

Curriculum Vitae

Megan M. Saylor

Associate Professor of Psychology
 Psychology and Human Development
 Peabody # 552
 230 Appleton Place
 Vanderbilt University
 Nashville, TN 37203-5701

Office: 615-322-5567
 Fax: 615-343-9494
 e-mail: m.saylor@vanderbilt.edu

EDUCATION

| | |
|--|------|
| Ph.D., Psychology, University of Oregon | 2001 |
| M.S., Psychology, University of Oregon | 1997 |
| B.A., with Honors and Distinction, UC Berkeley | 1996 |

PROFESSIONAL EXPERIENCE

| | |
|--|-----------------------|
| Full Professor of Psychology | Effective August 2020 |
| Associate Professor of Psychology Vanderbilt University | 2009-Aug 2020 |
| Assistant Professor of Psychology Vanderbilt University | 2001-2009 |

HONORS AND AFFILIATIONS

| | |
|--|---------|
| David Schleyer Faculty Award for Outstanding Mentoring of Undergraduates | 2017 |
| Outstanding Educator Honoree of Peabody College | 2006 |
| Peabody Award for Excellence in Classroom Teaching | 2006 |
| Stephen L. Wasby Dissertation Grant, University of Oregon | 2001 |
| General University Scholarship, University of Oregon | 1998 |
| Graduated with High Honors and Distinction, UC Berkeley | 1996 |
| John F. Kennedy Center for Research on Human Development | current |

RESEARCH GRANTS

| | |
|--|-----------|
| PI, Peabody College, Small Grants Program, <i>Children's Questions about Word Meaning</i> , \$ 8075.00 | 2017-2018 |
| Co-investigator with Bruce Compas (PI), Mary Jo Gilmer, Deborah Van Slyke, and James Whitlock, NIH NCI RO1, <i>Parent-child communication about cancer</i> | 2007-2017 |
| Co-principal investigator with Dan Levin (PI), Julie Adams, and Gautam Biswas, NSF HSD Grant, <i>Thinking about and Interacting with living and mechanical agents</i> , \$ 749,991 | 2008-2011 |

- Co-principal investigator with Dan Levin (PI), Kazuhiko Kawamura, and Mitch Wilkes, NSF REU supplement to Grant, *Intentional vision in humans and robots*, \$18,000. 2006-2008
- Co-principal investigator with Dan Levin (PI), Kazuhiko Kawamura, and Mitch Wilkes, NSF HSD Grant, *Intentional vision in humans and robots*, \$485,958. 2004-2008
- PI, Peabody College, Small Grants Program, *Absent reference, social cognition, memory*. \$7,200. 2006-2007
- Co-principal investigator with Dan Levin, Peabody Internal Mentor Grant, *From the bottom or the top: Segmenting human action into units*, \$9,816. 2005-2006
- Co-principal investigator with Georgene Troseth, Peabody College, Small Grants Program, *Children's use of video as a source of socially-relevant information*, \$6,500. 2003-2004
- Co-principal investigator with Sue Hespos, Peabody College, Small Grants Program, *Action parsing at 7 months*, \$6,550. 2002-2003

ARTICLES IN REFERRED JOURNALS

* = denotes previous or current graduate/undergraduate student author

- *Osina, M., Needham, A. & Saylor, M. M. (in press). Twelve-month-old infants respond to speech about absent inaccessible objects. *Child Development*.
- *Tippenhauer, N. & **Saylor, M. M.** (2019). Effects of context variability on two-year olds' fact and word learning. *Journal of Experimental Child Psychology*, 179, 248-259.
- Troseth, G. L., *Strouse, G. A., *Verdine, B. N., & **Saylor, M. M.** (2018). Let's chat: On Screen social responsiveness is not sufficient to support toddlers' word learning from video. *Frontiers in Psychology*, 9, 2195.
- * Osina, M. A., **Saylor, M. M.**, & Ganea, P. A. (2018). Infants Use Category Label Knowledge to Interpret Absent Reference. *Infancy*, 23 (5), 650-673.
- *Strouse, G. A., Troseth, G. T., *O'Doherty, K., & **Saylor, M. M.** (2018). Co-Viewing and contingency support toddlers learning from video. *Journal of Experimental Child Psychology*, 166, 310-326.

- *Jimenez, S. R. & **Saylor, M. M.** (2017). Word learning from picture books. *Cognitive Development, 44*, 57-68.
- * Osina, M., & **Saylor, M.** (2017). Infants' Use of Intonation to Interpret Ambiguous Reference. *Psychology. Journal of Higher School of Economics, 14*(2), 236-249.
- *Osina, M., **Saylor, M. M.**, Ganea, P. (2017). Out of reach, Out of mind? Infants' comprehension of references to hidden in accessible objects. *Child Development, 88*, 1572-1580.
- *Murphy, L. K., *Rodriguez, E. M., Schwartz, L., *Bemis, H., *Desjardins, L., Gerhardt, C. A., Vanatta, K., **Saylor, M. M.**, & Compas, B. E. (2016). Longitudinal associations among maternal communication and adolescent posttraumatic stress symptoms after cancer diagnosis. *Psycho-Oncology, 25* (7), 779-786.
- Saylor, M. M.**, *Osina, M., *Tassin, T., *Rose, R., Ganea, P. (2016). Creature feature: Preschoolers use verbal descriptions to identify referents. *Journal of Experimental Child Psychology, 152*, 205-220.
- *Baker, L. J., Levin, D. T., & **Saylor, M. M.** (2016). The Extent of Default Visual Perspective Taking in Complex Layouts. *Journal of Experimental Psychology: Human Perception and Performance, 42* (4), 508-516.
- *Gagnon, K. I., DePrince, A. P., *Chu A. T., Gorman, M., **Saylor, M. M.** (2016). Betrayal Trauma and Child Symptom: The role of Emotion. *Journal of Trauma and Dissociation, 17*(2), 207-222.
- *Rodriquez, E.M., *Murphy, L., Vannattta, K., Gerhardt, C. A., **Saylor, M. M.**, *Bemis, H., *Desjardins, L., *Dunn, M. J., & Compas, B. E. (2015). Maternal coping and depression as predictors of mother-child communication about a child's cancer. *Journal of Pediatric Psychology, 41* (3), 329-339.
- *Rowe, L., *Jacobson, R., **Saylor, M. M.** (2015). Differences in how monolingual and bilingual children learn second labels for familiar objects. *Journal of Child Language, 42* (6), 1219-1236.
- *Osina, M. A., **Saylor, M. M.**, & Ganea, P. A. (2014). Object locations, identity and absent reference understanding at 12 months. *Infancy, 19* (1), 65-81.
- Ganea P. & **Saylor, M. M**¹ (2013). Representational constraints on language development: Thinking and learning about absent things. *Child Development Perspectives, 7*, 227-231.
¹Authorship is Alphabetical
- Ganea, P. & **Saylor, M. M.** (2013). Talking about the near and dear: Infants' comprehension of displaced speech. *Developmental Psychology, 49*, 1299-1307.

- *Osina, M. A., **Saylor, M. M.**, & Ganea, P. (2013). When familiar is not better: 12 month-old infants respond to talk about absent objects. *Developmental Psychology*, *49*, 138-145.
- *Rodriquez, E.M., *Dunn, M. J., *Zuckerman, T., Hughart, L.M., Vannatta, K., Gerhardt, C. A., **Saylor, M. M.**, Schuele, C.& Compas, B. E. (2013). Mother child communication and maternal emotional distress in families of children with cancer: integrating macro- and micro- levels of analysis. *Journal of Pediatric Psychology*. *38* (7), 732-743.
- Levin, D. T., *Killingsworth, S., **Saylor, M. M.**, *Gordon, S., & Kawamura, K. (2013). Predictions about the behavior of computers, robots and people: How does intentionality affect what people think something will do. *Human-Computer Interaction*, *28*, 161-191.
- *Herberg, J. S., Levin D. T., **Saylor, M. M.** (2012). Social audiences can disrupt learning by teaching. *Journal of Experimental Social Psychology*. *48*(1), 213-219.
- Levin, D. T., **Saylor, M. M.**, & Lynn, S. D. (2012). Distinguishing first-line defaults and second-line conceptualization in reasoning about humans, robots, and computers. *International Journal of Human-Computer Studies*, *70*(8), 527-534.
- *Vázquez, M. D., *Delisle, S. & **Saylor, M. M.** (2012). Children use others' conversational competence to guide learning of words. *Journal of Child Language*, *1*(1), 1-16.
- *Dunn, M. J., *Rodriquez, E., Miller, K. S., Gerhardt,, C. A., Vannatta, K , **Saylor, M. M.**, Scheule, C. M., & Compas, B. E. (2011). Direct observation of mother-child communication in pediatric cancer: Assessment of verbal and nonverbal behaviors and emotion. *Journal of Pediatric Psychology*, *36*, 565-575.
- *Killingsworth, S., **Saylor, M. M.**, & Levin, D. T. (2011). Analyzing action for agents with varying cognitive capacities. *Social Cognition*, *29*, 56-73.
- *O'Doherty, K., Troseth, G.L., *Shimpi, P., *Goldenberg, E., Akhtar, N. & **Saylor, M.M.** (2011). Third-party social interaction and word learning from video. *Child Development*, *82*, 902-915.
- Saylor, M. M.**, Ganea, P, & *Vazquez, M. D. (2011). What's mine is mine: Twelve month-olds use possessive pronouns to identify referents. *Developmental Science*, *14*, 859-864.
- *Somanader, M. C. **Saylor, M. M.**, & Levin, D. T. (2011). Remote control and children's understanding of robots. *Journal of Experimental Child Psychology*, *109*, 239-247.

- Hespos, S. J., *Grossman, S. R., & **Saylor, M. M.** (2010). Infants' ability to parse continuous action: Further evidence. *Neural Networks*, *23*, 1026-1032.
- Saylor, M. M.**, *Somanader, M., Levin, D. T., & Kawamura, K. (2010). How do young children deal with hybrids of living and non-living things: The case of humanoid robots. *British Journal of Developmental Psychology*. *28*, 835-851.
- *Gallerani, K., **Saylor, M. M.**, & *Adwar, S. (2009). Mother-infant conversations about absent things. *Language Learning and Development*, *9*
- Hespos, S., **Saylor, M. M.**, & *Grossman, S. (2009). Infants' ability to parse continuous action. *Developmental Psychology*, *45*, 575-585.
- Saylor, M. M.**, Sabbagh, M. A., *Fortuna, A. & Troseth, G. (2009). Preschoolers use speakers' preferences to learn words. *Cognitive Development*, *5*, 125-132.
- Saylor, M. M.**, & *Carroll, C. B. (2008). Direct and Indirect cues to knowledge states during word learning. *Journal of Child Language*, *35*, 1-11,
- *Herberg, J., **Saylor, M. M.**, Levin, D. T., *Ratanswasd, P., & Wilkes, D. M. (2008). Audience-contingent variation in action demonstrations for humans and computers. *Cognitive Science*, *32*, 1-19.
- Rittle-Johnson, B., **Saylor, M. M.**, & *Swygert, K. (2008). Learning from explaining: Does it matter if mom is listening? *Journal of Experimental Child Psychology*, *100*, 215-224.
- *Bruckner, C., Yoder, P., Stone, W., & **Saylor, M. M.** (2007). Construct validity of the MCDI-I receptive scale can be improved: Differential item functioning between toddlers with autism spectrum disorders and typically developing infants. *Journal of Speech, Language, and Hearing Research*, *50*, 1631-8.
- Ganea P., & **Saylor, M. M.** (2007). Infants' use of shared linguistic information to clarify ambiguous requests for objects, *Child Development*, *78*, 493-502.
- Saylor, M. M.**, Baldwin, D. A., Baird, J. A., & *LaBounty, J. (2007). Infants' on-line segmentation of dynamic human action. *Journal of Cognition and Development*, *8*, 113-128.
- Saylor, M. M.**, & Ganea, P. (2007). Infants interpret ambiguous requests for absent objects. *Developmental Psychology*, *43*, 696-704.
- Saylor, M. M.**, Baird J. A., & Gallerani*, K. (2006). Telling others what's new: Preschoolers' adherence to the given-new contract. *Journal of Cognition and Development*, *7*, 341-379.

- Saylor, M. M.**, & Troseth, G. L. (2006). Preschoolers use information about speakers' desires to learn new words. *Cognitive Development*, *21*, 214-231.
- Troseth, G. L., **Saylor, M. M.**, & Archer* A. (2006). Children's use of video as a source of socially relevant information. *Child Development*, *77*, 786-799.
- Saylor, M. M.** (2004). 12- and 16-month-old infants recognize properties of mentioned absent things. *Developmental Science*, *7*, 599-611.
- Saylor, M. M.**, & Baldwin, D. A. (2004). Discussing those not present: Comprehension of references to absent caregivers. *Journal of Child Language*, *31*, 537-560.
- Saylor, M. M.**, & Sabbagh, M. A. (2004). Different kinds of information affect word learning in the preschool years: The case of part-term learning. *Child Development*, *75*, 395-408.
- Saylor, M. M.**, Sabbagh, M. A., & Baldwin, D. A. (2002). Children use whole-part juxtaposition as a pragmatic cue to word meaning. *Developmental Psychology*, *38*, 993-1003.
- Baldwin, D. A., Baird, J. A., **Saylor, M. M.**, & Clark, A. (2001). Infants parse dynamic action. *Child Development*, *72*, 655-948.
- Saylor, M. M.** (2000). Time-stability and adjective use by child and adult English speakers. *First Language*, *20* (1), 91-120.

BOOKS, BOOK CHAPTERS AND BOOK REVIEWS

- *Jimenez, S. *Sun Y. & **Saylor, M. M.** (2018). The process of active word learning. Chapter to appear in **Saylor, M. M.** & Ganea, P. (Eds.). *Active Learning from Infancy to Childhood: Social Motivation, Cognition, and Linguistic Mechanisms*. Springer International. New York, NY.
- Saylor, M. M.** & Ganea, P. (Eds.) (2018). *Active Learning from Infancy to Childhood: Social Motivation, Cognition, and Linguistic Mechanisms*. Springer International. New York, NY.
- Saylor, M. M.** & Ganea, P. (2018). How Children Propel Development. In **Saylor, M. M.** & Ganea, P. (Eds.). *Active Learning from Infancy to Childhood: Social Motivation, Cognition, and Linguistic Mechanisms*. Springer International New York, NY.
- Levin, D. T., & **Saylor, M. M.** (2008). Shining spotlights, zooming lenses grabbing hands, and pecking chickens: The ebb and flow of attention during events. In T. Shipley and J. Zacks (Eds.). *An invitation to an event: A cognitive approach to the psychology of event perception, representation, and action*, (pp. 522-554). Oxford University Press.

- Baird, J. A., & **Saylor, M. M.** (2007). Knowing others in the first year of life: Essay review of 'Infants' sense of people: Precursors to a Theory of Mind.' *Human Development*, 49, 363-368.
- Baldwin, D. A., & **Saylor, M. M.** (2005). Language promotes structural alignment in the acquisition of a theory of mind. In J. W. Astington & J. A. Baird (Eds.). *Why language matters for a theory of mind*, (pp. 121-143). Oxford University Press.
- Saylor, M. M.**, & Baldwin, D. A. (2004). Action analysis and change blindness: Possible links. In D. Levin (Ed.). *Thinking and seeing: Visual metacognition in adults and children* (pp. 37-57). MIT Press.
- Saylor, M. M.**, Baldwin, D. A., & Sabbagh, M. A. (2004). Word learning: A complex product. In G. Hall & S. Waxman (Eds.). *Weaving a lexicon* (pp. 512-531). MIT press.

CONFERENCE PROCEEDINGS

- Tippenhauer, N. & Saylor, M. M. (under review). Context effects in two-year-olds' fact learning. Submitted to the Cognitive Science Society Conference.
- *Jimenez, S. R.,* Ryan, K., & **Saylor, M. M.** (2016). Aiding preschoolers' word learning by scaffolding lexical awareness. *Proceedings of the 38th Annual Cognitive Science Society*. Philadelphia, PA.
- Levin, D. T., Adams, J. A., **Saylor, M. M.**, & Biswas, G. (2013). A transition model for cognitions about agency. *Proceedings of the 8th ACM/IEEE international = conference on Human robot interaction*. Toyko, Japan.
- *Hymel, A. M., Levin, D. T., Barrett, J., **Saylor, M. M.** & Biswas, G. (2011). The interaction of children's concepts about agents and their ability to use an agent based tutoring system. *Lecture Notes in Computer Science*, 6764, 580-589.
- Levin, D. T. & **Saylor, M. M.** (2009). Distinguishing defaults and second-line conceptualization in reasoning about humans, robots, and computers. *Proceedings of the 4th ACM/IEEE international conference on Human robot interaction*. New York, NY.
- Hunter, J., Wilkes, D. M., Levin, D. T., Heaton, C. & **Saylor, M. M.** (2008). Autonomous segmentation of human action for behavior analysis. *Proceedings of the 7th International Conference on Learning and Development*, Monterey, CA.
- Levin, D. T., *Killingsworth, & S. **Saylor, M. M.** (2008). Concepts about the capabilities of robots: A test of the scope of adults' theory of mind. *Proceedings of the International Conference on Human Robot Interaction*, Amsterdam.

*Herberg, J. S., **Saylor, M. M.**, Levin, D. T., Ratanaswasd, P., & Wilkes, D. M. (2006). The perceived intentionality of an audience influences action demonstrations. *Proceedings of the 5th International Conference on Learning and Development*, Bloomington, IN.

Levin, D. T., **Saylor, M. M.**, *Varakin, D. A., Gordon, S. M. Kawamura, K., & Wilkes, M. (2006). Thinking about thinking in computers, robots, and people. *Proceedings of the 5th International Conference on Learning and Development*, Bloomington, IN.

Killingsworth, S., **Saylor, M. M.**, & Levin, D. T. (2005). Segmenting action for computers and humans: Possible links to intentional understanding. *Proceedings of the 14th IEEE International Workshop on Robot and Human Interactive Communication*, Nashville, TN.

Saylor, M. M. & Levin D. T. (2005). Thinking and seeing in intentional and mechanical systems. *Proceedings of the 14th IEEE International Workshop on Robot and Human Interactive Communication*, Nashville, TN.

Baird, J. A., & **Saylor, M. M.** (2003). Preschoolers' narrative abilities: Links to knowledge attribution and general language competence. *BUCLD: Proceedings of the Boston University Conference on Language Development. Vol. 27.* (pp. 84-95). Cascadilla Press.

MANUSCRIPTS UNDER REVIEW

Baker, L. J., *Jaegger, C., Levin, D. T. & **Saylor, M. M.** (under revision). Automatic Perspective Taking Does Not Account for Multiple Agents and is Limited to Attended Sets.

*Sun, Y., *Tippenhauer, N., *Jimenez, S., *Greene, M., & **Saylor, M. M.** (under review). Preschoolers Judge Definition Quality.

IN PREPARATION/PROGRESS

*Jimenez, S, *Crawford, J. & **Saylor, M. M.** (in prep). Children's awareness of their lexicon and word learning success.

*Jimenez, S, *Loughmiller, S. & **Saylor, M. M.** (in prep). Preschoolers' curiosity about word meaning.

*Osina, M., *Tippenhauer, N., & **Saylor, M. M.** (in progress). Epistemic cues to absent reference understanding.

*Tippenhauer, N., & **Saylor, M.M.** (in prep) Context salience affects word learning.

- *Tippenhauer, N. *Green, M. *Loughmiller, S. & **Saylor, M. M.** (in progress).
Preschoolers show verbal and nonverbal signs of uncertainty for novel word meanings
- *Tippenhauer, N. *Loughmiller*, S.* Green, M. & **Saylor M. M.** (in progress).
Preschoolers solicit additional information when faced with unsatisfying definitions.

COMPLETED BUT UNPUBLISHED MATERIAL

- *Vázquez, M. D., Saylor, M. M., *Krenksy, L. (2015). *Non-verbal cues facilitate children's recognition of violations of Gricean Maxims.*
- *Weaver, C., *Jimenez, S. & Saylor, M. M. (2018). Shared reading affects intuitions about normative behavior
- Saylor, M. M. (2001). *Understanding talk about the absent: An investigation of infants' comprehension of absent reference.* Unpublished Doctoral Dissertation, University of Oregon.
- Saylor, M. M., & Hill, H. R. (2000). *Discourse modifications produced by native and non-native English speakers during referential communication.* Unpublished manuscript, University of Oregon.
- Saylor, M. M. (1997). *Solving the ambiguity problem in semantic development: Constraints and pragmatics in part-term acquisition.* Unpublished Masters Thesis, University of Oregon, Eugene, OR.
- Houghton (now Saylor), M. M. (1996). *How preschool aged children acquire the notion that 'happy is up' and 'sad is down.'* Unpublished Honors Thesis, University of California, Berkeley, CA.

SYMPOSIA ORGANIZED

- Levin, D. T., & Saylor, M. M. (2005, August). What does it know, how does it know, and what will it do? Naive understandings of mechanical minds. Symposium at the 14th IEEE International Workshop on Robot and Human Interactive Communication, Nashville, TN.
- Saylor, M. M., & Levin, D. T. (2005, August). Action analysis in humans, computers, and robots. Symposium at the the 14th IEEE International Workshop on Robot and Human Interactive Communication, Nashville, TN.
- Liszkowski, U., & Saylor, M. M. (2005, June). Pointing, communicative intentions, and absent reference: Infant communicative and social-cognitive abilities. Symposium at the thirty-fifth annual meeting of the Jean Piaget Society, Vancouver, BC.

Behrend, D. A., & Saylor, M. M. (2005, April). What makes good labeling: Children's use of epistemic and non-epistemic mental state information during word learning. Symposium at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

PRESENTATIONS

Osina, M., Tippenhauer, N., & Saylor, M. M. (2019, October). 12-month-old infants rely on other people's knowledge when responding to speech about absent objects. Poster presented at the biennial Cognitive Development Society meeting. Louisville, KY.

Tippenhauer, N., Green, M., Loughmiller, S. & Saylor, M. (2019, October). Pondering preschoolers: Developmental differences in information seeking about new words. Poster presented at the biennial Cognitive Development Society meeting. Louisville, KY.

Tippenhauer, N. & Saylor, M. M. (2019, October). Context effects on 2-year-olds? Category relevant and category irrelevant fact learning. Poster presented at the biennial Cognitive Development Society meeting. Louisville, KY.

Tippenhauer, N. & Saylor, M. M. (2019, March). Effects of Background Context Salience on Word Learning. Poster presented at the biennial Society for Research in Child Development. Baltimore, MD.

Sun, Y., Jimenez, S., Tippenhauer, N., & Saylor, M. (2018, July). Preschoolers evaluate information about word meaning. Poster presented at the Cognitive Science Society Conference. Madison, WI.

Tippenhauer, N., & Saylor, M. M. (2018, July). Context Variability in Word Learning. Poster presented at the Cognitive Science Society Conference. Madison, WI.

Jimenez, S., De Jong, M., Ha, S., Dolins, F, Ratsimbazafy, J., Razafindramanana, J., Saylor, M., Lane, J. (2017, October) . Cross-cultural views on human's impact on the natural world. Poster presented at the biennial Cognitive Development Society conference. Portland, OR.

Osina, M. & Saylor, M. M. (2017, October). Twelve-month-olds respond to names of hidden inaccessible objects. Poster presented at the biennial Cognitive Development Society conference. Portland, OR.

Sun, Y., Jimenez, S., Tippenhauer, N., & Saylor, M. (2017, October). Preschoolers' evaluations of definitions. Poster presented at the biennial Cognitive Development Society conference. Portland, OR.

- Tippenhauer, N. & Saylor, M. M. (2017, October). 7 Different context, same learning: 2 year-olds' robust word learning across contexts. Poster presented at the biennial Cognitive Development Society conference. Portland, OR.
- Jimenez, S., Crawford J., & Saylor, M. M. (2017, April). Metacognition and memory support word learning in preschoolers. Poster presented at the biennial Society for Research in Child Development. Austin, TX.
- Jimenez S., Girgis, M., Frazier, M., Drummond, M., & Saylor, M. (2017, April). When to label: Order of information matter for preschoolers' word learning? Poster presented at the biennial Society for Research in Child Development. Austin, TX.
- Jimenez, S. Ryan K., & Saylor, M. M. (2016, August) . Increasing preschoolers' awareness of lexical ignorance to encourage word-learning. Poster presented at the Cognitive Science Society Conference. Philadelphia, PA.
- Jimenez, S. R., Jacobson, R. M, Ryan K., Crawford, J., & Saylor, M. M. (2016). Aiding preschoolers word learning scaffolding lexical awareness. Poster presented at the Jean Piaget Society Conference, Chicago, IL.
- Saylor, M. M. (2016, April). Absent Reference in Infancy. Invited Talk. University of Toronto, Ganea Lab.
- Jacobson, R. M., Jimenez, S., Osina, M., Weaver, C., & Saylor, M. M. (2015, April). Factors influencing preschoolers' information seeking behavior. Poster presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- Jimenez, S., Rowe, L., & Saylor, M. M. (April, 2015). Vocabulary teaching styles during joint-reading with preschoolers. Poster presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- Osina, M., Saylor, M. M. (2015, April). Infants' understanding of absent reference: Conceptual and perceptual activations. Poster presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- Osina, M., & Saylor, M. M. (2015, April). Toddlers use Intonation to Interpret Ambiguous Reference. Paper presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- De Jong, M., Weaver, C., Jimenez, S., Kedrick, K., & **Saylor, M. M.** (2015,October). Children's and adult's inferences about human impacts on the environment: Reasoning about distal consequences. Poster presented at the biennial meeting of the Cognitive Development Society. Columbus, Ohio.
- Jimenez, S. & Saylor M. M. (October, 2015). Instructional placement and memory skills predict preschoolers' learning during shared book reading. Poster presented at the

- biennial meeting of the Cognitive Development Society. Columbus, Ohio.
- Osina, M., Saylor, M. M., Ganea, P. (October, 2015). Object representation affect infants' responding to language. Paper presented at the biennial meeting of the Cognitive Development Society. Columbus, Ohio.
- Ganea, P. & Saylor, M. (2013, October). Infants' use of shared experience to decode references to absent objects. Paper presented at the biennial meeting of the Cognitive Development Society, Memphis, TN.
- Osina, M., Tassin, T., Saylor, M., Ganea, P. (2013, October). Creature feature: Learning about novel animals based on verbal descriptions. Poster presented at the biennial meeting of the Cognitive Development Society, Memphis, TN.
- Murphy, L. K., Rodriguez, E. M., Zuckerman, T., Gerhardt, C. A., Vannatta, K., Saylor, M., Compas, B. E. (2013, April). Changing the topic: Maternal post-traumatic stress symptoms and mother-child communication about child cancer. Poster presented at the biennial meeting of the Society of Research in Child Development, Seattle, WA.
- Osina, M., Saylor, M. M., Ganea, P. (2013, April). Object accessibility and absent reference comprehension at 12 months. Poster presented at the biennial meeting of the Society of Research in Child Development, Seattle, WA.
- Tassin, T., Osina, M., Saylor, M. M., Ganea, P. (2013, April). Learning words based on verbal descriptions. Poster presented at the biennial meeting of the Society of Research in Child Development, Seattle, WA.
- Vázquez, M., Saylor, M. M., Killingsworth, S. (2013, April). Preschoolers learn labels from expedient actions without requiring evidence of linguistic competence. Poster presented at the biennial meeting of the Society of Research in Child Development, Seattle, WA.
- Vázquez, M., Saylor, M. M. (2013, April). Nonverbal cues support preschoolers' use of conversational norms to infer knowledge states. Poster presented at the biennial meeting of the Society of Research in Child Development, Seattle, WA.
- Saylor, M. M. (2012, August). Making sense of hybrid entities: The case for selective induction. Paper presented at the Vanderbilt conference on Perceiving and conceiving of natural and non-natural agents from people to computers to gods. Nashville, TN.
- Hespos, S., Grossman, S. R., Saylor, M. M. (2011, April). Infants' ability to parse continuous actions. Paper presented at the biennial meeting of the Society of Research in Child Development. Montreal, Quebec, Canada.

- Osina, M., Saylor, M. M., Ganea, P. (2011, April). Object recognition, representation, and search at 12 months. Poster presented at the biennial meeting of the Society of Research in Child Development. Montreal, Quebec, Canada.
- Vázquez, D. M., Doscas, M. E., Saylor, M. M. (2011, April). Children use adherence to Gricean maxims as a cue to speaker reliability. Paper presented at the biennial meeting of the Society of Research in Child Development. Montreal, Quebec, Canada.
- O'Doherty, K., Troseth, G., Shimpi P., Goldenberg, E., Akhtar, N., & Saylor, M. M. (2010, April). Reciprocal Interaction Affects Toddlers' Word Learning From "Overheard" Conversations. Poster presented at the biennial International Conference on Infant Studies. Baltimore, MD.
- Osina, M., Saylor, M. & Ganea, P. (2010, April). Absent Reference Comprehension in 12-Month-old Infants. Poster presented at the biennial International Conference on Infant Studies. Baltimore, MD.
- Osina, M., Saylor, M. & Ganea, P. A. (2010, April). Physical World and Absent Reference Comprehension at 12 Months. Poster presented at the Conference on Human Development, New York City.
- Osina, M., Saylor, M., & Ganea, P. (2009, October). Absent reference comprehension in 12-month-old infants. Poster presented at the 6th biennial meeting of the Cognitive Development Society, San Antonio, TX.
- Goldenberg, E., Troseth, G., O'Doherty, K., Shimpi, P., Akhtar, N., Saylor, M. (2009, October). Does social interaction facilitate learning from video? Poster presented at the 6th biennial meeting of the Cognitive Development Society, San Antonio, TX.
- Vázquez, M., Delisle, S, Saylor, M. M. (2009, June). Children and adults use conversational cues when selecting sources of information. Poster presented at the 39th annual meeting of the Jean Piaget Society, Park City, UT.
- Rodriguez, E. M., Dunn, M. J., Saylor, M., Zuckerman, T., Grossenbacher, J., Vannatta, K., Gerhardt, C. A., & Compas, B. E. (2009, November). Parenting Behaviors in Families of Children with Cancer. Poster accepted for presentation at the Annual Convention of the Association for Behavioral and Cognitive Therapies, New York, NY.
- Ganea P. A. & Saylor M. M. (2009, April). "Where Is the Moon?" "Where Is Daddy?" The Role of Spatial and Temporal Proximity in Infants' Absent Reference Comprehension. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

- O'Doherty, K., Shimpi, P. M., Goldenberg, E., Troseth, G., Akhtar, N., Saylor, M. M. (2009, April). Does Understanding of Social Cues Affect Toddlers' Ability to Learn From People on Video? Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Rittle-Johnson, B., Matthews, P. G., & Saylor, M. M. (2009, April). Promoting Explanations to Support Mathematics Learning. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Rodriguez, E. M., Dunn, M. J. Grossenbacher, J. C., Van Slyke, D. A., Saylor, M. M., Sanger, M., Vannatta, K., Gerhardt, C., Compas, B. E. (2009, April). Parental Communication, Child Age, and Emotional Distress in Families of Children With Cancer. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Rodriguez, E. M., Reising, M. M., Daigre, A., Van Slyke, D. A., Saylor, M. M., Schuele, C. M., Vannatta, K., Gerhardt, C., Compas, B. E. (2009, April). Parental Communication About Cancer and Child Emotional Distress. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Somanader, M. C., Saylor, M. M., & Levin D. T. (2009, April). Children Use Appearance and Origin of Motion to Categorize Robots. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Grossman, S., Hespos, S., & Saylor, M. M. (March, 2008). Infants' ability to parse continuous actions. Poster presented at the International Conference for Infant Studies, Vancouver, BC.
- Herberg, J., Vázquez, M., Saylor, M. M., & Levin, D. (March, 2008). Processing of action goals in infancy. Poster presented at the International Conference for Infant Studies, Vancouver, BC.
- Levin, D. T., Killingsworth, S., & Saylor, M. M. (March, 2008). Concepts about the capabilities of robots: A test of the scope of adults' theory of mind. Paper presented at the International Conference on Human Robot Interaction, Amsterdam.
- Ganea, P. & Saylor, M. M. (March, 2008). Infants' use of shared language during ambiguous communication. Paper presented at the International Conference for Infant Studies, Vancouver, BC.
- Saylor, M. M., Ganea, P., & Somanader, M. (March, 2008). What's near and dear: The role of proximity in absent reference comprehension. Paper presented at the International Conference for Infant Studies, Vancouver, BC.

- Strouse, G., Saylor, M. M., Troseth, G. T., & O' Doherty, K. (March, 2008). Learning words from social partners and people on video. Poster presented at the International Conference for Infant Studies, Vancouver, BC.
- Somanader, M., Saylor, M., & Levin, D. (July, 2007). *Preschooler's Understanding of Robots in Comparison with Familiar Entities*. Poster presented at the Cognitive Science Society, Nashville, TN
- Somanader, M., Saylor, M., & Levin, D. (May, 2007) *Preschooler's Borrowing of Features from Familiar Entities to Categorize Complex Inanimates*. Poster presented at the Jean Piaget Society, Amsterdam, Netherlands
- Herberg, J., Saylor, M. M., & Levin, D. (2007, March). Knowledge-driven action analysis at 12 months. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Saylor, M. M., (2007, March). Using what others know and desire to learn words. Paper presented at the at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Saylor, M .M. & Ganea, P. (2007, March). Tracking others' experiences during absent reference. Paper presented at the at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Somanader, M. C., Saylor, M. M., & Levin, D. (2007, March). Preschooler's borrowing of features from familiar entities to categorize complex inanimates. Poster presented at the at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Strouse, G., Saylor, M. M., & Troseth, G. (2007, March). Do toddlers learn words from people on video? Poster presented at the at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Herberg, J. S., Saylor, M. M., Levin, D. T., Ratanaswasd, P. & Wilkes, D. M. (2006, May). People modify actions for audiences differing in intentionality. Poster presented at the 18th annual Association for Psychological Science Meeting. New York, NY.
- Herberg, J. S., Saylor, M. M., Levin, D. T., Ratanaswasd, P., & Wilkes, D. M. (2006, June). The perceived intentionality of an audience influences action demonstrations. Poster presented at the 5th International Conference on Learning and Development. Bloomington, IN.
- Hespos, S., & Saylor, M. M. (2006, June). Parsing continuous human actions in 6-month old infants. Poster presented at the International Conference for Infant Studies. Kyoto, Japan.

- Levin, D. T., Saylor, M. M., Varakin, D. A., Gordon, S. M. Kawamura, K., & Wilkes, M. (2006, June). Thinking about thinking in computers, robots, and people. Paper presented at the 5th International Conference on Learning and Development, Bloomington, IN.
- Fortuna, A., Saylor, M. M., Sabbagh, M. A., & Troseth, G. T. (2005, October). Linking intentions and desires during word learning. Poster presented at the 4th biannual meeting of the Cognitive Development Society. San Diego, CA.
- Killingsworth, S., Saylor, M. M., & Levin, D. T. (2005, August). Segmenting action for computers and humans: Possible links to intentional understanding. Paper presented at the 14th IEEE International Workshop on Robot and Human Interactive Communication, Nashville, TN.
- Saylor, M. M. (2005, November). *What infants understand about absent reference*. Paper presented at Villanova University, PA.
- Saylor, M. M. & Ganea, P. (2005, May). *Placing absent reference in a developmental context*. Poster presented at the Conference on New Approaches to Infant Learning and Cognition. Durham, NC.
- Saylor, M. M., & Levin, D. L. (2005, August). Thinking and seeing in intentional and mechanical systems. Paper presented at the 14th IEEE International Workshop on Robot and Human Interactive Communication, Nashville, TN.
- Carroll, C. B., & Saylor, M. M. (2005, June). Preschoolers' use of shared knowledge for word learning. Poster presented at the thirty-fifth annual meeting of the Jean Piaget Society, Vancouver, BC.
- Saylor, M. M., & Ganea, P. (2005, June). Infants' understanding of ambiguous requests: Absent reference and the recognition of others' intentions. Paper presented at the thirty-fifth annual meeting of the Jean Piaget Society, Vancouver, BC.
- Archer, A., Johnson, K., Troseth, G. L., & Saylor, M. M. (2005, April). *Using information to learn from video*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Saylor, M. M., & Troseth, G. L. (2005, April). *Using desires to learn words*. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Swygert, K., Rittle-Johnson, B., & Saylor, M. M. (2005, April). *Learning from explaining: Does it matter if mom is listening?* Poster Presented at biennial meeting of the Society for Research in Child Development, Atlanta, GA.

- Saylor, M. M. (2004, May). *The emergence of absent reference comprehension in infants from 12 to 15 months*. Poster presented at the International Conference on Infant Studies, Chicago, IL.
- Saylor, M. M., & Troseth, G. (2004, May). *Toddlers use desires to learn words*. Poster presented at the International Conference on Infant Studies, Chicago, IL.
- Ferriman, K. A., Hespos, S. J., & Saylor, M. M. (2003, April). *Seven-month-old infants segment continuous human actions*. Poster presented at the biennial meeting of the Society for Research in Child Development, Sarasota, FL.
- Saylor, M. M. (2003, October). *Understanding communicative intentions: Useful functions and early foundations*. Paper presented at the University of Denver, CO.
- Baldwin, D. A., & Saylor M. M. (2002, April). *Language promotes structural alignment in the acquisition of a theory of mind*. Paper presented at the International Conference on Why Language Matters for Theory of Mind? Toronto, Canada.
- Saylor, M. M., & Baldwin, D. A. (2002, June). *Action parsing in infancy*. Paper presented at the 9th annual Kent State University Forum: Visual Metacognition, Millersburg, OH.
- Saylor, M. M. (2002, April). *Links between absent reference comprehension and the understanding of intentions*. Paper presented at the International Conference on Infant Studies, Toronto, Canada.
- Baird, J. A., & Saylor, M. M. (2002, November). *Preschoolers' narrative abilities: Links to knowledge attribution skills and general language competence*. Paper presented at the 27th annual Boston University Conference on Language Development, Boston, MA.
- Baird, J. A., & Saylor M. M. (2001, May). *Infants' sensitivity to structure in human action*. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Saylor, M. M., & Sabbagh, M. A. (1999, March). *Acquiring part-terms via linguistic and gestural contrast: Evidence of a socio-pragmatic strategy?* Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

TEACHING, MENTORING, ADVISING

Undergraduate Courses

PSY-PC 1150: Freshman Seminar: Language and Cognition (F03, F07)

PSY-PC 1157/1117: Freshman Writing Seminar (F11, F12, S15, F15, F16)

PSY-PC 1630: Developmental Psychology (F02, S02, F01, S09, F10, F11, S16, S17, F18, S18)
 PSY-PC 2000: Psychology and Language (S03, S04, S05, S06, S07, S08, S09, S10)
 PSY-PC 2000: Language Development (S11, S12, F13, S16, S19)
 PSY-PC 2250: Infancy (F03, S04, F04, F19)
 PSY-PC 2690: Seminar: Psychology and Language (S02)
 PSY-PC 2990_295_296: Seminar: Honors Thesis (S12, F12, S13, F13, S14, F14, S15, F15, S16)
 PSY-PC 1690_2: Commons Seminar (S13, S14)

Graduate Courses

PSY-GS 368/8460: Language Development (S03, F10, S16, F19)
 PSY-GS 396: Perspective Taking and Language Development (S13)
 PSY-GS 360/8400: Developmental Psychology (F07, F16, F17, F18)
 PSY-GS 361P: Language and Cognition (F04)
 PSY-GS 8450: Seminar in Cognitive Development (S18)
 PSY-GS 8690 Cognitive Science of Learning and Development Research Forum (2019-2020)

Mentoring and Advising

REHSS Lab Mentor (summer internship for high school students): 2015, 2016, 2018

Undergraduate Honors students: Constance Brooke Carroll, Jordan Crawford, Sarah Delisle, Michelle Doscas, Alexandra Fortuna, Catherine Gallerani, Matt Girgis, John David Jacobson, Rebecca Jacobson, Eva Kim (co-advised with Dr. Duane Watson), Lauren Krensky, Miranda Rector (coadvised with Dr. Bruce Compas), Lindsey Rowe, Yuyue Sun, Tywanquilla Walker, Kelsey Williams, Tianchun Xia

VUSRP students: Sean Adwar, Jordan Crawford, Sarah Delisle, Michelle Doscas, Catherine Gallerani, Rebecca Jacobson, Lauren Krensky, Lindsey Rowe, Tiffany Tassin, Yuyue Sun

Major professor for Jonathan Herberg (Cognitive Psychology, co-advised with Dan Levin), Maria Osina (Developmental Psychology), Mark Somanader (Developmental Psychology); Maria Vazquez (Developmental Psychology). Sofia Jimenez (Developmental Psychology), Nicholas Tippenhauer (Developmental Psychology, co-advising with Duane Watson), Laura Janakeifski (Developmental Psychology)

Masters Students Supervised: Claire Weaver, Casey O'Quinn

Dissertation Committee member:

Laura Hieber Adery (Clinical Psychology), Lewis Baker (Cognitive Psychology), Karen Barako Arndt (Speech and Hearing), Sara Beck (Developmental Psychology), Heather Bemis (Clinical Psychology), Taylor Benson (Clinical Psychology), Nancy Carlise (Cognitive Psychology), Leandra Desjardins (Clinical Psychology), Hilda Feld (Cognitive Psychology), Israel Flores (Developmental Psychology)

Psychology), Stephen Gordon (Engineering), Caoimhe Harrington Stack (Cognitive Psychology), Jane Hirtle (Developmental Psychology), Jonathan Hunter (Engineering), Kristin Leibel (University of Leipzig, outside member), Emily Lund (Speech and Hearing), Percival Matthews (Developmental Psychology), Lexa Murphy (Clinical Psychology), Gayathri Narasimham (Developmental Psychology), Kate O’Doherty (Developmental Psychology), Alison Presmanes (Developmental Psychology), Erin Rodriquez (Clinical Psychology), Colleen Russo (Developmental Psychology), Lauren Turner (Clinical Psychology), Donald Alex Varakin (Cognitive Psychology), Sarah Wiesen (Developmental Psychology), Janet Yarboi (Clinical Psychology)

SERVICE

National Service

| | |
|---|----------------------|
| Associate Editor, <i>Child Development</i> | Oct 2014-Dec 2020 |
| Associate Editor, <i>Collabra: Psychology</i> | April 2016-present |
| Editorial Board, <i>Cognition and Development</i> | current (2019) |
| Panel Reviewer, NSF | Fall 2019 |
| Consulting Editor, <i>Developmental Psychology</i> | 2013-2016 |
| NSF College of Reviewers | 2014- 2016 |
| Reviewed submissions for SRCD panel “Language, Biological, Perceptual & Cognitive Biases” | 2012 |
| Reviewed submissions for SRCD panels: Attention, Learning & Memory & Language and Communication | 2016 |
| Ad Hoc Reviewer Child Abuse and Neglect, Child Development, Cognition, Cognitive Psychology, Comparative Psychology, Developmental Psychology, Developmental Science, Infancy, Journal of Cognition and Development, Journal of Child Language, Journal of Educational Psychology, Journal of Experimental Child Psychology, Perception and Psychophysics. Psychological Science | |
| External Grant Reviewer National Science Foundation Israel Science Foundation | |
| APA Summer Science Institute Participant Lecturer and Lab Mentor | Summer 2004 and 2005 |
| Lecturer, Duke TIP Award Recognition Ceremony | Summer 2003 |
| Reviewer Maternal Infant Health Outreach Worker Guide | 2002 |

Service to the College

Peabody College and the University

| | |
|--|------------------------------------|
| Chair, IRB Behavioral Science Committee | Oct 2019-current |
| Vice Chair, IRB Behavioral Science Committee | Jan 2018-Sept 2019 |
| VUceptor/Vanderbilt Visions | 2008-2009, 2010-2019 |
| Application review VUcept | 2017-2020 |
| Freshman Advisor | 2002-2005, 2007-2008, 2010-current |
| Peabody College Equity Diversity and Inclusion committee | 2014-2018 |
| GEO Scholarship Application Reviewer | 2015-2018 |
| VUSR Committee | 2005-2018 |
| IRB Social-Behavioral Sciences Committee Member | 2014-2017 |
| Interim Vice Chair, IRB Social Behavioral Committee | Sept 2017-Dec 2017 |
| Organizing Committee: Vigil to Celebrate Our Shared Humanity | Fall 2017 |
| Laboratory Immersion Sub-Committee | Fall 2015-2016 |
| Session Judge, Three-Minute Thesis Presentations | April 2014 |
| Faculty Council | 2012-2015 |
| Chair, PFC Committee on Teaching | 2013-2014 |
| Search Committee ECSE | 2012-2013 |
| VKC Science Day Judge | 2013-2014 |
| VKC lectures committee 2013-2014 | Fall 2012 |
| Search Committee Member: Susan Gray School Director | 2012 |
| Peabody Council Standing Committee on Teaching | Spring 2005, 2010-2011 |
| Honor Fellowship Awards Committee, University | 2011, 2013 |
| IRB Advisory Committee | 2005-2006 |
| IRB Task Force | Fall 2003 |

Service to the Department

Department of Psychology and Human Development,

| | |
|--|-------------------------|
| Departmental Course Scheduling | Jan 2018-current |
| Undergraduate Advising (29 students) | AY 2019-2020 |
| Developmental Area Head | August 2018- current |
| Diversity Committee | 2018-current |
| Psychology Day Speaker Committee | 2016-current |
| Undergraduate Studies Committee | current |
| Interim Head of the Developmental Area | June 2017-August 2018 |
| Chair, Diversity Committee | Spring 2015-2018 |
| Faculty Review Committee | Spring 2016-Spring 2017 |
| Co-Manage Subject Recruitment Database | 2004-2017 |
| Co-Director Honors Program in Psychological Sciences | 2012-2016 |
| Search Committee Developmental Position | 2014 |
| Chair Recommendation Committee, PHD | 2012-2013 |
| Distinguished Alumni Award Committee | 2011 |
| Undergraduate Studies Committee | 2007-2008 |
| Developmental Search Committee | 2008-2009 |
| Space Committee | 2007 |

Developmental Search Committee
Developmental Graduate Curriculum Committee

2001-2003
2002