développement, Université Paris V, France.
- Poulin-Dubois, D. (2000, May). Les processus de catégorisation chez le nourrisson. Invited talk, Laboratoire Langage et Cognition, Université de Poitiers, France.
- Poulin-Dubois, D. (1999, March). Words, Objects, and Babies: The Development of Categorization in Infancy. Department of Psychology, University of Ottawa.

### **1996 to 1998**

- Poulin-Dubois, D. (1998, March). Word learning principles in bilingual and monolingual children. Colloquium, School of Human Communication Science and Disorders, McGill University.

- Poulin-Dubois, D. (1998, March). Infants' naive psychology: Early reasoning about people's desires for objects. Department of Educational Psychology, McGill University.
- Poulin-Dubois, D. (1997, November). The origins of naive psychology: Infants' understanding of human behavior and object motion. Colloquium, Department of Psychology, Queens' University.
- Poulin-Dubois, D. (1996, November). Does an infant have a theory of mind? Department of Psychology, University of St-Andrews, UK.
- Poulin-Dubois, D. (1996, November). What's in a word? Infants' early theories of word meaning. Department of Psychology, Royal Holloway College, University of London.
- Poulin-Dubois, D. (1996, November). Infants' early reasoning about beliefs and desires. School of Cognitive and Computing Sciences, University of Sussex, U.K.
- Poulin-Dubois, D. (1996, November). Le nourrisson possède-t-il une théorie de l'esprit? Données expérimentales et spéculations. Laboratoire de psycho-biologie du développement, Université René-Descartes, Paris.
- Poulin-Dubois, D. (1996, October). Infants' understanding of object motion and human action. Department of Experimental Psychology, University of Oxford, U.K.
- Poulin-Dubois, D. (1996, October). Infants' early understanding of mind: From agency to intentionality. Department of Experimental Psychology, University of Cambridge, U.K.
- Poulin-Dubois, D. (1996, October). Infants' Knowledge of Human Action. MRC Cognitive Development Unit, London, U.K.
- Poulin-Dubois, D. (1996, March). Origins of Naive Psychology: Understanding Mental States in Infancy. Invited lecture, Cognitive Bag Lunch Series, Department of Psychology, McGill University.

### **Prior to 1995**

- Poulin-Dubois, D. (1995, October). Infants' Theory of Word meaning. Invited lecture, Department of Educational Psychology and Counselling, McGill University.
- Poulin-Dubois, D. (1994, April). Infant's early words and object categories. Department of Psychology, University of Arkansas, Fayetteville, AR.
- Poulin-Dubois, D. (1993, March). Infants' understanding of agency. Department of Psychology, University of California at Los Angeles.
- Poulin-Dubois, D. (1993, February). Infants' concept of animacy. Department of Psychology, Queens University.
- Poulin-Dubois, D. (1993, February). Représentations sémantico-lexicales. Département d'Orthophonie et d'Audiologie, Université de Montréal.
- Poulin-Dubois, D. (1992, September). Infants' object categories: Is a bird without wings still a bird? Department of Psychology, Cornell University.
- Poulin-Dubois, D. (1991, October). The structure of semantic categories: developmental and cross-linguistic studies. Department of Psychology, Trent University.
- Poulin-Dubois, D. (1991, March). Représentations sémantiques chez l'adulte bilingue et le nourrisson. Department of Psychology, Université de Moncton.
- Poulin-Dubois, D. (1990, January). Structure des représentations sémantico-lexicales chez le jeune enfant. Centre de Recherche, Centre Hospitalier Côte-des-Neiges.
- Poulin-Dubois, D. (1989, January). Infant's semantic and ontological categories. School of

Psychology, University of Ottawa.

Poulin-Dubois, D. (1988, December). Les réactions du nourrisson à des agents animés et inanimés. Groupe de Recherche sur le développement de l'enfant, Département de Psychologie, Université du Québec à Trois Rivières

Poulin-Dubois, D. (1988, March). Développement des catégories sémantiques chez le nourrisson. Department of Psychology, Université du Québec à Montréal.

## THESES AND REPORTS

Poulin-Dubois, D. Étude génétique comparative des aspects figuratifs et opératifs de l'ordre spatial.

Master's thesis, University of Montréal, 1979 (Supervisor: Dr. Adrien Pinard).

Poulin-Dubois, D., Ricard, M., & Gouin Décarie, T. Vocalisations of two house-reared chimpanzees. Unpublished manuscript, University of Montréal, 1979.

Belley, R., Poulin-Dubois, D., & Ricard, M. Les différences méthodes d'analyse séquentielle. Unpublished manuscript, Department of Psychology, University of Montréal, 1981.

Poulin-Dubois, D. Développement de la catégorisation et signification des premiers termes de référence. Ph.D. thesis, Department of Psychology, University of Montréal, 1983 (Supervisor: Dr. Monique Laurendeau Bendavid).

## STUDENT TRAINING & SUPERVISION

**Completed Undergraduate Theses** ( $n = 90$  since 1985)

**Completed M.A. Theses** ( $n = 31$  since 1990)

- |             |   |
|-------------|---|
| <b>2024</b> | <b>Victoria Fratino</b><br>The Effect of Early Bilingualism on Executive Functions: A Training Study with the Early Executive Functions Questionnaire           |
| <b>2022</b> | <b>Marilyne Dragon</b><br>To copy or not to copy: Comparing selective social learning and overimitation in childhood  |
| <b>2022</b> | <b>Kayla Beaudin</b><br>Testing the Bilingual Cognitive Advantage in toddlers using the Early Executive Functions Questionnaire                                 |
| <b>2021</b> | <b>Elizabeth DuTemple</b><br>Who knows best? Studying the link between children's monitoring and control skills, theory of mind, and selective social learning. |
| <b>2020</b> | <b>Tiffany Resendes</b><br>What I know and what you know: The role of metacognitive strategies in preschoolers' selective social learning                       |
| <b>2018</b> | <b>Alexa Ruel</b>   |

- Does mutual exclusivity guide infants' interpretation of novel labels during categorization?
- 2018** **Olivia Kuzyk**  
Knowing who knows: Infants' metacognitive and causal learning abilities guide selective social learning
- 2016** **Kimberly Burnside**  
Social Motivation and Naive Theories in Children with Autism Spectrum Disorder
- 2015** **Cristina Crivello**  
The cognitive benefits of growing up bilingual: A longitudinal study
- 2014** **John Corbit**  
Is Schematic Biological Motion an Animacy Cue in Infancy?
- 2011** **Jessica Yott**  
Breaking the Rules: Do Infants Have a True Understanding of False Beliefs?
- 2011** **Kristin Wright**  
Biological Motion and Human Morphology Prime Infants' Categorization of Basic-Level Categories
- 2010** **Sabrina S. Chiarella**  
Toddler's theory of mind skills, parental ratings of their child's empathy, mental state language, and executive functioning in relation to observable empathic behaviors
- 2009** **Ivy Brooker**  
Infants' rational imitation: Does the model's reliability matter?
- 2008** **Kristin Rostad**  
Domain-General Categorization in 14- to 24-month-old Infants
- 2007** **Laura O'Connell**  
Infants' ability to use a nonhuman speaker's gaze to establish word-reference
- 2004** **Virginia Chow**  
Infants' attribution of agent and recipient roles to animate and inanimate objects in a causal event
- 2003** **Kara M. Olineck**  
Understanding intention and desire in the second year: Developmental changes and relations among these abilities
- 2002** **Sarah Frenkiel**  
Infants' generalization of motion and mental properties to animals and people
- 2002** **Tamara Demke**  
Infants' ability to associate different motion trajectories with animals and vehicles
- 2000** **Marina Katerelos**  
The concept of animacy versus the object bias principle in 18-month-olds' word learning
- 1999** **Anne-Isabelle Bouchard**  
Compréhension des liens entre le regard et les états mentaux de désir et de connaissance chez les jeunes enfants
- 1998** **Paula Bennett**  
Young children's understanding of attentional focus and seeing leads to knowing

- 1996**      **Nancy Bartlett**  
Gender stereotyped knowledge of emotion in 24-month-old children
- 1996**      **Rachel K. Baker**  
The noun category bias in 18-month-old infants
- 1994**      **Karen A. Colburne**  
The emergence in sex-typed toy knowledge in infancy
- 1993**      **Ilana Frank**  
The influence of shape on young children's taxonomic assumption
- 1992**      **Joanne Tilden**  
The role of appearance and category membership in the attribution of biological and mental properties in children and adults
- 1990**      **Gisele Héroux**  
The effect of movement on children's perception of animacy
- 1990**      **Lorrie Sippola**  
The relationship between language and cognitive development in the second year: a longitudinal study
- 1990**      **Mary Elizabeth Sissons**  
The role of object parts in the development of early semantic categories

**Completed Ph.D. Theses** (*n* = 19 since 1995)

- 2023**      **Anna Elisabeth Baumann**  
People do not always know best: Preschoolers learning from social robots versus humans
- 2020**      **Kimberly Burnside**  
Probing the depth of the understanding of theory of mind in infancy
- 2019**      **Cristina Crivello**  
Who knows best? Mechanisms underlying infants' selective social learning
- 2017**      **Jacqueline Legacy**  
Early vocabulary development in very young French-English bilinguals: A longitudinal study
- 2016**      **Jessica Yott**  
Beyond False Belief Understanding: Theory of mind development in infancy.
- 2015**      **Kristyn Wright**  
Biological motion perception and the animate-inanimate distinction in typically developing children and children with ASD
- 2015**      **Sabrina S. Chiarella**  
Infants' reactions to the unjustified emotions of a model
- 2013**      **Ivy Brooker**  
Are infants' discriminatory learners and helpers? The influence of a models' reliability on infants' selective trust.
- 2011**      **Sarah Frenkiel-Fishman**

Typically developing and autistic children's understanding across both naïve psychology & naïve biology.

- 2009** **Virginia Chow**  
A matter of trust: The influence of a looker's past reliability on infants' gaze following and reasoning about beliefs
- 2008** **Tamara Demke-Pettigrew**  
Infants' understanding of the epistemic nature of eye gaze during the second year of life
- 2008** **Kara M. Olineck**  
Infants' concept of intention: Investigating inter-task relations and developmental continuities
- 2006** **Marina Katerelos**  
Word learning in infancy: Cross-linguistic and inter-task comparisons
- 2005** **Paula Bennett**  
The object of my desire: Infants' ability to infer desire from object-directed behaviors exhibited by a human and a non-human agent
- 2003** **Rachel K. Baker**  
Infants' knowledge of the association between object kinds and motion cues
- 1999** **Joanne Tilden**  
Toddlers' reasoning about the origins of human actions, emotions, and knowledge
- 1999** **Ilana Frank**  
The use of word-learning principles in young monolingual and bilingual children
- 1998** **Natacha Trudeau** (co-supervisor, with Yves Joanette, U. de Montréal)  
Contribution à l'étude du développement du langage chez le jeune enfant franco-québécois indemne ou ayant subi un traumatisme cranio-encéphalique
- 1995** **Susan A. Graham**  
The role of lexical principles in infants' acquisition of object words

#### **Completed Post-Doctoral Training ( $n = 5$ since 1993)**

- 2020-2023** **Elizabeth Goldman**  
Assistant Professor, Yeshiva University, NY
- 2013-2014** **Patricia Brosseau-Liard**  
Associate Professor, University of Ottawa
- 2012-2013** **André L. Souza**  
Assistant Professor, University of Alabama
- 1998-2000** **David Rakison**  
Associate Professor, Carnegie-Mellon University, Pittsburgh, PA
- 1993-1996** **James Forbes**  
Associate Professor, San Angelo State University, Texas.

#### **Student Awards**

- 2024**      **Victoria Fratino**  
Centre for Research in Human Development, Annual Conference, Best Poster Award
- 2024**      **Isadora De Oliveira**  
Centre for Research in Human Development, Annual Conference, Best Poster Award
- 2023**      **Anna-Elisabeth Baumann**  
Centre for Research in Human Development, Annual Conference, Scientific Citizenship Award
- 2020**      **Adina Gazith**  
Centre for Research in Human Development, Annual Conference, Best poster award
- 2019**      **Olivia Kuzyk**  
Canadian Psychological Association (CPA) Certificate of Excellence (Master's Thesis)
- 2019**      **Kimberly Burnside**  
Prix Guy Bégin (Best article published by a student), SQRP
- 2017**      **Kimberly Burnside**  
Canadian Psychological Association (CPA) Certificate of Excellence (Master's Thesis)
- 2017**      **Naomi Azar**  
Canadian Psychological Association (CPA) Certificate of Excellence (Honour's Thesis)
- 2015**      **Cristina Crivello**  
Canadian Psychological Association (CPA) Certificate of Excellence (Master's Thesis)
- 2014**      **Lya M. Said**  
Canadian Psychological Association (CPA) Certificate of Excellence (Honour's Thesis)
- Sabrina Chiarella**  
Concordia University, Graduate Communicator of the Year
- 2009**      **Kristin Rostad**  
Canadian Psychological Association (CPA) Certificate of Excellence (Master's Thesis)
- 2003**      **Rachel Baker**  
Canadian Psychological Association (CPA) Certificate of Excellence (PhD. Thesis)
- 2003**      **Tamara Demke**  
Canadian Psychological Association (CPA) Certificate of Excellence (Master's Thesis)
- 2003**      **Julie Eichstedt**  
Canadian Psychological Association (CPA) Certificate of Excellence (PhD thesis) (co-supervision)

## PROFESSIONAL SERVICES OUTSIDE UNIVERSITY

### Editorial Board Member

Member, Editorial Board, *Psychologie Francaise*, 2006-present

Member, Editorial Board, *Enfance*, 1998-2014.

Member, Editorial Board, *Infancy*, 2009-2013

Member, Editorial Board, *Giornale di Psicologia dello Sviluppo - Journal of Developmental Psychology*, 2010-present

Member, Editorial Board, *Journal of Cognition and Development* (2012-present)

Member, Editorial Board, *Infant Behavior and Development* (2012-present)

Associate Editor, *Child Development* (2014-2019)

### **Editorial Consultant (Ad Hoc)**

Autism; Apprentissage et Socialisation; International Journal of Psychology; Revue Canadienne des Sciences du Comportement; Canadian Journal of Experimental Psychology; Cognitive Development; Cognitive Psychology; Cognitive Science; First language; Behavioral and Brain Sciences; Journal of Experimental Child Psychology; Enfance; Journal of Child Language; International Journal of Behavioural Development; Developmental Science; Infancy; Infant and Child Development; Psychologie Canadienne; British Journal of Developmental Psychology; Developmental Psychology; Child Development; Science; Social Cognitive and Affective Neuroscience; PlosOne; Annals of the NY Academy of Sciences; Cognition; Journal of Cognition and Development; Infant Behavior and Development; Frontiers; Bilingualism: Language and Cognition; Psychologie Française

### **External Examiner (Theses)**

Ph.D. thesis, Francine Delorme-School, U.Q.A.M. (1986)

Ph.D. thesis, Louise Cossette, U.Q.A.M. (1989)

Ph.D. thesis, Karen Leitner, OISE (1990)

M.A. thesis, Michaela Hynie, McGill (1990)

M.A. thesis, R. Letsas, McGill (1992)

Ph.D. thesis, S. Noël, Université de Montréal (1995)

M.A. thesis, Nicole Varshney, McGill (1996)

M.A. thesis, C. Colantonio, McGill (1997)

Ph.D. thesis, J. Paradis, McGill (1997)

M.A. Thesis, D. Sauvé, McGill University, 2000.

M.A. Thesis, M. Campbell, Laurentian University, 2000.

Ph.D. Thesis, Ginette Dionne, Université Laval, 2000.

Ph.D. Thesis, Joane Deneault, Université de Montréal, 2003.

Ph.D. Thesis, Victoria Talwar, Queen's University, 2003.

Ph.D. Thesis, Nelly Scheuner, Université Pierre-Mendes France, Grenoble, France, 2003.

Ph.D. Thesis, Tali Shenfield, University of Toronto, 2004.

Ph.D. Thesis, Anjanie McCarthy, Queen's University, 2004.

Ph.D. Thesis, Amy McPherson, Dalhousie University, April 2006

PhD Thesis, Elizabeth Seamans, U of New Brunswick, 2010



PhD. Thesis, Marine Grandgeorge, Université de Rennes 2, France, 2010  
Ph.D. Thesis (External), Kristen Dunfield, Queen's University, September 2010.  
PhD Thesis (external), PhD Thesis (external). Dilys Leung, UBC, March 2011  
PhD thesis (external), Thien-Kim Nguyen, OISE, U of T, August 2011  
PhD thesis (external), Raluca Barac, York University, April 2012.  
PhD thesis, (external), Celia Matte-Gagné, U de Montréal, November 2012.  
Ph.D. Thesis (external), Sevda Bahtiyar, Queen's University, July 2013.  
Ph.D. Thesis, (external), Wanying Zhao, Psychology, University of British Columbia, 2015.  
PhD Thesis, (external), Ana Tryfon, Integrated Program in Neuroscience, McGill University, 2017.  
PhD Thesis, (internal), Alexandra Kindrat, Department of Education, Concordia University, 2018.  
PhD Thesis (external), Ben Lorimer, Department of Psychology, University of Otago, NZ, 2020  
PhD Thesis (external). Scott Robson, Department of Psychology, Queen's University, 2022.

### **External Examiner (Conferences)**

Reviewer, Jean Piaget Society, Symposium, 1993, 1994, 1995.  
Reviewer, 9th International Conference on Infant Studies, Paris, 1994.  
Reviewer, Canadian Psychological Association, Developmental Psychology Section, 1995.  
Reviewer, International Congress of Psychology, 1995.  
Reviewer, Language and Communication Panel, SRCD Biennial Meeting, 2002, 2004, 2006, 2008, 2013, 2016.  
Reviewer, ISSBD Biennial Meeting, Edmonton, June 2012.  
Reviewer (Panel Cognition), International Conference on Infant Studies, Berlin, 2014.  
Reviewer, (Panel Language). SRCD meeting, 2016.  
Reviewer, (3 Panels: Input Factors, Multilingualism, and Cognition and Language). IASCL 15<sup>th</sup> meeting, Philadelphia, 2020  
Reviewer, Development 2022 Conference, Calgary, May 2022  
Reviewer, Jean Piaget Society Meeting, Madrid, June 2023  
Reviewer, Workshop on Infant Language Development, Lisbon, June 2024.

### **External Examiner/Referee (promotions, nominations, 2004-2022)**

Nomination referee, University Distinguished Scholar for G. Hall, UBC, 2004.  
Promotion (tenure), D. Mumme, Tufts University, 2004.  
Promotion (tenure), K. Johnson, Indiana University, 2005.  
Promotion (HDR), F. Bonthoux, Université de Grenoble, 2005.  
Nomination referee, Canada Research Chair, M. Rutherford, McMaster University, 2005.  
Nomination referee, Honorary Degree for J. Werker, Dalhousie University, 2005.

Promotion (tenure) J. Childers, Trinity U., Texas, 2006.

Promotion (tenure), V. Kulhmeier, Queen's U, 2006.

Promotion (Full Professor), C. Brownell, University of Pittsburgh, 2006.

Promotion (Research Scientist), K. Lee, UCSD, 2006

Promotion (Tenure), Lisa Gershkoff-Stowe, U of Iowa, 2007.

Promotion (tenure), Sophie Jacques, Dalhousie U, 2007.

Promotion (Full Professor), Alain Desrochers, U. of Ottawa, 2008.

Promotion (tenure), Susan Birch (UBC) 2009

Promotion (Full Professor), Daniela O'Neill, U of Waterloo, 2010

Promotion (Associate Professor), Gil Diesendruck, Bar-Ilan University, 2010.

CRC Renewal (Tier II), Mel Rutherford, McMaster U, 2011

Promotion (Full Professor), Mark Sabbagh, Queen's University, 2011

Promotion (and tenure), Mandy Maguire, University of Texas, Dallas, 2011.

Promotion (Full Professor), Mel Rutherford, Psychology, McMaster University, August 2012.

Promotion (Full Professor), Leslie Carver, UC San Diego, August 2013

Killam Research Fellowship at UBC, (S. Birch) Canada Council for the Arts, 2013.

E.W.R. Steacie Memorial Fellowship, (C. Atance), U of Ottawa, 2013.

Killam Research Fellowship at U. of Toronto (Kang Lee), 2013.

SSHRC Gold Medal, Janet Werker, UBC, 2014.

Promotion (and tenure), Dr. Angela Evans, Psychology Department, Brock University, 2014.

Promotion and Tenure, Dr. Patricia Ganea, Department of Applied Psychology & Human Development, Ontario Institute for Studies in Education, University of Toronto, 2015.

Nomination, Tier 1 Canada Research Chair Program (referee), Dr. Kang Lee, OISE, University of Toronto, 2015.

Promotion and Tenure (referee), Dr. Shannon Pruden, Psychology Department, Florida International University, USA, 2015.

Promotion and Tenure (referee), Dr. Amanda Brandone, Psychology, Lehigh University, USA, 2015.

Promotion and tenure (referee), Dr. Tobias Grossman, Psychology Department, U of Virginia, USA, 2015.

Promotion and tenure (referee), Dr. Christina Atance, Psychology department, University of Ottawa, 2015.

Promotion to W3 professorship (referee), Prof Markus Paulus, Psychology Department, Ludwig-Maximilians Universitat, Munich, 2016.

Special hiring (Dr. Jessica Somerville), Psychology Department, University of Toronto, 2017.

Promotion and tenure, Dr. Henrike Moll, Psychology Department, University of Southern California, 2017.

Promotion to Full professor, Dr. Bradley Pillow, Psychology Department, Northern Illinois

University, 2018.

Promotion, Full Professor, Dr. Jeffrey Farrar, Psychology Department, University of Florida, 2018.

Promotion, Full professor, Tobias Grossman, Psychology Department, University of Virginia, 2020.

Promotion, Full professor, Dr. Deepthi Kamawar, Psychology Department, Carleton University, 2020.

Promotion, Full Professor, Dr. Patricia Ganea, Applied Psychology and Human Development Psychology Department, U of Toronto, 2021.

Promotion, Tenure, Dr. Erika Bergelson, Department of Psychology, Duke University, SC, USA. 2022.

Promotion, Full Professor and Tenure, Dr. Yow Wei Quin, Psychology, Singapore University of Technology and Design, 2023.

Nomination, Arts and Sciences Dean's Research Excellence Award ((Jessica Sommerville), University of Toronto, July 2023.

Promotion (Tenure), Dr Gabriel Xiao, Department of Psychology, McMaster University, 2024.

### **Professional Association Positions**

Vice-president, Société Québécoise pour la Recherche en Psychologie, 1987-1991.

Member, steering committee, 7th Conference, International Society for Infant Studies, 1990

Chair, organizing committee, 13th Meeting, Société Québécoise pour la Recherche en Psychologie, 1991

Member, Local organization committee, 7th Congress of the World Association for Infant Mental Health, Montréal, 2000.

Member-at-large, Executive Committee, International Association for Infant Studies, 2006-2012

Associate Member and Advisory Board Member, Centre for Literacy and Multilingualism (CeLM), University of Reading, UK. 2013-present

### **Grant Reviewer**

NSERC, Discovery Grant (External Examiner), 1988-present (1-2 per year)

SSHRC, Insight Strategic Grant Program (External Examiner), 1988-present (1-2 per year)

NSERC, University Research Fellowship Program (External Examiner), 1988-89

Health and Welfare Canada, (External Examiner for R-D program), 1987-88

FCAR, Member of Grant Selection Committee, New Researchers Program, 1988-89, 1994-95

FCAR, Soutien aux Équipes Program (External Examiner), 1989-90, 1990-91, 1991-92

FCAR, Revues Scientifiques Program (External Examiner), 1989-90

FCAR, Programme de Centres de Recherche (External Examiner), 1989-90

SSHRC, Member of Grant Selection Committee, Psychology, 1992-1993, 1993-1994

FCAR, Member of Grant Selection Committee, Soutien aux Équipes, 1995-96, 1999-2000.

FCAR, Member of Psychology Committee, Programme de Bourses, 1997-98, 1998-1999.

FQRSC, Member of Adjudication Committee, Programme Recherche Innovante, 2003.

Agence Nationale de la Recherche, Jeunes chercheurs Program, (France), 2005.

Canadian Literacy and Language Research Network, Member of adjudication committee, Postgraduate Scholarship Supplement awards program, 2006.

Canadian Literacy and Language Research Network, Member of Adjudication committee, Undergraduate Research Assistantship Program, 2006.

FQRSC, Member, Adjudication Committee #2, Programme Soutien aux Équipes, 2005-2007.

Economic and Social Research Council (ESRC, UK Standard Grant Program) (2007:1 grant)

CFI/FQRSC, 2007 (1 grant)

SSHRC, Member, Standard Research Grant, Psychology Panel, 2009-2010, 2010-2011.

The Leverhulme Trust, Detailed Research Project Grants (1), 2008

National Science Foundation, Developmental and Learning Sciences (DLS), 2006 (1), 2008 (1 applications), 2010 (1 application), 2011 (1 application) 2013 (1 application), 2014 (1), 2018 (1)

John Templeton Foundation (US), Research Grant Program (1) 2011.

Marsden Fund, The Royal Society of New Zealand (1 proposal review, 2015).

Swiss National Science Foundation (1 proposal, 2018).

United States-Israel Binational Science Foundation (1 proposal, 2019).

NSERC, Member, Biological Systems and Functions Selection Committee, Research Tools and Instruments Grants Program, 2019, 2020

Vienna Science and Technology Fund (WWTF), Digital Humanism program (1 grant application). 2021

NSERC, Discovery Grant Program, 2018 (1), 2022 (2)

SSHRC, Insight Development grant program, 2023 (1)

FRQSC, Committee member, Bourse Maitrise/Doctorat Program, 2022

Education Research Funding Programme (ERFP), Singapore (1 application), 2024.

### **Book Endorsements**

Bornstein , M. Arterberry, M (2023) . *Development in Infancy*. (6<sup>th</sup> edition). NY: Routledge.

Bornstein, M. Arterberry, M. & Lamb, M. (2014). *Development in Infancy: A Contemporary Introduction*. (5<sup>th</sup> Edition). NY: Psychology Press.

Slaughter, V. & Rosnay, M. (2017). *Theory of Mind Development in Context*. London: Routledge.

Gogate, L. (2022). *An interactive approach to enhancing early word learning: From research to best practice*. Cambridge Scholars Publishing Ltd.

### **Media Coverage/Public Outreach**

**1991** Interview, Thursday Report, Concordia University.

**1992** TV Interview, *Newswatch*, CBC.

**1992** TV Interview, *Montréal Ce Soir*, Radio-Canada.

**1996** TV Interview on Gender concepts in infancy (with L. Serbin), *W5 Program*, CTV Network.

**2000** Workshops on Language Development, Ordre des Orthophonistes et Audiologistes du Québec,

(February 2000, December 2000, April 2001).

- 2000** TV Interview on Infancy research, (Brighton, UK), Pulse News, CTV Network.
- 2001** Radio Interview, *Découverte program*, Radio-Canada (April).
- 2005** Video clips of my research on 2 programs: *To Relate* and *To Belong* of the series *The Baby Human*, Discovery Health Channel, French version on TV Ontario.
- 2005** Interview on cognitive development *Québec Science* magazine.
- 2006** Interview and video clips of experiments, *Enjeux (Moi Tarzan, toi Jane)* Radio-Canada, (February).
- 2011** Press release, Concordia University, “A second language gives toddlers an edge”. Cited in 56 periodicals and websites, including *Agence Science-Press*; *Science Daily*, *Huffington Post* (January 19).
- 2011** Interview, “Bilingual toddlers have cognitive edge over their unilingual peers: Study”. *CTV News Montréal* (January 19).
- 2011** Radio interviews on bilingualism and cognition in children. TBS eFM's *This Morning Seoul*, South Korea; 98.5 Montréal; Radio-Canada, Winnipeg; CJFO-FM, Ottawa; *The World Today Weekend with Sean Leslie*, CKNW, Vancouver.
- 2011** Interview on the cognitive benefits of bilingualism published in the scientific magazine *La Recherche* (May).
- 2011** Press release, Ivy Brooker and Diane Poulin-Dubois “Baby see, baby do?” Cited in 41 media outlets, including: *British Psychological Society Research Digest*; *The Atlantic*; *Medical News Today*; *The Daily Mail*; *Elle France*; *New York Daily News*; *ABC Science*; *Libération* (December 5).
- 2012** Interview on the bilingual brain, *Les Années Lumières*, Radio-Canada (February 12).
- 2013** Press release, Sabrina S. Chiarella and Diane Poulin-Dubois “Babies know when you are faking” cited in 98 written and electronic media outlets including: *Psychology Today*; *Radio-Canada*; *Telegraph*; *Parents*; *The Australian*; *The Himalayan Times*; *Top News Health*; *Futura-Sciences* (October 16).
- 2014** Interview, “Les bébés n’apprennent pas de n’importe qui”, *Journal Le Devoir* (April 19).
- 2014** Sabrina S. Chiarella, Ph.D student, Concordia Graduate Research Communicator of the Year award (June).
- 2014** Rachel Baker, ex-doctorate, Concordia newsmaker of the week for the media coverage of her research on infants’ concept of animacy (August).
- 2014** Press release, Concordia University, R Baker and D. Poulin-Dubois “Babies absorb more than we might think” cited by 25 media outlets including: *TVA Nouvelles*, *Le journal de Montréal*; *Agence QMI*; Radio-Canada (August).
- 2014** Interview, “Quand bébé parle avec ses mains”, *La Presse* (September 22).
- 2016** Cristina Crivello, PhD student, Concordia Graduate Research Communicator of the Year award (June).

- 2016** Press release, Concordia University, C. Crivello and D. Poulin-Dubois “Practice makes perfect: Switching between languages pays off” cited by 44 media outlets including: *Le Devoir*, *La Presse*, *Radio-Canada*, *Huffington Post Québec*, *Journal Métro*, *The Times of India*, *Le Droit*, *Reuters*, *The Scientist* (February).
- 2016** Radio interviews on the bilingualism advantage related to cognitive flexibility in children. TBS eFM's *This Morning* Seoul, South Korea; 98.5 Montréal; Radio-Canada, Winnipeg; CJFO-FM, Ottawa; *The World Today Weekend with Sean Leslie*, CKNW, Vancouver. Radio Canada Vancouver's *Midi express* (D. Poulin-Dubois); Radio Canada Manitoba's *Le 6 à 9* (C. Crivello).
- 2016** Interview, “Le cerveau bilingue”, TV report on the cognitive benefits of bilingualism. *Découverte*, Radio-Canada (March 20).
- 2016** Interview, Prix ACFAS Thérèse Gouin-Décarie' for Social Sciences. [https://www.youtube.com/watch?v=9-\\_Tcx-0HW4](https://www.youtube.com/watch?v=9-_Tcx-0HW4)
- 2016** Interview, “Une référence dans le domaine du développement cognitif”, *Le Devoir* (October 22).
- 2017** TV documentary, “Intelligence et affectivité chez les jeunes enfants”, *Dactylo: Episode 2* (produced by *Aire Libre*; October 2017).
- 2018** Press release, Concordia University, K. Burnside and D. Poulin-Dubois “New autism-related research expands our understanding of cognitive function in preschoolers” (November, 2018).
- 2018** Press release, Concordia University, C. Crivello and D. Poulin-Dubois “Toddlers with better ‘mind-reading’ skills are more selective in their learning, research shows” (May, 2018).
- 2019** TV documentary, “Babies: Their Wonderful World”, *BBC Two: Episode 1* (Produced by *Voltage TV Productions Ltd*; November 2018). Demonstration of experiments published in Poulin-Dubois, Serbin, Eichstedt, Sen, & Beissel, (2002, 2019).
- 2019** Magazine Interview, “Jouets genrés: Et si on laissait les enfants sortir du moule?”, *Naître et grandir* (November-December, 2019).
- 2020** Documentary, “The Science of Emotion”, Brink Lane Production. (Diffusion 2020, Canal +, France)
- 2020** Contribution to governmental program *Agir Tot*, Ministère de la Santé et des Services Sociaux (ABCdaire 18+) 2020.
- 2023** Radio Interview, Are robots better teachers than humans? RC Windsor (April 3rd, 2023)
- 2023** Diane Poulin-Dubois interviewed by Matthieu Dugal. (April 5, 2023). Un robot peut-il être un meilleur enseignant qu'un être humain? *Moteur de recherche*, *Radio-Canada*. Montreal. <https://ici.radio-canada.ca/ohdio/premiere/emissions/moteur-de-recherche/episodes/698784/rattrapage-du-mercredi-5-avril-2023/4>
- 2023** Anna-Elisabeth Baumann and Diane Poulin-Dubois interviewed by Jean Francois Bouthillette. (April 30, 2023). Faire confiance au robot? Crédibilité des interlocuteurs: Entre ressemblance et compétence. *Les Années Lumière*, *Radio-Canada*. Montreal. <https://ici.radio-canada.ca/ohdio/premiere/emissions/les-annees-lumiere/segments/reportage/441778/robot-credibilite-psychologie-developpement-enfant?fbclid=IwAR3KpU0vJcbkCfidXReOeot9Qs-OXgEN5piSZKe4EjB67OVFUWkfTkQpsaE>
- 2023** Anna-Elisabeth Baumann, Elizabeth J. Goldman, and Diane Poulin-Dubois interviewed by Patrick

- Lejtenyi. (March 28, 2023). Preschoolers prefer to learn from a competent robot than an incompetent human, Concordia study shows. *Concordia News*. Montreal. <https://www.concordia.ca/news/stories/2023/03/28/preschoolers-prefer-to-learn-from-a-competent-robot-than-an-incompetent-human-concordia-study-shows.html>
2024. Interview with Prof Diane Poulin-Dubois. International Congress for Infants Studies: <https://infantstudies.org/connecting-with-the-community/>

## CONFERENCE PRESENTATIONS (Total since 1978 = 319)

### 2024

- Poulin-Dubois, D., Goldman, E. J., & Baumann, A-E. (2024, July). Development of trust: Examining the developmental shift from social to epistemic characteristics with robot informants. In symposium *Children's and adult's abilities to learn from robots*. 33<sup>rd</sup> International Congress of Psychology, Prague, Czech Republic.
- Poulin-Dubois, D. (2024, June). Discussant for Symposium *Supporting Language and Literacy in Immigrant Families*. 27<sup>th</sup> Meeting of the International Society for the Study of Behavioural Development, Lisbon, Portugal.
- Poulin-Dubois, D., Goldman, E. J., & Baumann, A-E. (2024, June). *Does a robot have a Theory of Mind? Children's attribution of mental states to humanoid robots based on direct and indirect measures of Theory of Mind reasoning*. Symposium at the 27<sup>th</sup> Meeting of the International Society for the Study of Behavioural Development, Lisbon, Portugal.
- Fratino, V., Zaharakis, E., & Poulin-Dubois, D. (2024, June). *The Effect of Early Bilingualism on Executive Functions: A Training Study*. Workshop on Infant Language Development, Lisbon, Portugal.
- Goldman, E., Baumann, A-E., Beaudoin, J., & Poulin-Dubois, D. (2024, March). *Children's mental state attribution to robots*. Poster presented at the 2024 Bi-Ennial Cognitive Development Society Conference, Pasadena, USA.
- Baumann, A-E., Goldman, E., Cobos, M-G., & Poulin-Dubois, D. (2024, March). *Preschoolers' trust in non-verbal information provided by a robot*. Poster presented at the 2024 Bi-Ennial Cognitive Development Society Conference, Pasadena, USA.

### 2023

- Goldman, E. J., Baumann, A-E., & Poulin-Dubois, D. (2023, June). Preschoolers' anthropomorphizing of robots: Do human-like properties matter? In D. Poulin-Dubois (chair), *Children's anthropomorphism of social robots*. Symposium. Annual conference of the Jean Piaget Society. Madrid, Spain.
- Poulin-Dubois, D., Cuffaro, C., & Beaudin, K. (2023, May). Les bénéfices cognitifs du bilinguisme précoce. *Perspective multidisciplinaire sur le bilinguisme: aspects socioculturels et développementaux*. Symposium at Association Canadienne-Française pour l'Avancement des Sciences, (ACFAS), Montreal.

- Beaudoin, J., Goldman, E. J., & Poulin-Dubois, D. (2023, May). Conception des robots par les jeunes enfants: le rôle de la morphologie et des objectifs. Video Presentation at Associations Canadienne-Française pour l'Avancement des Sciences, (ACFAS) Montreal.
- Dragon, M. & Poulin-Dubois, D. (2023, May). Comme deux gouttes d'eau? Une comparaison entre l'apprentissage sélectif et la surimitation chez les enfants d'âge préscolaire. Video Presentation at Association Canadienne-Française pour l'Avancement des Sciences, (ACFAS). Montreal.
- Cuffaro, C., Beaudin, K., & Poulin-Dubois, D. (2023, March). *Testing the Onset of the Bilingual Cognitive Advantage with the Early Executive Functions Questionnaire*. Poster presented at the 2023 Society for Research in Child Development, Salt Lake City, USA.
- Goldman, E. J., Baumann, A-E., Beaudoin, J., & Poulin-Dubois, D. (2023, March). *Young Children's Conception of Robots: The Role of Morphology and Goal-Directedness*. Poster presented at the 2023 Society for Research in Child Development, Salt Lake City, USA.
- Dutemple, E., Brokl, C., & Poulin-Dubois, D. (2023, March). *Thinking of You Without Thinking About Me: The Longitudinal Relationship Between Theory of Mind and Metacognition*. Poster presented at the 2023 Society for Research in Child Development, Salt Lake City, USA.
- Dragon, M., & Poulin-Dubois, D. (2023, March). *Selective Social Learning and Overimitation: Two Peas in a Pod?* Poster presented at the 2023 Society for Research in Child Development, Salt Lake City, USA.
- Baumann, A-E., Goldman, E. J., Lalonde, A., Zohar, G., Psaradellis, E., & Poulin-Dubois, D. (2023, March). *To see or not to see: Conceptual replications of the VOE false belief paradigm*. Poster presented at the 2023 Society for Research in Child Development, Salt Lake City, USA.
- Baumann, A-E., Goldman, E. J., Meltzer, A., Le Metayer, A., & Poulin-Dubois, D. (2023, March). *Preschoolers' learning from social robots: from social to epistemic trust*. Symposium talk by Anna Baumann at the 2023 Society for Research in Child Development, Salt Lake City, USA.
- Dutemple, E., Brokl, C., & Poulin-Dubois, D. (2023, March). *Thinking of You Without Thinking About Me: The Longitudinal Relationship Between Theory of Mind and Metacognition*. Poster presented at the 2023 Center for Research in Human Development, Montreal, Canada.
- Baumann, A-E., Goldman, E. J., Meltzer, A., Le Metayer, A., & Poulin-Dubois, D. (2023, March). *Preschoolers' learning from social robots: from social to epistemic trust*. Symposium talk by Anna Baumann at the 2023 Center for Research in Human Development, Montreal, Canada.

## 2022

- Poulin-Dubois, D., Tsui, A., Beaudin, K., & Gibson, S. (2022, July). Testing the Bilingual



- Cognitive Advantage with the Early Executive Functions Questionnaire. (Poulin-Dubois, Chair). *New perspective on the cognitive bilingual advantage in infancy*. Symposium presented at the 2022 International Congress of Infant Studies, Ottawa, Canada.
- Poulin-Dubois, D., (2022, July). Discussant. In M Colomer, Chair. *Expectancy violations and selective learning: new perspectives from social cognition*. Symposium presented at the 2022 International Congress of Infant Studies, Ottawa, Canada.
- Poulin-Dubois, D., Goldman, G., Meltzer, A., & Psaradellis, E. (2022, April). *Another test of the stability of theory of mind from infancy to preschool*. Poster presented at the 2022 Cognitive Development Society Conference, Madison, Wisconsin.
- Baumann, B., Meltzer, A., Goldman, E., & Poulin-Dubois, D. (2022, April). *Developmental changes in learning from robots*. Poster presented at the 2022 Cognitive Development Society Conference, Madison, Wisconsin.
- Poulin-Dubois, D. (2022, June). *Who knows best? Exploring the link between metacognitive skills and selective learning*. Poster presented at the 2022 International Society for the Study of Behavioral Development Conference, Rhodes Town, Greece
- Dragon, M. & Poulin-Dubois, D. (2022, June). *Two sides of the same coin? Comparing children's selective social learning and overimitation*. Poster presented at the Development 2022: A Canadian Conference on Developmental Psychology, Calgary, AB
- Dutemple, E., Hakimi, H., & Poulin-Dubois, D. (2022, June). *Who knows? Linking theory of mind, metacognition, and selective social learning*. Poster presented at the Development 2022: A Canadian Conference on Developmental Psychology, Calgary, AB
- Beaudin, K. & Poulin-Dubois, D. (2022, June). *Comparing monolingual and multilingual toddlers' executive functioning with the Early Executive Functions Questionnaire*. Poster presented at the Development 2022: A Canadian Conference on Developmental Psychology, Calgary, AB

## 2021

- Poulin-Dubois, D., Resendes, T., & Dutemple, E. (2021, July). Knowing about knowledge: implicit and explicit metacognition guide children's selective trust. (Chair). *Implicit and Explicit Theory of Mind from Infancy to Adulthood*. Symposium presented at the 2021 International Congress of Psychology, Prague, Czech Republic.
- Poulin-Dubois, D., Burnside, K., Azar, N., & Brandon, E.K. (2021, July). Implicit theory of mind in infancy does not predict theory of mind in childhood. (Chair). *Metacognition, mindreading, and social learning*. Symposium presented at the 2021 International Congress of Psychology, Prague, Czech Republic.
- Friend, M., DeAnda, S., Poulin-Dubois, D., Arias-Trejo, N., Abreu-Mendoza, R., & Lopez, O. (2021, July). *Language Specificity in Maternal Education Revisited: Vocabulary Growth before 30 Months of age*. Poster presented at the 2021 virtual International Association for the Study of Child Language Conference.
- Nicoladis, E., Friend, M., Rene, J.L., Poulin-Dubois, D. (2021 July). *Parents point more when*

- speaking bilingual children's weaker language*. Poster presented at the 2021 virtual International Association for the Study of Child Language Conference.
- Baumann, A.E., & Poulin-Dubois, D. (2021, May). *Is Early Executive Functioning Stable?* Poster presented at the 2021 virtual Association for Psychological Science Convention.
- Beaudin, K., & Poulin-Dubois, D. (2021, May). *Word Processing Speed, Inhibitory Control, and the Lexicon in Young Bilinguals*. Poster presented at the 2021 virtual Association for Psychological Science Convention.
- Dragon, M., & Poulin-Dubois, D. (2021, May). *Children's Selective Imitation and Overimitation: Looking for Common Mechanisms*. Poster presented at the 2021 virtual Association for Psychological Science Convention.
- Germina, N., Meltzer, A., & Poulin-Dubois, D. (2021, May). *Gestural Communication Among Monolingual and Bilingual Infants*. Poster presented at the 2021 virtual Association for Psychological Science.
- Dutemple, E., Burnside, K., & Poulin-Dubois, D. (2021, April). *Naïve theories in children with Autism Spectrum Disorder*. Poster presented at the 2021 virtual Society for Research in Child Development Biennial Meeting.
- Friend, M., Lopez, O., De Anda, S., Poulin-Dubois, D., Arias-Trejo, N., & Abreu-Mendoza, R. (2021, April). *Maternal Education Revisited: Vocabulary Growth before 30 months of Age in Spanish- and English-dominant children*. Poster presented at the 2021 virtual Society for Research in Child Development Biennial Meeting.

## 2020

- Poulin-Dubois, D., & Burnside, K. (2020, July). *Testing the maturity of infants' concept of false belief with inanimate and naïve agents*. Poster presented at the 2020 virtual International Congress of Infant Studies, Glasgow, UK.
- Poulin-Dubois, D., Neumann, C., & Gazith, A. (2020, July). *Infants' false belief attribution: A test of the mentalistic hypothesis*. Poster presented at the 2020 virtual International Congress of Infant Studies, Glasgow, UK.
- Poulin-Dubois, D., Neumann, C., Chilliak, S., & Masoud, S. (2020, July). *Inhibitory control and working memory in 16-month-old bilingual and monolingual infants*. Poster presented at the 2020 virtual International Congress of Infant Studies, Glasgow, UK.
- Smolak, E., Helm, J.L., Patrucco-Nanchen, T., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2020, July). *Convergence and divergence in prediction from vocabulary and speed of lexical access*. Poster presented at the 2020 virtual International Congress of Infant Studies, Glasgow, UK.

## 2019

- Poulin-Dubois, D., Neumann, C., & Burnside, K. (2019, October). *Infants generalize beliefs to naïve agents*. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society, Louisville, KY.
- Resendes, T., Elkaim, B., & Poulin-Dubois, D. (2019, October). *Do metacognitive strategies predict social selective learning in preschoolers?* Poster presented at the 2019 Biennial Meeting of

the Cognitive Development Society, Louisville, KY.

- Villanueva, A., Masters, A., Poulin-Dubois, D., Zesiger, P., & Friend. (2019, June). *Quality of Engagement in Spanish-Speaking Parent-Child Dyads During Free Play*. Poster presented at the 2019 International Symposium of Bilingualism, Edmonton, AB.
- Kuzyk, O., Crivello, C., & Poulin-Dubois, D. (2019, March). *Monolingual and bilingual toddlers monitor the accuracy of speakers*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Poulin-Dubois, D., Crivello, C., & Grossman, S. (2019, March). *Socio-cognitive skills are linked to infants' selective word learning*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Ruel, A., Crivello, C., Chiarella, S. S., Burdman-Villa, J., & Poulin-Dubois, D. (2019, March). *Testing the concurrent validity of the Modified Checklist for Autism in Toddlers (M-CHAT) in 18-month-olds*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Delisle, C., Burdman-Villa, J., René, JL, & Poulin-Dubois, D. (2019, March). *Qui sait quoi? L'apprentissage social sélectif est lié aux compétences métacognitives et à la théorie de l'esprit chez les enfants d'âge préscolaire*. Poster presented at the 41<sup>th</sup> annual conference of the Société Québécoise Pour la Recherche en Psychologie (SQRP), Mont-Tremblant, QC.
- Gil, C., Burnside, K., Severdija, V., & Poulin-Dubois, D. (2019, March). *Les nourrissons attribuent-ils de fausses croyances à un objet inanimé?* Poster presented at the 41<sup>th</sup> annual conference of the Société Québécoise Pour la Recherche en Psychologie (SQRP), Mont-Tremblant, QC.
- Neumann, C., Burnside, K., & Poulin-Dubois, D. (2019, March). *Les nourrissons ont-ils une compréhension approfondie de la fausse croyance?* Poster presented at the 41<sup>th</sup> annual conference of the Société Québécoise Pour la Recherche en Psychologie (SQRP), Mont-Tremblant, QC.
- Poulin-Dubois, D., & Burnside, K. (2019, March). Questioning the developmental stability of false belief understanding. In Kloo, D. & Perner, J., *Far from a consensus? On the developmental continuity of implicit and explicit false belief understanding*. Symposium presented at the International Convention of Psychological Science (ICPS), Paris, France.

## 2018

- Burnside, K., Azar, N., & Poulin-Dubois, D. (2018, July). *Is there developmental continuity in false belief understanding? A longitudinal study*. Poster presented at the 2018 International Congress of Infant Studies (ICIS), Philadelphia, PA.
- Crivello, C., Lazo, M., & Poulin-Dubois, D. (2018, July). *Infants' ability to detect emotional incongruency: Deep or shallow?* Symposium conducted at the 2018 International Congress of Infant Studies (ICIS), Philadelphia, PA.
- Friend, M., Masters, A., Villanueva, A., Zesiger, P., & Poulin-Dubois, D. (2018, July).

*Characteristics of English- and Spanish-speaking mother-child engagement during free play.* Symposium conducted at the 2018 International Congress of Infant Studies (ICIS), Philadelphia, PA.

- Kuzyk, O., Grossman, S., Gendron-Cloutier, L., & Poulin-Dubois, D. (2018, July). *Knowing who knows: Infants' selective social learning is linked to metacognitive skills.* Poster presented at the 2018 International Congress of Infant Studies (ICIS), Philadelphia, PA.
- Masters, A., Villanueva, A., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2018, July). *Characteristics of English- and Spanish-speaking mother-child engagement during free play.* Poster presented at the 2018 International Congress of Infant Studies (ICIS), Philadelphia, PA.
- Smolak, E., Villanueva, A., Liu, Y., Campos, A., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2018, July). *Executive function in young spanish-english bilingual children: Are they really special?* Presented at the 2018 International Congress of Infant Studies (ICIS), Philadelphia, PA.
- Sotomayor, C., Poulin-Dubois, D., & Friend, M. (2018, July). *Heritage language development in spanish-speaking toddlers: Identifying early predictors.* Poster presented at the 2018 International Congress of Infant Studies (ICIS), Philadelphia, PA.
- Ruel, A., Olineck-Jolin, K., Corbit, J., & Poulin-Dubois, D. (2018, May). *Infants' reactions to a social, humanoid robot.* Poster presented at Development 2018, St. Catharines, ON.
- Burnside, K., & Poulin-Dubois, D. (2018, March). *Le développement précoce de la fausse croyance : Une étude longitudinale.* Poster presented at the 40<sup>th</sup> annual conference of the Société Québécoise Pour la Recherche en Psychologie (SQRP), Québec City, QC.
- Delisle, C., Kuzyk, O., & Poulin-Dubois, D. (2018, March). *Savoir qui sait: L'apprentissage social sélectif des nourrissons est lié aux compétences métacognitives.* Poster presented at the 40<sup>th</sup> annual conference of the Société Québécoise Pour la Recherche en Psychologie (SQRP), Québec City, QC.
- Grossman, S., Crivello, C., Lazo, M., & Poulin-Dubois, D. (2018, March). *Comment les nourrissons arrivent-ils à détecter l'incongruité émotionnelle?* Poster presented at the 40<sup>th</sup> annual conference of the Société Québécoise Pour la Recherche en Psychologie (SQRP), Québec City, QC.
- Ruel, A., Olineck-Jolin, K., Corbit, J., & Poulin-Dubois, D. (2018, March). *Les nourrissons attribuent-ils des buts à un robot humanoïde?* Poster presented at the 40<sup>th</sup> annual conference of the Société Québécoise Pour la Recherche en Psychologie (SQRP), Québec City, QC.

## **2017**

- Crivello, C., Lazo, M., Phillips, S., Grossman, S., & Poulin-Dubois, D. (2017, October). *Theory of Mind skills are linked to infants' ability to detect emotional unreliability.* Poster presented at the 2017 Biennial Conference of the Cognitive Development Society (CDS), Portland, OR.
- Poulin-Dubois, D., Olineck-Jolin, K., Corbit, J., & Ruel, A. (2017, October). *Can infants discern the goals and intentional actions of a humanoid robot?* Poster presented at the 2017 Biennial Conference of the Cognitive Development Society (CDS), Portland, OR.

- Smolak, E., Vallaneuva, A., Liu, Y., Campos, A., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2017, October). *Executive function and translation equivalents in young Spanish-English bilingual children*. Poster presented at the Bilingualism Matters UC Riverside Conference, Riverside, CA.
- Alaria, L., Béguin, C., Patrucco-Nanchen, T., Poulin-Dubois, D., Friend, M., & Zesiger, P. (2017, July). *From early spoken words to literacy: What could be predicted from earliest measures?* Poster presented at the 24th annual meeting of the Society for the Scientific Study of Reading (SSSR), Halifax, NS.
- Béguin, C., Alaria, L., Patrucco-Nanchen, T., Poulin-Dubois, D., Friend, M., & Zesiger, P. (2017, July). *Predicting language outcome and school readiness at 4 years with language measures at 22 and 29 months*. Poster presented at the 14th International Congress for the Study of Child Language (IASCL), Lyon, FR.
- DeAnda, S., Enriquez, B., Dauth, R., Labreche, C., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2017, July). Code-switching in young bilingual toddlers and their parents. In M. Friend (Chair), *Expressive language in dual language learners*. Symposium conducted at the 14th International Congress for the Study of Child Language (IASCL), Lyon, France.
- Poulin-Dubois, D., Legacy, J., Kuzyk, O., Zesiger, P., & Friend, M. (2017, July). Translation equivalents and lexical processing in bilingual toddlers. Poster presented at the 14<sup>th</sup> International Congress for the Study of Child Language (IASCL), Lyon, France.
- Poulin-Dubois, D., Legacy, J., Kuzyk, O., Zesiger, P., & Friend, M. (2017, July). Translation facilitation effects in very young bilinguals. In C. D. Luche (Chair), *How do children build their early lexicon? Evidence from monolingual and bilingual toddlers*. Symposium conducted at the 14<sup>th</sup> International Congress for the Study of Child Language (IASCL), Lyon, France.
- Smolak, E., Enriquez, B., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2017, July). Code-switching and proficiency in Spanish-English bilingual children. Symposium conducted at the 14<sup>th</sup> International Congress for the Study of Child Language (IASCL), Lyon, France.
- Brosseau-Liard, P., Azar, N., & Poulin-Dubois, D. (2017, April). *Reliability and validity of a French version of the Children's Social Understanding Scale*. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- Burnside, K., Azar, N., & Poulin-Dubois, D. (2017, April). *Dissociation between implicit and explicit theory of mind in preschoolers*. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- Burnside, K., Wright, K., & Poulin-Dubois, D. (2017, April). *A comparison of typically-developing children and children with autism spectrum disorder on social motivation and theory of mind*. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- Crivello, C., Phillips, S., Labrèche, C., & Poulin-Dubois, D. (2017, April). *Identifying the psychological mechanisms underlying selective social learning in infancy*. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.

- DeAnda, S., Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2017, April). *Word knowledge and lexical processing in bilingual toddlers*. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- Kuzyk, O., Legacy, J., Marinotti, G., Friend, M., Zesiger, P., & Poulin-Dubois, D. (2017, April). *Do translation equivalents facilitate or hinder bilingual toddlers' lexical access?* Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- Poulin-Dubois, D. (2017, April). *Discussant for Symposium Are implicit theory of mind findings robust? Some doubts from converging non-replications across the lifespan*. Biennial meeting of the Society for Research in Child Development, Austin, TX.
- Smolak, E., Patrucco-Nanchen, T., Poulin-Dubois, D., & Friend, M. (2017, April). *Language screening using early decontextualized vocabulary*. Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- Burnside, K., Wright, K., & Poulin-Dubois, D. (2017, March). *Is social orienting related to children's implicit theory of mind abilities?* Poster presented at the International Convention of Psychological Science, Vienna, Austria.
- Crivello, C., Phillips, S., Labrèche, C., & Poulin-Dubois, D. (2017, March). *Do superior theory of mind abilities underlie infants' selective social learning?* Poster presented at the International Convention of Psychological Science, Vienna, Austria.
- Ruel, A., Burnside, K., Azar, N., & Poulin-Dubois, D. (2017, March). *L'attribution implicite de fausses croyances: Une non-réplication de l'épreuve de regard anticipatoire*. Poster presented at the Société Québécoise Pour la Recherche en Psychologie (SQRP), Montréal, QC.
- DeAnda, S., Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2017, January). *Cross-language links in young bilinguals*. Paper presented at the Conference on Bilingualism in the Hispanic and Lusophone World, Tallahassee, FL.
- DeAnda, S., Hendrickson, K., Zesiger, P., Poulin-Dubois, D., & Friend, M. (2017). *Lexical access in monolingual and bilingual vocabulary development*. In M. LaMendola & J. Scott (Eds.), *Proceedings of the 41st Annual Boston University Conference on Language Development* (pp. 199-207). Somerville, MA: Cascadilla Press.

## 2016

- DeAnda, S., Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2016, November). *Lexical access in the second year: A cross-linguistic investigation of mono- and bilingual vocabulary development*. Poster presented at the Boston University Conference on Language Development (BUCLD), Boston, MA.
- Barlam, D., Liu, Y., Poulin Dubois, D. Zesiger, P., & Friend, M. (2016, May). *Early executive function in Spanish-English bilingual and Spanish monolingual children*. Poster presented at the Biennial International Conference on Infant Studies, New Orleans, LA.
- Legacy, J., Crivello, C., Reider, J., Kuzyk, O., Friend, M., Zesiger, P., & Poulin-Dubois, D. (2016, May). *Direct and indirect measures of translation equivalents in bilingual toddlers*. Poster presented at the Biennial International Conference on Infant Studies, New Orleans, LA.

- Smolak, E., Barlam, D., Zesiger, P., Poulin-Dubois, D., & Friend, M. (2016, May). *It's comprehension and production! The efficacy of canonical analysis for predicting language outcomes*. Poster presented at the Biennial International Conference on Infant Studies, New Orleans, LA.
- Patrucco-Nanchen, T., Alaria, L., Béguin, C., Poulin-Dubois, D., Friend, M., & Zesiger, P. (2016, May). *Language skills of 3-year-old monolingual French-speaking children: Identifying early predictors*. Poster presented at the Biennial International Conference on Infant Studies, New Orleans, LA.
- Poulin-Dubois, D., Reider, J., Kuzyk, O., & Chiarella, S. S. (2016, May) *18-month-olds trust Pollyannas*. Poster presented at the Biennial International Conference on Infant Studies, New Orleans, LA.
- Poulin-Dubois, D., & Yott, J. (2016, January). *What does inter-task coherence reveal about theory of mind in infancy?* Poster presented at the CEU Conference on Cognitive Development, Budapest.

## 2015

- Smolak, E., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2015, October). *Using comprehension to predict production: Variability in individual trajectories*. Poster presented at the Ninth Biennial Meeting of the Cognitive Development Society, Columbus, OH.
- Yushuang, L., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2015, October). *Translation equivalents and early executive function in simultaneous bilinguals*. Poster presented at the Ninth Biennial Meeting of the Cognitive Development Society, Columbus, OH.
- Patrucco-Nanchen, T., Alaria, L., Friend, M., Poulin-Dubois, D., & Zesiger, P. (2015, June). *Which measures of toddlers' lexical development predict later lexical and grammatical competence? A longitudinal study*. Poster presented at the Workshop on Infant Language Development, Stockholm, Sweden.
- Poulin-Dubois, D., Crivello, C., Zesiger, P., & Friend, M. (2015, June). *The acquisition of translation equivalents in young bilinguals: A longitudinal study*. Poster presented at the Workshop on Infant Language Development, Stockholm, Sweden.
- Smolak, E., Zesiger, P., Poulin-Dubois, D., & Friend, M. (2015, June). *Predicting language outcomes from early comprehension: Contributions of age, vocabulary size and trajectory*. Poster presented at the Workshop on Infant Language Development, Stockholm, Sweden.
- Friend, M., DeAnda, S., Zesiger, P., & Poulin-Dubois, D. (2015, May). *Vocabulary growth in Spanish and English monolingual and dual language learners*. Symposium presented at the 10<sup>th</sup> International Symposium on Bilingualism, Rutgers University, NJ.
- Poulin-Dubois, D., Friend, M., Crivello, C., & Zesiger, P. (2015, May). *The cognitive benefits of bilingualism: A longitudinal study*. Poster presented at the 27<sup>th</sup> Association for Psychological Science Annual Convention, New York City, NY.

## 2014

- Behrend, D., Girgis, H., Souza, A.L., Byers-Heinlein, K., & Poulin-Dubois, D. (2014, July).

- Monolingual and bilingual children's preferences for monolingual and bilingual speakers.* Poster presented at the 13<sup>th</sup> International Congress for the Study of Child Language (IASCL), Amsterdam, Netherlands.
- Brosseau-Liard, P., & Poulin-Dubois, D. (2014, July). *Do infants prefer to imitate confidently demonstrated actions?* In K. S. Tummeltshammer (Chair), *Can I trust you? Infants' understanding of reliable cues.* Biennial International Conference on Infant Studies, Berlin, Germany.
- Brosseau-Liard, P., & Poulin-Dubois, D. (2014, July). *Do toddlers infer competence from nonverbal cues of confidence?* Poster presented at the Biennial International Conference on Infant Studies Berlin, Germany.
- Chiarella, S. S., & Poulin-Dubois, D. (2014, July). *18-month-olds mistrust crybabies.* Poster presented at the Biennial International Conference on Infant Studies Berlin, Germany.
- Chiarella, S. S., & Poulin-Dubois, D. (2014, July). *Infants' unwillingness to help emotionally unreliable individuals.* In S. I. Hammond (Chair), *Does helping feel right? Emotional and affective contributors to children's early helping.* Symposium conducted at the Biennial International Conference on Infant Studies, Berlin, Germany.
- DeAnda, S., Friend, M., Arias-Trejo, N., Poulin-Dubois, D., & Zesiger, P. (2014, July). *The influence of environmental variables on early vocabulary: Evidence from English and Spanish.* Paper presented in Symposium: *The Emerging Lexical-Semantic System: Findings from a Cross-Language, Direct Assessment of Word Comprehension.* 13<sup>th</sup> International Congress for the Study of Child Language. Amsterdam, Netherlands.
- DeAnda, S., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2014, July). *Factors affecting lexical growth in Spanish-speaking infants.* Poster presented at the Biennial International Conference on Infant Studies Berlin, Germany.
- Friend, M., Zesiger, P., & Poulin-Dubois, D. (2014, July). *The trajectory of early receptive vocabulary acquisition: Differential effects of measurement and language.* Poster presented at the Biennial International Conference on Infant Studies Berlin, Germany.
- Hendrickson, K., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2014, July). *The temporal dynamics of early behavioral measures of language.* Paper presented in symposium: *The emerging lexical-semantic system: Findings from a cross-language, direct assessment of word comprehension.* Symposium conducted at the 13<sup>th</sup> International Congress for the Study of Child Language, Amsterdam, Netherlands.
- Legacy, J., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2014, July). *Growth in vocabulary size and speed of word recognition during the second year.* Poster presented at the Biennial International Conference on Infant Studies Berlin, Germany.
- Legacy, J., Poulin-Dubois, D., Zesiger, P., & Friend, M. (2014, July). *Using the CCT to assess lexical access in young bilinguals.* Paper presented in Symposium: *The Emerging Lexical-Semantic System: Findings from a Cross-Language, Direct Assessment of Word Comprehension.* 13<sup>th</sup> International Congress for the Study of Child Language, Amsterdam, Netherlands.
- Legacy, J., Poulin-Dubois, D., Zesiger, P., Rodrigues, M., Crivello, C., & Friend, M. (2014, July).



*Using the CCT to assess early vocabulary development in monolingual and bilingual infants.* Poster presented at the 13<sup>th</sup> International Congress for the Study of Child Language (IASCL), Amsterdam, Netherlands.

Patrucco-Nanchen, T., Zesiger, P., Poulin-Dubois, D., Friend, M. (2014, July). Lexical comprehension and novel word learning in monolingual and bilingual infants. Paper presented in Symposium: *The Emerging Lexical-Semantic System: Findings from a Cross-Language, Direct Assessment of Word Comprehension*. 13<sup>th</sup> International Congress for the Study of Child Language, Amsterdam, Netherlands.

Yott, J., & Poulin-Dubois, D. (2014, July). *Developing a theory of mind scale in infancy: Results from 18- and 24-month-olds*. Poster presented at the Biennial International Conference on Infant Studies Berlin, Germany.

Yott, J., & Poulin-Dubois, D. (2014, July). *Implicit and explicit understanding of theory of mind in 18-month-old infants*. Poster presented at the Biennial International Conference on Infant Studies Berlin, Germany.

Zesiger, P., Nanchen, T.P., Poulin-Dubois, D., & Friend, M. (2014, July). *Direct, indirect, and dynamic measures of early lexical development: which one is the best predictor of later vocabulary?* Poster presented at the Biennial International Conference on Infant Studies, Berlin, Germany.

Becotte, J.A., Yott, J., & Poulin-Dubois, D. (2014, May). *Les habiletés en théorie de l'esprit du très jeune enfant sont-elles graduées sur une échelle de développement?* Poster presented at the 82<sup>e</sup> Congrès de l'Association francophone pour le savoir, Montréal, QC.

Brosseau-Liard, P., & Poulin-Dubois, D. (2014, May). *Do infants prefer to imitate confidently-demonstrated actions?* Oral presentation given at Development 2014, Ottawa, ON.

Brosseau-Liard, P., & Poulin-Dubois, D. (2014, May). *Les très jeunes enfants préfèrent-ils imiter les actions démontrées avec assurance?* Oral presentation given at the 82<sup>e</sup> Congrès de l'Association francophone pour le savoir, Montréal, QC.

Becotte, J.A., Yott, J., & Poulin-Dubois, D. (2014, March). *Théorie de l'esprit du très jeune enfant: la compréhension des émotions, des désirs, des croyances et des intentions*. Poster presented at the 36<sup>e</sup> Congrès annuel de la Société Québécoise pour la Recherche en Psychologie, Montréal, QC.

Chiarella, S. S., & Poulin-Dubois, D. (2014, May). *"Are you really sad?" Infants show selectivity in their behaviors towards a crybaby*. Poster presented at Development 2014, Ottawa, ON.

Crivello, C., Legacy, J., Rodrigues, M., & Poulin-Dubois, D. (2014, May). *La croissance du vocabulaire et de la rapidité de l'accès lexical au cours de la deuxième année chez les jeunes enfants bilingues et monolingues*. Poster presented at the 82<sup>e</sup> Congrès de l'Association francophone pour le savoir, Montréal, QC.

Kuzyk, O., Crivello, C., Rodrigues, M., Legacy, J., & Poulin-Dubois, D. (2014, May). *The effect of bilingual experience on toddlers' executive functioning abilities*. Poster presented at Development 2014, Ottawa, ON.

- Penney, D., Brosseau-Liard, P., & Poulin-Dubois, D. (2014, May). *Does mental state reasoning predict preschoolers' performance on selective learning tasks?* Poster presented at Development 2014, Ottawa, ON.
- Poulin-Dubois, D. & Corbit, J. (2014, May). *Do infants perceive schematic biological motion as animate-like?* Poster presented at the 26th APS Annual Convention, San Francisco, CA.
- Rodrigues, M., Legacy, J., Crivello, C., & Poulin-Dubois, D. (2014, March). *Utilisation du CCT pour évaluer le développement lexical précoce chez les enfants unilingues et bilingues.* Poster presented at the 36<sup>e</sup> Congrès annuel de la Société Québécoise pour la Recherche en Psychologie, Montréal, QC.
- Wright, K.N., Kelley, E., & Poulin-Dubois, D. (2014, May). *Schematic and point-light biological motion identification in children with high-functioning autism.* Poster presented at Development 2014, Ottawa, ON.
- Yott, J., Becotte, J.A., & Poulin-Dubois, D. (2014, May). *Theory of mind in infancy: The development of intention, emotion, and belief understanding.* Poster presented at Development 2014, Ottawa, ON.

## 2013

- Poulin-Dubois, D., Souza, A.L., & Byers-Heinlein, K. (2013, October). *Unfamiliar accents and foreign languages: How growing up bilingual influences children's in-group biases.* Poster presented at the Cognitive Development Society Biennial Meeting, Memphis, TN.
- Zesiger, P., Poulin-Dubois, D., Deák, G., & Friend, M. (2013, September). *Direct and indirect assessment of monolingual and bilingual language development.* Paper presented at the 16<sup>th</sup> European conference on developmental psychology, Lausanne, Switzerland.
- Chiarella, S. S., & Poulin-Dubois, D. (2013, June). *Willing to help an individual who displays unjustified emotions?* Poster presented at the 74<sup>th</sup> annual convention of the Canadian Psychological Association, Québec City, QC.
- DeAnda, S., Deák, G., Poulin-Dubois, D., Zesiger, P., & Friend, M. (June, 2013). *Effects of SES and maternal talk on early language: New evidence from a direct assessment of vocabulary comprehension.* Poster presented at the Workshop on infant Language Development, San Sebastian, Spain.
- Mohamed Said, L., Crivello, C., Rodrigues, M., & Poulin-Dubois, D. (2013, June). *Assessing receptive vocabulary in bilingual infants: A comparison of the computerized comprehension task and parental report.* Poster presented at the 74<sup>th</sup> annual convention of the Canadian Psychological Association, Québec City, QC.
- Poulin-Dubois, D., Legacy, J., Zesiger, P., Deák, G., & Friend, M. (2013, June). *Receptive vocabulary and lexical access: A monolingual-bilingual comparison with the Computerized Comprehension Test.* Poster presented at the Workshop on infant Language Development, San Sebastian, Spain.
- Brooker, I., & Poulin-Dubois, D. (2013, April). *Does parental emotional reliability predict toddlers' learning and helping?* Poster presented at the Society for Research in Child Development

Biennial Meeting, Seattle, WA.

Chiarella, S. S., & Poulin-Dubois, D. (2013, April). *Infants' abilities to recognize unjustified emotional reactions*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Manolescu, A., Oshima-Takane, Y., & Poulin-Dubois, D. (2013, April). *Maternal input and object noun bias in english-, french-, and japanese-speaking children*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Trauble, B., Poulin-Dubois, D., & Pauen, S. (2013, April). *Infants can detect the animacy status of moving shadows*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Wright, K., & Poulin-Dubois, D. (2013, April). *Children's preference for biological motion is linked to animate-inanimate categorization*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Zesiger, P., Patrucco, T., Poulin-Dubois, D., Deák, G., & Friend, M. (2013, April). *Relations between direct and indirect measures of infants' receptive vocabulary and fast mapping skills*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Rodrigues, M., Crivello, C., Said, L., & Poulin-Dubois, D. (2013, March). *Le vocabulaire réceptif chez le jeune enfant bilingue: une comparaison entre un rapport parental et une épreuve de compréhension verbale informatisée*. Poster presented at the 35<sup>th</sup> conference of the Société Québécoise pour la Recherche en Psychologie, Saguenay, QC.

## 2012

Poulin-Dubois, D., Brooker, I., & Gittens, K. (2012, June). *"Nice but ignorant" or "mean but knowledgeable": What types of reliability affect infants' learning and prosocial behaviours?* Poster presented at the 18<sup>th</sup> Annual International Conference on Infant Studies, Minneapolis, MN.

Poulin-Dubois, D., & Wright, K. (2012, June). *Biological motion facilitates 10-and 12-month olds' basic and superordinate level categorization*. Poster presented at the 18<sup>th</sup> Annual International Conference on Infant Studies, Minneapolis, MN.

Poulin-Dubois, D., & Yott, J. (2012, June). *The relation between theory of mind and executive functioning in 18-month-old infants*. Poster presented at the 18<sup>th</sup> Annual International Conference on Infant Studies, Minneapolis, MN.

## 2011

Poulin-Dubois, D., Yott, J., & Dimitriadis, M. (2011, October). *Are executive functioning skills necessary to succeed on false belief tasks based on violations of expectation?* Poster presented at the Cognitive Development Society, Philadelphia, PA.

Wright, K., & Poulin-Dubois, D. (2011, October). *Biological motion primes 10-month-olds' categorization abilities*. Poster presented at the Cognitive Development Society, Philadelphia, PA.

- Yott, J., & Poulin-Dubois, D. (2011, October). *Is performance on a nonverbal false belief task rule-based?* Poster presented at the Cognitive Development Society, Philadelphia, PA.
- Chiarella, S. S., Poulin-Dubois, D., Kristen, S., & Sodian, B. (2011, July). *Relationships between Toddler's Mental State Language and Their Theory of Mind Abilities*. Poster presented at the 12<sup>th</sup> Biennial International Congress for the Study of Child Language, Montréal, QC.
- Poulin-Dubois, D., & Brooker, I. (2012, July) *Infants mistrust inaccurate and unhelpful adults*. Paper presented at the 30<sup>th</sup> International Congress of Psychology, Cape Town, South Africa.
- Poulin-Dubois, D., Chiarella, S. S., Kristen, S. & Sodian, B. (2011, July). *A cross-linguistic study on the acquisition of mental state words*. Poster presented at the 12<sup>th</sup> Biennial International Congress for the Study of Child Language, Montréal, QC.
- Poulin-Dubois, D., & Yott, J. (2011, July). *Bilingual experience and executive functioning in 18-month-old infants*. Poster presented at the 12<sup>th</sup> Biennial International Congress for the Study of Child Language, Montréal, QC.
- Wright, K. & Poulin-Dubois, D. (2011, May). *Infants' taxonomic categorization can be primed by biological motion or human morphological cues*. Poster presented at the 23<sup>rd</sup> Annual Convention for the Association for Psychological Science, Washington DC.
- Brooker, I., & Poulin-Dubois, D. (2011, March). *The effect of epistemic and emotional reliability on infants' learning and prosocial behaviours*. Poster presented at the 6<sup>th</sup> Biennial Society for Research in Child Development Conference, Montréal, QC.
- Brooker, I., & Poulin-Dubois, D. (2011, March). *The Influence of Epistemic and Emotional Reliability on Infants' Learning and Prosocial Behaviours*. Poster presented at the 33<sup>rd</sup> Annual Conference of the Société Québécoise pour la Recherche en Psychologie, Québec City, QC.
- Chiarella, S. S., Geangu, E., Poulin-Dubois, D., Hastings, P.D., Hauf, P. (2011, March). *Theory of mind in toddlers: Relations to empathic behaviours during a period of another's distress*. Poster presented at the 6<sup>th</sup> Biennial Society for Research in Child Development Conference, Montréal, QC.
- Chiarella, S. S., Poulin-Dubois, D, Kristen, S., & Sodian, B. (2011, March). *Talking and thinking about the mind: Relations between toddlers' internal state language and theory of mind skills*. Poster presented at the 33<sup>rd</sup> Annual Conference of the Société Québécoise pour la Recherche en Psychologie, Québec City, QC.
- Geangu, E., Hauf, P., Chiarella, S. S., Poulin-Dubois, D., Hastings, P.D., Johnson, A.P. (2011, March). *Looking in your eyes: Toddlers' visual scanning of the face in relation to their empathic responses*. Poster presented at the 6<sup>th</sup> Biennial Society for Research in Child Development Conference, Montréal, QC.
- Poulin-Dubois, D., Polonia, A., & Yott, J. (2011, March). *Is false belief skin-deep? The agent's eye status influences infants' reasoning in belief-inducing situations*. Paper presented at the Symposium on "Infant False Belief". 6<sup>th</sup> Biennial Society for Research in Child Development Conference, Montréal, QC.

Wright, K., & Poulin-Dubois, D. (2011, March). *Dynamic and morphological primes influence 10-month-olds' categorization*. Poster presented at the 33<sup>rd</sup> Annual Conference of the Société Québécoise pour la Recherche en Psychologie, Québec City, QC.

## 2010

Chiarella, S. S., Geangu, E., Poulin-Dubois, D., Hastings, P. D., Hauf, P., & Johnson, A.P. (2010, May). *Toddlers' understanding of the mental states and its relations to empathetic behaviours*. Poster presented at Development 2010: A Canadian Conference on Developmental Psychology, Ottawa, ON.

Wright, K., & Poulin-Dubois, D. (2010, May). *Do parental reports of infants' social cognitive abilities predict understanding of others' desires?* Poster presented at Development 2010: A Canadian Conference on Developmental Psychology, Ottawa, ON.

Yott, J., Rostad, K., & Poulin-Dubois, D. (2010, May). *Categorization in infancy: Young infants can form domain-general categories*. Poster presented at Development 2010: A Canadian Conference on Developmental Psychology, Ottawa, ON.

Yott, J., Rostad, K., & Poulin-Dubois, D. (2010, May). *Domain-general categorization in infancy: Evidence for top-down development?* Poster presented at the Association for Psychological Science Conference, Boston, MA.

Chiarella, S. S., Geangu, E., Poulin-Dubois, D., Hastings, P., & Hauf, P. (2010, March). *Facial Processing of Distress and Theory of Mind Understanding in Toddlers*. Poster presented at the 32<sup>e</sup> Congrès annuel de la SQRP, Montréal, QC.

Chiarella, S. S., Geangu, E., Poulin-Dubois, D., Hastings, P. D., Hauf, P., & Johnson, A. (2010, March). *Toddlers' processing of other's distress is related to mind understanding*. Poster presented at the 2010 International Conference on Infant Studies, Baltimore, MD.

Poulin-Dubois, D., & Aldercotte, A. (2010, March). *Infants' understanding of the relation between desires and emotions*. Poster presented at the 2010 International Conference on Infant Studies, Baltimore, MD.

Wright, K., & Poulin-Dubois, D. (2010, March). *How do scores on an ASD screening measure relate to infants theory of mind skills?* Poster presented at the 32<sup>e</sup> Congrès annuel de la SQRP, Montréal, QC.

Yott, J., Rostad, K., & Poulin-Dubois, D. (2010, March). *Domain-general categorization in 14- and 18-month-old infants*. Poster presented at the 32<sup>e</sup> Congrès annuel de la SQRP, Montréal, QC.

## 2009

Poulin-Dubois, D., & Polonia, A. (2009, October). *Infants understand that false beliefs can be corrected by perception*. Poster presented at the Cognitive Development Society VI Biennial Meeting, San Antonio, CA.

Poulin-Dubois, D. (2009, June). *Discussant, Symposium on Naïve Conceptions in Biology in Children and in Adults*. International Conference on Biological Understanding and Theory of Mind, Reims, France.

- Poulin-Dubois, D. (2009, April). Discussant, Symposium on *Understanding goals in infancy: Dimensions of generalization of goal-directed action*. 2009 Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Poulin-Dubois, D., Bialystok, E., Blaye, A., Coutya, J., & Yott, J. (2009, April). *Vocabulary development and lexical access in 24-month-old bilingual children*. Poster presented at the 2009 Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Poulin-Dubois, D., & Chow, V. (2009, April). *Infants are sensitive to past reliability when attributing perception and belief*. Paper presented in the symposium “Consuming information from others: Infants’ sensitivity to the reliability of the source”. 2009 Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Poulin-Dubois, D., Brooker, I., & Polonia, A. (2009, April). *Infants’ rational imitation: Does the model’s reliability matter?* Poster presented at the 2009 Biennial Meeting of the Society for Research in Child Development, Denver, CO.

## 2008

- Barac, R., Bialystok, E., Blaye, A., & Poulin-Dubois, D. (2008, July). *Word learning and executive functioning in young monolingual and bilingual children*. Poster presented at the XI International Congress for the Study of Child Language, Edinburgh, UK.
- Poulin-Dubois, D., & Katerelos, M. (2008, July). *From word-object association to fast mapping: A longitudinal study*. Poster presented at the XI International Congress for the Study of Child Language, Edinburgh, UK.
- Poulin-Dubois, D. (2008, July). *Who knows best? Infants selectively attribute knowledge to others*. Paper presented in symposium, “Do infants have a theory of mind?” XXIX International Congress of Psychology, Berlin, Germany.
- Poulin-Dubois, D., & Brooker, I. (2008, July). *Infants do not imitate novel actions modeled by an unreliable person*. Poster presented at the XXIX International Congress of Psychology, Berlin, Germany.
- Poulin-Dubois, D., Guay, A., & Sorokin, A. (2008, March). *A question of trust: Infants attribute true beliefs only to reliable lookers*. Poster presented at the XVI<sup>th</sup> International Conference on Infant Studies, Vancouver, BC.
- Poulin-Dubois, D., & Olineck, K. (2008, March). *Can infants parse the dynamic actions of an inanimate agent?* Poster presented at the XVI<sup>th</sup> International Conference on Infant Studies, Vancouver, BC.
- Rostad, K., & Poulin-Dubois, D. (2008, March). *Domain-general categorization in 12-month-old infants*. Poster presented at the XVI<sup>th</sup> International Conference on Infant Studies, Vancouver, BC.

## 2007

- Trudeau, N., Sutton, A., Bacopoulos-Viau, A., Boudreault, M.-C., Boulanger, J., Marsolais, I., Michaud, A., Rioux, A., Tousignant, J., Deneault, J. & Poulin-Dubois, D. (2007, October). *Un*

*questionnaire aux parents pour évaluer les habiletés de communication des enfants de 8 à 30 mois.* Affiche présentée au colloque Grandir en santé, Montréal, QC.

Poulin-Dubois, D., Bialystok, E., & Blaye, A. (2007, June). *The cognitive benefits of bilingualism: How early? How general?* Poster presented at the 6<sup>th</sup> Annual CLLRNET Conference, Calgary, AB.

Guay, A., Poulin-Dubois, D., & Sorokin, A. (2007, June). *Can infants learn new words from a contingent non-human speaker?* Poster presented at the 6<sup>th</sup> Annual CLLRNET Conference, Calgary, AB.

Poulin-Dubois, D., & Olineck, K. M. (2007, May). *From intention-in-action to intention-in the mind: infants' goal detection and intentional imitation predict later theory of mind.* Paper presented in the symposium "Continuity in theory of mind from infancy to preschool years". 7<sup>th</sup> Annual Meeting of the Jean Piaget Society, Amsterdam.

Chow, V., & Poulin-Dubois, D. (2007, March). *Gaze following at 14 months: Does prior exposure to a person's looking behavior matter?* Poster presented at the 2007 Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Poulin-Dubois, D., Olineck, K. M., Moryoussef, A., & Lee, A. M. (2007, March). *Ten-month-olds do not attribute goals to a self-propelled agent.* Poster presented at the 2007 Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Frenkiel-Fishman, S., & Poulin-Dubois, D. (2007, March). *Infants' concept of animacy and later naïve biology and theory of mind: A longitudinal study.* Poster presented at the 2007 Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Oshima-Takane, Y., Ariyama, J., Katerelos, M., & Poulin-Dubois, D. (2007, March). *Gender effects in early word mapping.* Poster presented at the 2007 Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Poulin-Dubois, D., O'Connell, L., & Chow, V. (2007, March). *Infants attend differentially to nouns produced by human and nonhuman speakers.* Paper presented in the symposium "Attention to specific extralinguistic information guides noun and verb acquisition". Presented at the 2007 Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Olineck, K.M., & Poulin-Dubois, D. (2007, March). *Infants' detection of goal-directed action at 10 months predicts their imitation of intentional actions at 14 months.* Poster presented at the 2007 Biennial Meeting of the Society for Research in Child Development, Boston, MA.

## **2006**

Poulin-Dubois, D. (2006, September). *Infant's attribution of goals and intentions to robots: cue-based or knowledge-based?* Poster presented at the Sixth International Conference on Epigenetic Robotics, Paris, France.

O'Connell, L., & Poulin-Dubois, D. (2006, June). *Infants' Ability to Learn a New Word from a Nonhuman Speaker.* Poster presented at the 5<sup>th</sup> Annual Conference of the Canadian Language and Literacy Network. Charlottetown, PEI.

Poulin-Dubois, D. (2006, June). *Infants' concept of mentalistic agents: Who can have desires and perceptions?* Paper in a symposium (chair) presented at the Biennial International Conference on Infant Studies, Kyoto, Japan.

Olineck, K.M., & Poulin-Dubois, D. (2006, June). *Relationship between infants' understanding of intentional action, internal state vocabulary, and later theory of mind.* Poster presented at the Biennial International Conference on Infant Studies, Kyoto, Japan.

## 2005

Poulin-Dubois, D., & Oshima-Takane, Y. (2005, July). *Do Novel Words Map to Actions or Objects? A cross-linguistic Study of the Noun Bias.* Paper presented at the X<sup>th</sup> International Congress for the Study of Child Language, Berlin, Germany.

Poulin-Dubois, D., Olineck, K.M., & Demke, T.L. (2005, April). *Infants' understanding of intentional action and referential intent: Relation to later theory of mind and concept of animacy.* Paper presented in the symposium, "New perspectives on infants' understanding of intentional action". Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Ariyama, J., Oshima-Takane, Y., Katerelos, M., & Poulin-Dubois, D. (2005, April). *Use of morphosyntactic cues to word learning in 20-month-old Japanese children.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Poulin-Dubois, D., Péloquin, K., & Misrachi, S. (2005, April). *Categorization of Animate Being and Inanimate Objects in 9- and 12-month-old infants.* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

## 2004

Chow, V., & Poulin-Dubois, D. (2004, May). *Infants' ability to associate specific causal roles with animate and inanimate objects.* Poster presented at the 14<sup>th</sup> Biennial Conference on Infant Studies, Chicago, IL.

Poulin-Dubois, D., Demke, T.L., St-Pierre, R., & Olineck, K. (2004, May). *Infants' use of attentional cues to predict another person's search behavior.* Poster presented at the 14<sup>th</sup> Biennial Conference on Infant Studies, Chicago, IL.

Demke, T.L., Poulin-Dubois, D., & Baker, R.K. (2004, May). *Chairs don't jump! 16-month-olds' knowledge of the motion of animals and furniture.* Poster presented at the 14<sup>th</sup> Biennial Conference on Infant Studies, Chicago, IL.

Metz, U., Sodian, B., & Poulin-Dubois, D. (2004, May). *Understanding of the seeing=knowing in the second year of life?* Poster presented at the 14<sup>th</sup> Biennial Conference on Infant Studies, Chicago, IL.

Olineck, K., & Poulin-Dubois, D. (2004, May). *Developmental changes in infants' understanding of intentional and accidental actions.* Poster presented at the 14<sup>th</sup> Biennial Conference on Infant Studies, Chicago, IL.

## 2003



- Poulin-Dubois, D., Olineck, K., & Demke, T.L. (2003, October). *The object of my attention: Infants' implicit understanding of seeing-knowing*. Paper presented in a symposium at the Cognitive Development Society Meeting, Park City, UT.
- Poulin-Dubois, D., Katerelos, M., & Oshima-Takane, Y. (2003, August). *Word, object, and action: A cross-linguistic study on infants' object categories and word meaning*. Paper presented in a symposium at the XI<sup>th</sup> European Conference on Developmental Psychology, Milan, Italy.
- Katerelos, M., Poulin-Dubois, D., & Oshima-Takane, Y. (2003, July). *Is the noun bias universal? A cross-linguistic study of early word learning*. Paper presented at the XVII International Congress of Linguists, Prague, Czech Republic.
- Katerelos, M., Poulin-Dubois, D., & Oshima-Takane (2003, April). *What's in a word? Word mapping in 20-month-old Japanese-speaking infants*. Poster presented at the Biennial Meeting of Society for Research in Child Development, Tampa, FL.
- Olineck, K., & Poulin-Dubois, D. (2003, April). *Are 18-month-olds able to infer both the intentions and the desires of other people?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.

## 2002

- Poulin-Dubois, D., & Bennett, P. (2002, August). *The object of my affection: Infants' response to a human and a non-human agent's object request*. Paper presented at the 17<sup>th</sup> Biennial meeting of the International Society for the Study of Behavioural Development, Ottawa, ON.
- Baker, R., Poulin-Dubois, D., & Munoz, V. (2002, April). *Infants' association between type of motion onset and object kinds*. Symposium presented at XIII Biennial International Conference on Infant Studies, Toronto, ON.
- Demke, T.L., Baker, R.K., & Poulin-Dubois, D. (2002, April). *Infants' understanding of animate and inanimate motion trajectories*. Poster presented at XIII Biennial International Conference on Infant Studies, Toronto, ON.
- Frenkiel, S., & Poulin-Dubois, D. (2002, April). *Infants' generalization of motion and mental properties to animals and people*. Poster presented at XIII Biennial International Conference on Infant Studies, Toronto, ON.
- Katerelos, M., & Poulin-Dubois, D. (2002, April). *Do 18-month-olds map novel labels to actions or objects?* Symposium presented at XIII Biennial International Conference on Infant Studies, Toronto, ON.
- Nayer, A., Bennett, P., & Poulin-Dubois, D. (2002, April). *The object of my desire: Infants' inference of desire from behavioral cues provided by human and non-human agents*. Poster presented at XIII Biennial International Conference on Infant Studies, Toronto, ON.
- Poulin-Dubois, D., & Bennett, P. (2002, April). *A fresh look at gaze: Infants' attribution of desires from people's behaviors toward objects*. Symposium presented at XIII Biennial International Conference on Infant Studies, Toronto, ON.

Sodian, B., Poulin-Dubois, D., Tilden, J., Metz, U., & Schoeppner, B. (2002, April). *Implicit understanding of the seeing-knowing relation in 14- to 24-month-old infants*. Symposium presented at XIII Biennial International Conference on Infant Studies, Toronto, ON.

## 2001

Poulin-Dubois, D. (2001, July). *Infants' use of emotional cues to infer people's intentions*. Paper presented at the 7th European Congress of Psychology, London, UK.

Baker, R.K., Poulin-Dubois, D., & Munoz, V. (2001, October). *Of children and self-starting strollers: Infants; understanding of the association between animacy and self-propulsion*. Biennial meeting of the Cognitive Development Society, Virginia Beach, VA.

Poulin-Dubois, D., & Baker, R.K. (2001, April). *Infants' attribution of causal roles to animate and inanimate objects*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Poulin-Dubois, D., & Rakison, D.H. (2001, April). *Infants' generalization of motion events and activities to animals and people*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

## 2000

Forbes, J.N., Poulin-Dubois, D. & Rivero, M.R. (2000, August). *Romancing linguistic relativity: Language proficiency affects bilinguals' classification*. 12<sup>th</sup> Annual Meeting of the American Psychological Society, Miami, FL.

Rakison, D.H., & Poulin-Dubois, D. (2000, July). *Infants' knowledge of the motion capabilities of animate and inanimate objects*. Paper presented in the symposium, Components of the animate-inanimate distinction in infancy (D.H. Rakison, chair). XII Biennial International Conference on Infant Studies, Brighton, UK.

Poulin-Dubois, D. (2000, July). *18-month-old infants' understanding of the relation between emotional expressions and desires*. Paper presented in the symposium, Infants' understanding of people and animals as mental entities (D. Poulin-Dubois, Chair). 12<sup>th</sup> Biennial International Conference on Infant Studies, Brighton, UK.

Bennett, P., & Poulin-Dubois, D. (2000, July). *Infants' understanding of behavioral cues to others' intentions*. Poster presented at the 12<sup>th</sup> Biennial International Conference on Infant Studies, Brighton, UK.

Katerelos, M, & Poulin-Dubois, D. (2000, July). *Animacy vs. Object bias in infants' word extension*. Poster presented at the 12<sup>th</sup> Biennial Meeting of the International Conference on Infant Studies, Brighton, UK.

Rakison D.H., & Poulin-Dubois, D. (2000, May). *You go this way and I'll go that way: infants' sensitivity to correlations among object parts and motion path*. Poster presented at the 12<sup>th</sup> Biennial Meeting of the International Conference on Infant Studies, Brighton, UK.

Baker, R., Poulin-Dubois, D. & Rakison, D. H. (2000, May). *Leaping lotuses and bouncing beagles: what infants know about animate and inanimate motion events*. Poster presented at the 12<sup>th</sup> Biennial Meeting of the International Conference on Infant Studies, Brighton, UK.

## 1999

Poulin-Dubois, D, Rakison, D.H., & Vyncke, J. (1999, October). *Infants' knowledge of animate and inanimate motion events*. Poster presented at the Cognitive Development Society Meeting, Chapel Hill, NC.

Poulin-Dubois, D., Goodz, N., & Lebel, L. (1999, July). *Consonantal distribution in the babbling of French-English bilingual infants*. Paper presented at the 8<sup>th</sup> International Congress for the Study of Child Language. San Sebastian, Spain.

Poulin-Dubois, D., Rakison, D.H., Vyncke, J., & Baker, R.K. (1999, June). *Infants' categorization of animate and inanimate motion*. Paper presented at the 9<sup>th</sup> Annual Meeting of the Canadian Society for Brain, Behaviour, and Cognitive Science. Edmonton, AB.

Eichstedt, J. A., Beissel, C. F., Poulin-Dubois, D., Serbin, L. A., & Habra, M. E. (1999, June). *Toddlers' Gender Concepts: Understanding of Gender Activities*. Paper presented at the 9<sup>th</sup> Annual Meeting of the Canadian Society for Brain, Behaviour, and Cognitive Science. Edmonton, AB.

Poulin-Dubois, D., & McKoy, K. (1999, April). *Understanding of the subjectivity of desires in 18-month-olds*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.

## 1998

Poulin-Dubois, D., Lebel, L., & Goodz, N. (1998, November). *Le nourrisson bilingue babille-t-il dans les deux langues?* Paper presented at the Annual Meeting of the Société Québécoise pour la Recherche en Psychologie, Montréal, QC.

Baker, R.K., Poulin-Dubois, D., & Graham, S. (1998, April). *Novel nouns highlight basic over superordinate categories for 18-month-olds*. Poster presented at the International Conference on Infant Studies, Atlanta, GA.

Bennett, P., & Poulin-Dubois, D. (1998, April). *Two-year-olds' understanding of attentional focus and seeing knowing*. Poster presented at the International Conference on Infant Studies, Atlanta, GA.

Eichstedt, J.A., Serbin, L.A., & Poulin-Dubois, D. (1998, April). *Metaphorical gender knowledge in the second year of life*. Poster presented at the International Conference on Infant Studies, Atlanta, GA.

## 1997

Poulin-Dubois, D., Beaumont, J., & Forbes, J.N. (1997, July). *Grammatical influences on the attribution of gender in bilingual speakers*. Poster presented at the Congrès International des Linguistes, Paris, France.

Forbes, J.N., & Poulin-Dubois, D. (1997, April). *Toddlers' use of actors' intentions to acquire the meaning of novel verbs*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Washington, DC.

Poulin-Dubois, D., Serbin, L.A., & Eichstet, J. (1997, April). *The construction of gender concepts between 12 and 24 months*. Paper presented in the symposium, Cognitive Constructions of Gender across the Lifespan. Biennial Meeting of the Society for Research in Child Development, Washington, DC.

## 1996

Baker, R.K., & Poulin-Dubois, D. (1996, September). *18-Month-olds' sensitivity to the word-category linkage*. Paper presented at the Annual Conference of the Developmental Psychology Section of the British Psychological Society, University of Oxford, Oxford, UK.

Poulin-Dubois, D., & Forbes, J.N. (1996, September). *Perceptual to semantic representation of verb meaning in young children*. Paper presented at the Annual Conference of the Developmental Psychology Section of the British Psychological Society, University of Oxford, Oxford, UK.

Poulin-Dubois, D. (1996, September). *Categorization in infancy: From perceptual to conceptual knowledge*. Paper presented in the symposium, "The categorization process during childhood: A matter of definitions and methods". The Growing Mind Conference, University of Geneva, Geneva, Switzerland.

Poulin-Dubois, D., & Tilden, J. (1996, August). *Infants' Understanding of Beliefs and Desires*. Paper presented in the Symposium, "Infants' Social Understanding". XIV<sup>th</sup> Biennial Meetings of the International Society for the Study of Behavioural Development, Québec City, QC.

Serbin, L., & Poulin-Dubois, D. (1996, August). *Knowledge of gender-stereotyped activities in 24-month-olds*. Poster presented at the XIV<sup>th</sup> Biennial Meetings of the International Society for the Study of Behavioural Development, Québec City, QC.

Forbes, J.N., & Poulin-Dubois, D. (1996, August). *Productive vocabulary, event appearance, agents' intentions, and early verb learning*. Poster presented at the XXVI<sup>th</sup> International Congress of Psychology, Montréal, QC.

Bartlett, N., Poulin-Dubois, D., & Serbin, L. (1996, August). *Gender-stereotyping of emotion in 24-month-old children*. Poster presented at the XXVI<sup>th</sup> International Congress of Psychology, Montréal, QC.

Frank, I., & Poulin-Dubois, D. (1996, August). *Young children's use of two word-learning principles: A developmental study*. Poster presented at the XXVI<sup>th</sup> International Congress of Psychology, Montréal, QC.

Poulin-Dubois, D., Forbes, J., & Shulman, J. (1996, July). *Infants use lexical principles to generalize action verbs*. Paper presented at the VII<sup>th</sup> International Congress for the Study of Child Language, Istanbul, Turkey.

Poulin-Dubois, D. & Tilden, J. (1996, April). *Infants' understanding of desires*. Poster presented at the 10<sup>th</sup> Biennial International Conference on Infant Studies, Providence, RI.

- Bartlett, N., Poulin-Dubois, D., & Serbin, L. (1996, April). *Knowledge of gender-stereotyped emotion in 24-month-old children*. Poster presented at the 10<sup>th</sup> Biennial International Conference on Infant Studies, Providence, RI.
- Frank, I., Poulin-Dubois, D., & Gagnon, M. (1996, April). *The mutual exclusivity principle: Which one is honored first?* Poster presented at the 10<sup>th</sup> Biennial International Conference on Infant Studies, Providence, RI.
- Graham, S., & Poulin-Dubois, D. (1996, April). *Fast mapping in 18-month-old infants*. Poster presented at the 10<sup>th</sup> Biennial International Conference on Infant Studies, Providence, RI.
- Forbes, J., & Poulin-Dubois, D. (1996, April). *Infants infer agents' intentions to learn the meaning of new words*. Poster presented at the 10<sup>th</sup> Biennial International Conference on Infant Studies, Providence, RI.
- Sera, M.D., Elieff, C., Clark, M., Forbes, J., Poulin-Dubois, D., & Rodriguez, W. (1996, March). *Grammatical and Conceptual Influences in the Assignment of Gender by Speakers of English, Spanish, French, and German*. Poster presented at the Biennial Conference on Human Development, Birmingham, AL.

## 1995

- Baker, R., & Poulin-Dubois, D. (1995, October). *La relation entre mots et catégories taxonomiques chez le nourrisson de 18 mois*. 18<sup>ième</sup> Congrès Annuel de la Société Québécoise pour la Recherche en Psychologie, Ottawa, ON.
- Poulin-Dubois, D., & Forbes, J. (1995, October). *Développement de la représentation du sens des verbes chez le jeune enfant*. 18<sup>ième</sup> Congrès Annuel de la Société Québécoise pour la Recherche en Psychologie, Ottawa, ON.
- Poulin-Dubois, D., Tilden, J., & Levine, B. (1995, June). *Infant's Understanding of Beliefs*. Paper presented at the Twenty-Fifth Annual Symposium of the Jean Piaget Society, Berkeley, CA.
- Graham, S.A., Poulin-Dubois, D., & Elkin, A. (1995, March). *Infants' Theories of Word Meaning: Evidence for a Taxonomic Bias in 18-month-olds*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN.
- Forbes, J.N., Poulin-Dubois, D., & Shulman, J. (1995, March). *Event Specificity in 20-month-olds' extensions of familiar action verbs*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN.

## 1994

- Shulman, J., Poulin-Dubois, D., & Forbes, J. (1994, November). *L'extension des verbes familiers par les enfants de 20 mois*. Poster presented at the 17<sup>e</sup> Congrès Annuel de la Société Québécoise pour la Recherche en Psychologie, Montréal, QC.
- Frank, I., Poulin-Dubois, D., & Graham, S. (1994, November). *Le développement du lexique chez le jeune enfant: l'association nom-catégorie est-elle une association nom-forme?* Poster presented at the 17<sup>e</sup> Congrès Annuel de la Société Québécoise pour la Recherche en Psychologie, Montréal, QC.

- Serbin, L.A., Poulin-Dubois, D., Colburne, K.A., & Stoll, T. (1994, July). *Visual preference for sex-typed toys at 12-, 18-, and 24-months of age*. Poster presented at the XIII<sup>th</sup> Meeting of the International Society for the Study of Behavioral Development, Amsterdam, Netherlands.
- Poulin-Dubois, D., Graham, S.A., Frank, I., & Tilden, J. (1994, June). *Infants' sensitivity to the noun-category bias during the second year*. Paper presented at the 9<sup>th</sup> International Conference on Infant Studies, Paris, France.
- Graham, S.A., Poulin-Dubois, D., Tilden, J., & Frank, I. (1994, June). *The use of lexical principles to learn new nouns during the naming explosion*. Paper presented at the 9<sup>th</sup> International Conference on Infant Studies, Paris, France.

### 1993

- Poulin-Dubois, D., Klein, B., Frank, I., & Graham, S. (1993, April). *Shape and the taxonomic assumption*. Paper presented at the 25<sup>th</sup> Stanford Child Language Research Forum, Palo Alto, CA.
- Serbin, L., Poulin-Dubois, D., Derbyshire, A., & Kenyon, B. (1993, March). *Gender concepts during the first two years of life*. Paper presented in the symposium "Conceptual advances in the study of gender", at the 60<sup>th</sup> Meeting of the Society for Research in Child Development, New Orleans, LA.
- Poulin-Dubois, D., & Tilden, J. (1993, March). *The effect of appearance and category membership on children's attributions of biological properties*. Paper presented at the 60<sup>th</sup> Meeting of the Society for Research in Child Development, New Orleans, LA.

### 1992

- Poulin-Dubois, D. (1992, November). *The role of appearance and category membership in the attribution of biological and mental properties in children and adults*. Poster presented at the XV Meeting of the Société Québécoise pour la Recherche en Psychologie, Montréal, QC.
- Poulin-Dubois, D., Graham, S., & Frank, I. (1992, November). *The influence of shape on young children's noun-category bias*. Poster presented at the XV Meeting of the Société Québécoise pour la Recherche en Psychologie, Montréal QC.
- Poulin-Dubois, D., Graham, S., & Frank, I. (1992, November). *Can infants categorize on a thematic basis?* Poster presented at the XV Meeting of the Société Québécoise pour la Recherche en Psychologie, Montréal QC.
- Poulin-Dubois, D., Graham, S.A., & Sissons, M.E. (1992, July). *Object parts and early lexical development*. Poster presented at the 25<sup>th</sup> International Congress of Psychology, Brussels, Belgium.
- Poulin-Dubois, D., Serbin, L.A., Derbyshire, A., & Kenyon, B. (1992, July). *Infants' gender categories and gender labeling*. Poster presented at the 25<sup>th</sup> International Congress of Psychology, Brussels, Belgium.
- Poulin-Dubois, D., & Segalowitz, N. (1992, June). *The structure of categories: Cross-linguistic comparisons in French and English monolinguals and bilinguals*. Presented at the Symposium

"Concepts and Classification" at the Second Annual Meeting of the Canadian Society for Brain, Behavior, and Cognitive Science, Québec City, QC.

Derbyshire, A., Serbin, L.A., & Poulin-Dubois, D. (1992, May). *Do infants acquire gender categories before they acquire gender labels?* Poster presented at the Waterloo Conference on Child Development, Waterloo, ON.

Kenyon, B., Serbin, L.A., & Poulin-Dubois, D. (1992, May). *Understanding that gender is unchangeable and the development of sex-typed preferences in preschool-aged children.* Poster presented at the Waterloo Conference on Child Development, Waterloo, ON.

Kenyon, B., Serbin, L.A., & Poulin-Dubois, D. (1992, May). *Gender constancy and appearance - reality distinction: Related abilities in preschool-aged children?* Poster presented at the 22<sup>nd</sup> Symposium of the Jean Piaget Society, Montréal, QC.

Poulin-Dubois, D. (1992, May). *Developmental changes in knowledge about animates and inanimates' mental states.* Presented in the symposium New Directions in the Study of the Child's Theory of Mind at the 22<sup>nd</sup> Annual Jean Piaget Symposium, Montréal, QC.

Poulin-Dubois, D., Graham, S.A., & Riddle, A. (1992, May). *The role of object parts in the acquisition of novel labels.* Poster presented at the 8<sup>th</sup> International Conference on Infant Studies, Miami Beach, FL.

Poulin-Dubois, D., & Sippola, L. (1992, May). *Parental labelling and infants' early object categories.* Poster presented at the 8<sup>th</sup> International Conference on Infant Studies, Miami Beach, FL.

## 1991

Riddle, A., Poulin-Dubois, D., & Graham, S. (1991, November). *Parties d'objets et acquisition du lexique chez le jeune enfant.* Paper presented at the XIV<sup>ième</sup> Congrès Annuel de la Société Québécoise pour la Recherche en Psychologie, Trois-Rivières, QC.

Poulin-Dubois, D., Serbin, L., Kenyon, B., & Derbyshire, A. (1991, April). *Intermodal gender concepts in 12-month-old infants.* Poster presented at the Society for Research in Child Development, Seattle, WA.

Poulin-Dubois, D., Sissons, M.E. & Hazzi, A. (1991, April). *Partonomic knowledge in young infants.* Poster presented at the Society for Research in Child Development, Seattle, WA.

## 1990

Sippola, L., Poulin-Dubois, D., & Lacroix, V. (1990, November). *Développement cognitif et développement lexical: Une étude longitudinale.* Poster presented at the Société Québécoise pour la Recherche en Psychologie, Montréal, QC.

Sissons, M.E., & Poulin-Dubois, D. (1990, November). *Le rôle des parties d'objets dans l'acquisition des premiers termes de référence.* Poster presented at the Société Québécoise pour la Recherche en Psychologie, Montréal, QC.

Poulin-Dubois, D., & Sissons, M.E. (1990, July). *The role of parts in the acquisition of object words.* Poster presented at the Fifth International Congress for the Study of Child Language, Budapest, Hungary.

Poulin-Dubois, D., & Sippola, L. (1990, July). *Relation between parental input, cognitive development and early lexical development: A cross-linguistic study*. Poster presented at the Fifth International Congress for the Study of Child Language, Budapest, Hungary.

Poulin-Dubois, D., Sissons, M.E., & Frank, I. (1990, April). *Parts and early object concepts*. Poster presented at the Seventh International Conference for Infant Studies, Montréal, QC.

## 1989

Segalowitz, N., & Poulin-Dubois, D. (1989, October). *Structure de typicalité des catégories sémantiques: études interlinguistiques*. Poster presented at the Annual Meeting of the Société Québécoise pour la Recherche en Psychologie, Ottawa, ON.

Pettito, L., & Poulin-Dubois, D. (1989, July). *Relationships between parents' object labelling and early categorization*. Poster presented at the 10<sup>th</sup> Biennial Meeting of the International Society for the Study of Behavioral Development, Jyväskylä, Finland.

Poulin-Dubois, D., & Ferland, D. (1989, July). *The effect of agency on infants' responses to animate and inanimate objects*. Poster presented at the 10<sup>th</sup> Biennial Meeting of the International Society for the Study of Behavioral Development, Jyväskylä, Finland.

Poulin-Dubois, D., Héroux, G., & Ferland, D. (1989, June). *The role of movement in the perception of animacy*. Poster presented at the Invited presentation at the Symposium "Beyond Belief: New evidence on the child's theory of mind." Canadian Psychological Association, Halifax, NS.

## 1988

Poulin-Dubois, D., & Ferland, D. (1988, November). *La distinction objet anime-objet inanimé chez le nourrisson*. Poster presented at the Société Québécoise pour la Recherche en psychologie, Montréal, QC.

Segalowitz, N., & Poulin-Dubois, D. (1988, June). *English-French cross-linguistic comparisons of typicality gradients: the role of linguistic familiarity*. Poster presented at the Canadian Psychological Association, Montréal, QC.

Poulin-Dubois, D. (1988, June). *Object sorting in human infants and juvenile chimpanzees*. Poster presented at the Conference on Animal Learning, Concordia University, Montréal, QC.

Poulin-Dubois, D., & Pettito, L. (1988, May). *Relation between cognitive and lexical development in deaf and hearing children*. Poster presented at the University of Waterloo Conference on Child Development, Waterloo, ON.

Poulin-Dubois, D., & Sissons, M. (1988, April). *Superordinate, Basic, and Subordinate categorization in the second year*. Sixth International Conference on Infant Studies, Washington, DC.

## 1987

Poulin-Dubois, D., Sissons, M.E., & Lacroix, V. (1987, October). *Développement sensori-moteur et développement lexical: une étude comparative*. Poster presented at the Société Québécoise pour la Recherche en Psychologie, Québec City, QC.



Poulin-Dubois, D., & Sissons, M.E. (1987, July). *Cognitive Correlates of Lexical Development: a cross-linguistic study*. Poster presented at the Fourth International Congress for the Study of Child Language, Lund, Sweden.

Segalowitz, N., & Poulin-Dubois, D. (1987, June). *The structure of categories: typicality gradients, item familiarity and cross-linguistic comparisons*. Poster presented at the InterAmerican Congress of Psychology, La Havana, Cuba.

Poulin-Dubois, D. (1987, April). Discussant at the Conference on Cognitive Development, Québec Developmental Psychologists Consortium, Laval University, Québec City, QC.

## **1986**

Poulin-Dubois, D. (1986, November). *Le développement des catégories sémantiques chez le nourrisson*. Poster presented at the Société Québécoise pour la Recherche en Psychologie, Université du Québec à Trois-Rivières, QC.

Poulin-Dubois, D., & Shultz, T.R. (1986, May). *The Development of the understanding of human behavior: From agency to intentionality*. Poster presented at the International Conference on Developing Theories of Mind, University of Toronto, Toronto, ON.

Poulin-Dubois, D. (1986, January). *The infant's categorization abilities in the social and non-social realms*. Poster presented at the Centre for Research in Human Development, Concordia University, Montréal, QC.

## **1985**

Poulin-Dubois, D. (1985, July). *Basic and superordinate classification in preverbal and verbal children*. Poster presented at the International Society for the Study of Behavioural Development, Tours, France.

Poulin-Dubois, D., & Shultz, T.R. (1985, June). *Learning to think by learning LOGO: Piaget's theory in practice?* Poster presented at the Jean Piaget Society Symposium, Philadelphia, PA.

Poulin-Dubois, D., & Shultz, T.R. (1985, April). *Cognitive correlates of preverbal intentional communication*. Poster presented at the Society for Research in Child Development, Toronto, ON.

## **Prior to 1985**

Poulin-Dubois, D., & Shultz, T.R. (1984, November). *Développement de la communication gestuelle et de la notion d'agent chez le très jeune enfant*. Poster presented at the Société Québécoise pour la Recherche en Psychologie, Montréal, QC.

Poulin-Dubois, D., & Laurendeau Bendavid, M. (1984, July). *Overextension of object words in production and comprehension*. Poster presented at the Third International Congress for the Study of Child Language, Austin, TX.

Poulin-Dubois, D. (1984, June). *Lexical overextensions and category development in young children*. Poster presented at the Department of Psychology, Glendon College, York University, Toronto, ON.

- Poulin-Dubois, D. (1984, April). *Cognitive correlates of word meaning acquisition in young children*. Poster presented at the Department of Psychology, Concordia University, Montréal, QC.
- Poulin-Dubois, D. (1984, March). *Cognitive prerequisites for early language acquisition: a reassessment*. Cognitive Sciences Group, McGill University, Montréal, QC.
- Poulin-Dubois, D. (1983, November). *Développement cognitif et premières acquisitions verbales*. Poster presented at the Société Québécoise pour la recherche en psychologie, Québec City, QC.
- Poulin-Dubois, D. (1983, September). *La surextension des premiers termes de référence: Fonction communicative ou sémantique?* Poster presented at the Association de psychologie scientifique de langue française, Montréal, QC.
- Poulin-Dubois, D., & Laurendeau Bendavid, M. (1983, August). *Categorization and early word meaning*. Poster presented at the International Society for the Study of Behavioural Development, Munich, West Germany.
- Poulin-Dubois, D. (1983, June). *The biological roots of Piaget's theory of cognitive development*. Poster presented at the Jean Piaget Society Symposium, Philadelphia, PA.
- Poulin-Dubois, D. (1982, June). *Les relations entre le développement de la catégorisation et la signification des premiers mots chez le jeune enfant*. Poster presented at the Faculty of Education and Psychology, University of Geneva, Geneva, Switzerland.
- Poulin-Dubois, D., & Ricard, M. (1978, November). *Le répertoire des vocalisations de deux jeunes chimpanzés en liberté restreinte*. Poster presented at the Société Québécoise pour l'étude biologique du comportement, Québec City, QC.