Curriculum Vita
David M. Sobel

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Education

2001	Ph.D. in Psychology, University of California, Berkeley
1997	M.A. in Psychology, University of California, Berkeley
1995	B.A. in Psychology and Computer Science (with distinction), Swarthmore College

Employment

2024-	Professor, Department of Cognitive and Psychological Sciences, Brown University
2013-2024	Professor, Department of Cognitive, Linguistic, and Psychological Sciences, Brown University
2010-2013	Associate Professor, Department of Cognitive, Linguistic, and Psychological Sciences, Brown University
2007-2010	Associate Professor, Department of Cognitive and Linguistic Sciences, Brown University
2005	Visiting Scholar, Department of Psychology, Harvard University
2004-2007	Stephen Robert Assistant Professor of Cognitive and Linguistic Sciences, Brown University
2001-2004	Assistant Professor, Department of Cognitive and Linguistic Sciences, Brown University

Current and Past Funding

2026-2029	*The role of parent-child interaction and AI in facilitating children's scientific reasoning*. (NSF EHR 2611118), $730,556 in total costs. Status: Recommended for Funding. Role: PI
2026-2027	*Humble beginnings: Exploring the role of intellectual humility in children's developing understanding of productive failure*. (Templeton Foundation Intellectual Humility Subaward) $38,733 in total costs. Status: In progress. Role: PI.
2026-2027	*If at first you don't succeed, try again: Children's understanding of productive failure in learning and persistence.* (Caplan Foundation Grant, 26-0055BU). $50,000 in total costs. Status: In progress. Role: Co-PI (PI: S. Kiefer)
2023-2026	*Fostering STEM engagement from parent-child interaction* (NSF EHR 2300459). $830,678 in total costs. Status: In progress. Role: PI
2019-2024	*The dynamics of inhibition in social cognitive development* (NSF DS 1917639). $520,876 in total costs. Status: Completed. Role: PI.

2020-2021 *RAPID: Relations between parent-child interaction about handwashing and children's engagement in and understanding of preventing disease transmission* (NSF EHR 2033368). $103,595 in total costs. Status. Completed. Role: PI.

2019-2021 INTERN Supplement: *Collaborative Research: Young children's beliefs about causal systems: Learning about belief revision in the lab and in museums* (NSF EHR 1661068-S), $41,449 in total costs. Status: Completed. Role: PI.

2017-2021 *Collaborative Research: Young children's beliefs about causal systems: Learning about belief revision in the lab and in museums* (NSF EHR 1661068), $1,276,657 in total costs. Status: Completed. Role: PI.

2017-2019 REU Supplement: *Collaborative Research: Explaining, exploring, and scientific reasoning in museum settings.* (NSF REU 1420548), $20,309 in total costs. Status: Completed. Role: PI.

2015-2019 *Collaborative Research: Explaining, exploring, and scientific reasoning in museum settings.* (NSF REAL 1420548), $1,292,126 in total costs. Status: Completed. Role: PI.

2012-2016 *The emergence of diagnostic reasoning and scientific thinking* (NSF DLS 1223777), $713,030 in total costs. Status: Completed. Role: PI.

2014-2016 *Measuring toddlers' understanding of pretense* (NIH NCRR 5P20RR016457). $156,657 in direct costs. Status: Completed. Role: Sponsor (PI: J. Van Reet).

2012-2014 *The cognitive representation of pretense* (NIH NCRR 8P20GM103430), $122,983 in direct costs. Status: Completed. Role: Sponsor (PI: J. Van Reet).

2011-2012 *Galton fellowship for graduate student research* (Brown University, Institute for Brain Science), $15,439 in total costs. Status: Completed. Role: Sponsor (PI: D. Macris).

2010-2011 *The role of domain knowledge on causal reasoning of chemistry content* (University of Cambridge Research and Development Grant), £3993 in total costs. Status Completed. Role: Co-PI (PI: Michelle Ellefson).

2005-2010 *Children's causal learning and the development of mechanism knowledge* (NSF DLS 0518161), $276,543 in total costs. Status: Completed. Role: PI.

2009-2010 *Galton fellowship for graduate student research* (Brown University, Brain Sciences Program), $15,439 in total costs. Status: Completed. Role: Sponsor (PI: D. Buchanan).

2009-2009 *Variability in pragmatic inferencing* (NSF BCS 0744898), $80,593 in total costs. Status: Completed. Role: PI (Note: Julie Sedivy was PI from 2007-2008).

2008-2009 *Graduate student research award* (Brown University, Brain Sciences Program), $15,439 in total costs. Status: Completed. Role: Sponsor (PI: E. Tenenbaum).

2008-2008 *Curriculum development award* (Brown University, Dean of the College Initiative), $4,000 in total costs. Status: Completed. Role: PI.

2007-2008 *New designs towards understanding toddlers' causal inferences* (Dana Foundation Pilot Research Program in Brain Sciences), $10,000 in total costs. Status: Completed. Role: PI.

2001-2003 *Correlates of infants' understanding of action.* Postdoctoral National Research Service Award (F32 MH-64237). $94,364 in total costs. Status: Did not accept. Role: PI.

1998-2001 *Causal explanation and categorization in development.* Predoctoral National Research Service Award (F31 MH-12407). $61,671 in total costs. Status: Completed. Role: PI.

<u>Funding Under Review/In Preparation</u>

2027-2029 *The power of productive failure in children's learning and hypothesis testing* (NSF 2544971). $584,557 in total costs. Status: Under Review. Role: PI

2026-2029 *Developing judgments of fairness in resource collection.* (NSF Proposal 296693). $~580,000 in total costs. Status: In preparation. Role: PI

Publications

Note, since 2011, I have used the first/last convention for lead or senior authorship.

Books and Monographs

Weisberg, D. S., & Sobel, D. M. (2022). *Constructing science: Connecting causal reasoning to scientific thinking in young children.* Cambridge, MA: MIT Press. (Peer Reviewed)

Callanan, M.*, Legare, C. H.*, Sobel, D. M.* with 11 others (2020). *Exploration, explanation, and parent-child interaction in museum settings. Monographs of the Society for Research in Child Development, 85,* 1. *Equal Senior Authorship (Peer Reviewed)

Sobel, D. M., & Jipson, J. (2016). *Cognitive development in museum settings: Relating research to practice*. New York: Routledge.

Manuscripts under consideration (peer-reviewed venues)

Sobel, D. M., Koksal, O., Osterhaus, C, Moeller, A. &. Sodian, B. (submitted for revised review, *Developmental Science*). *Longitudinal relations between theory of mind capacities and scientific reasoning between the ages of 4 and 7*. Brown University.

Kushnir, T., & Sobel, D. M. (submitted for revised revision, *Topics in Cognitive Science*). *Can testimonial learning be considered rational? Revisions, extensions, and new insights into a theory of selective trust*. Duke University.

Kiefer, S., Modesti, G., McHugh, S., & Sobel, D. M. (submitted for review, invited submission, *Journal of Cognition and Development*). *The STEM Engine: Fostering early engagement with STEM reasoning challenges through parent-child interaction.* Brown University.

McHugh, S. & Sobel, D. M. (submitted for review, *Cognition*). *Parent-child interaction facilitates children's scientific thinking*. Brown University.

Saçkes, M., Özgül, S. G., Avci, K., İdrisoğlu, Ö., Avşar, M., & Sobel, D. M. (submitted for review, *Journal of Experimental Child Psychology*). *Performance on false belief and representational change measures are related to different facets of cognitive control in Turkish preschoolers.* Balikesir University.

Published Peer-Reviewed Articles

Sobel, D. M. (in press). Using the dynamics of children's reaching to examine the role of inhibitory control in social cognitive development. *Psychological Review.*

Kiefer, S., & Sobel, D. M. (in press). Children's decision to challenge themselves on a novel task relates to their metacognitive monitoring of their ability. *Child Development.*

Osterhaus, C., Sodian, B., Koksal, O., & Sobel, D. M. (in press). Longitudinal relations among theory of mind and executive function from ages four to seven. *Developmental Science.*

Saçkes, M., Işıtan, S., Trundle, K., & Sobel, D. M. (in press). Turkish advantage in preschoolers' understanding of representational change. *British Journal of Developmental Psychology.*

Radovanovic, M., Hwang, J., Sobel, D. M., & Sommerville, J. A. (2026). Origins of understanding fair resource collection. *Cognition*, *271*, 106434.

Saçkes, M., Işıtan, S., Özgül, S. G., Avci, K., Trundle, K. C., & Sobel, D. M. (2026). Relations between the development of false belief and scientific reasoning in Turkish preschoolers. *Infant and Child Development*, *35*, e70093.

Sobel, D. M., Kamper, D. G., & Song, J-H. (2025). Manual reach tracking reveals distinct inhibitory processes in children's and adults' inferences about belief, *Cognitive Development*, *74*, 101580.

Sobel, D. M., Kamper, D. G., Taylor, Y., & Song, J-H. (2025). Distinct inhibitory control processes underlie children's selective social inferences. *Journal of Cognition and Development, 26,* 111-132.

Gin, S., Yin, H., Boykin, C. M., & Sobel, D. M. (2025). Examining baseline relations between parent-child interaction and STEM explanations and engagement. *Developmental Science, 28,* e13611.

Sobel, D. M., Kamper, D. G., & Song, J. H. (2024). Distinct inhibitory control processes underlie children's judgments of fairness. *Psychological Science*, *35*, 93-107.

Benton, D. T., Kamper, D., Beaton, R. M., & Sobel, D. M. (2024). Don't throw the associative baby out with the Bayesian bathwater: Children are more associative when reasoning retrospectively under information processing demands. *Developmental Science*, 27, e13464.

McHugh, S. R., Callanan, M., Jaeger, G., Legare, C. H., & Sobel, D. M. (2024). Explaining and exploring the dynamics of parent–child interactions and children's causal reasoning at a children's museum exhibit. *Child Development*, 95, 845–861.

Sobel, D. M. (2023). STEM engagement from parent-child interaction in informal learning environments. *Current Directions in Psychological Science*, *32*, 454-461.

Sobel, D. M. (2023). Growing out of your mind: An analysis of the development of self-other difference in the unexpected contents task. *Cognition, 235,* 105403.

Sobel, D. M. (2023). Understanding pretense as causal inference. *Developmental Review, 68,* 101065.

Weisberg, D. S., Dunlap, L. C., & Sobel, D. M. (2023). Dinos and GoPros*:* Children's exploratory behaviors in a museum and their reflections on their learning. *Frontiers in Psychology, 14,* 443.

Sobel, D. M., Blankenship, J., Yockel, M. R. & Kamper, D. G. (2023). Rectifying inequities in resource collection in young children. *Developmental Science*, 26, e13329.

Sobel, D. M., & Stricker, L. (2022). Parent-child interaction during a home STEM activity and children's handwashing behavior. *Frontiers in Psychology, 13*.

Sobel, D. M., Benton, D. T., Finiasz, Z., Taylor, Y., & Weisberg, D. S. (2022). The influence of children's first action when learning causal structure from exploratory play. *Cognitive Development*, *63*, 101194.

Sobel, D. M., Stricker, L., & Weisberg, D. S. (2022). Relations between children's exploration in a children's museum and their reflections about their exploration. *Child Development, 93,* 1804-1818.

Sobel, D. M. & Stricker, L. (2022). Messaging matters: Order of experience with messaging at a STEM-based museum exhibit influences children's engagement with challenging tasks, *Visitor Studies, 25*, 104-125.

Korman, J. Kim, B., Malle, B. F., & Sobel, D. M. (2022). Ambiguity under scrutiny: Moral judgment of microaggressions. *Social Cognition, 6,* 528-548.

Moeller, A. M., Sodian, B, & Sobel, D. M. (2022). Developmental trajectories in diagnostic reasoning: Understanding data are confounded develops independently of choosing informative interventions to resolve confounded data. *Frontiers in Psychology*, 800226.

Sobel, D. M. & Blankenship, J. (2021). Perspective taking as a mechanism for children's developing preferences for equity over equality. *Scientific Reports, 11,* 5689.

Sobel, D. M., Letourneau, S. M., Legare, C. H., & Callanan, M. (2021). Relations between parent–child interaction and children's engagement and learning at a museum exhibit about electric circuits. *Developmental Science*, e13057.

Benton, D. T., Rakison, D. H., & Sobel, D. M. (2021). When correlation equals causation: A behavioral and computational account of second-order correlation learning in children. *Journal of Experimental Child Psychology*, *202*, 105008.

Letourneau, S., Meisner, R., & Sobel, D. M. (2021). Effects of facilitation versus exhibit labels on caregiver-child interactions at a museum exhibit. *Frontiers in Psychology, 12,* 637036.

McLoughlin, N., Finiasz, Z., Sobel, D. M., & Corriveau, K. H. (2021). Children's developing capacity to calibrate the verbal testimony of others with observed evidence when inferring causal relations. *Journal of Experimental Child Psychology*, *210*, 105183.

Sobel, D. M., & Finiasz, Z. (2020). How children learn from others: An analysis of selective word learning. *Child Development*, 91, e1134-e1161.

Stricker, L. W., & Sobel, D. M. (2020). Children's developing reflections on and understanding of creativity. *Cognitive Development*, *55*, 100916.

Letourneau, S., & Sobel, D. M. (2020). Children descriptions about the relation between play and learning. *PLoS-One*, 15, e0230588.

Luchkina, E., Corriveau, K. H., & Sobel, D. M. (2020). I don't believe what you said before: Preschoolers retrospectively discount information from inaccurate speakers. *Journal of Experimental Child Psychology*, 189, 104701.

Luchkina, E., Morgan, J. L., Williams, D. J., & Sobel, D. M. (2020). Questions can answer questions about the mechanisms of preschoolers' selective word learning. *Child Development, 91*, e1119–e1133

Medina, C., & Sobel, D. M. (2020). Caregiver–child interaction influences causal learning and engagement during structured play. *Journal of Experimental Child Psychology*, *189*, 104678.

Weisberg, D. S., Choi, E., & Sobel, D. M. (2020). Of blickets, butterflies, and dinosaurs: The effect of contextualization on children's diagnostic reasoning. *Frontiers in Psychology, 11,* 2210.

Sobel, D. M., & Letourneau, S. M. (2019). Children's developing descriptions and judgments of pretending. *Child Development*, *90*, 1817-1831.

Haber, A. S., Sobel, D. M., & Weisberg, D. S. (2019). Fostering children's reasoning about disagreements through an inquiry-based curriculum. *Journal of Cognition and Development*, *20*, 592-610.

Willard, A., Busch, J. T. A., Cullum, K. A., Letourneau, S. M., Sobel, D. M., Callanan, M., & Legare, C. H. (2019). Explain this, explore that: A study of parent-child interaction in a children's museum. *Child Development.* e598-e617.

Sobel, D. M., & Letourneau, S. M. (2018). Preschoolers understand how others learn through action and instruction. *Child Development, 89,* 961-970.

Erb, C. D., Moher, J., Song, J., & Sobel, D. M. (2018). Reach tracking reveals dissociable processes underlying inhibitory control in 5- to 10-year-olds. *Developmental Science, 21,* e12523.

Erb, C. D., Moher, J., Song, J., & Sobel, D. M. (2018). Numerical cognition in action: Reaching behavior reveals numerical distance effects in 5- to 6-year-olds. *Journal of Numerical Cognition, 4,* 286-296.

Heck, I. A., Chernyak, N., & Sobel, D. M. (2018). Preschoolers' compliance with others' violations of fairness norms: The roles of intentionality and affective perspective taking. *Journal of Cognition and Development, 17,* 568-592.

Luchkina, E., Sobel, D. M., & Morgan, J. (2018). Eighteen-month-olds selective generalize words from accurate speakers to novel contexts. *Developmental Science, 21,* e12663.

Luchkina, E., Sommerville, J. A., & Sobel, D. M. (2018). More than just making it go: Toddlers effectively integrate causal efficacy and intentionality in selecting an appropriate causal intervention. *Cognitive Development, 45*, 48-56.

Sobel, D. M., Erb, C. D., Tassin, T. & Weisberg, D. S. (2017). The development of diagnostic reasoning about uncertain causes. *Journal of Cognition and Development*, 18, 556-576.

Erb, C. D., Moher, J., Song, J. H., & Sobel, D. M. (2017). Cognitive control in action: Tracking the dynamics of rule switching in 5-to 8-year-olds and adults. *Cognition*, *164*, 163-173.

Legare, C. H., Sobel, D. M., & Callanan, M. (2017). Causal learning is collaborative: Examining explanation and exploration in social context. *Psychonomic Bulletin & Review, 24,* 1548-1554.

Letourneau, S., Meisner, R., Neuwirth, J. & Sobel, D. M. (2017). What do caregivers notice and value about how children learn through play in a children's museum? *Journal of Museum Education, 42,* 87-98.

Macris, D. M., & Sobel, D. M. (2017). The role of evidence diversity and explanation in 4- and 5-year-olds' resolution of counterevidence. *Journal of Cognition and Development, 18,* 358-374. *Honorable Mention for Editor's Choice Award*

Sobel, D. M. & Austerweil, J. (2016). Coding choices affect performance on a false belief measure. *Cognitive Development, 40*, 9-23.

Sobel, D. M., & Letourneau, S. M. (2016). Children's developing knowledge of and reflection about teaching. *Journal of Experimental Child Psychology*, 143, 111-122.

Chernyak, N., & Sobel, D. M. (2016). Equal but not always fair: Value-laden sharing in preschool-aged children. *Social Development, 25,* 340-351.

Chernyak, N., & Sobel, D. M. (2016). "But he didn't mean to do it": Preschoolers' defiance of unjustified punishments. *Cognitive Development, 39,* 13-20.

Erb, C. D., Moher, J., Sobel, D. M., & Song, J. (2016). Reach tracking reveals dissociable processes of cognitive control. *Cognition*, *152,* 114-126.

Sobel, D. M. (2015). Can you do it?: How preschoolers judge that others have learned. *Journal of Cognition and Development*, 16, 492-508.

Sobel, D. M. & Letourneau, S. M. (2015). Children's developing understanding of what and how they've learned. *Journal of Experimental Child Psychology, 132,* 221-229.

Van Reet, J., Green, K. F., & Sobel, D. M. (2015). Preschoolers' existing theory of mind knowledge influences whom they trust about others' theory of mind. *Journal of Cognition and Development, 16,* 471-491.

Tenenbaum, E. J., Sobel, D. M., Sheinkopf, S. J., Shah, R. J., Malle, B. F., & Morgan, J. L. (2015). Attention to the mouth and gaze following in infancy predicts language development. *Journal of Child Language, 42,* 1173-1190.

Sobel, D. M., & Legare, C. (2014). Causal learning in children. *WIRE-Cognitive Science, 5,* 413-427.

Sobel, D. M., & Weisberg, D. S. (2014). Tell me a story: How children's developing domain knowledge affects their story construction. *Journal of Cognition and Development, 15,* 465-478.

Erb, C. D., & Sobel, D. M. (2014). The development of diagnostic reasoning about uncertain events between ages 4-7. *PLOS-One, 9,* 1-6.

Tummeltshammer, K. S., Wu, R., Sobel, D. M., & Kirkham, N. Z. (2014). Infants monitor the reliability of potential informants. *Psychological Science, 25,* 1730-1738.

Sobel, D. M., & Kushnir, T. (2013). Knowledge matters: How children evaluate the reliability of testimony as a process of rational inference. *Psychological Review, 120,* 779-797.

Sobel, D. M., & Macris, D. M. (2013). Children's understanding of speaker reliability across linguistic domains. *Developmental Psychology*, 49, 523-532.

Erb, C. D., Buchanan, D. W., & Sobel, D. M. (2013). Variability indicates complexity in children's inference about causal mechanisms. *Cognition*, *129,* 494-500.

Tenenbaum, E. J., Shah, R. J., Sobel, D. M., Malle, B. F., & Morgan, J. L. (2013). Increased focus on the mouth among infants in the first year of life: A longitudinal eye-tracking study. *Infancy*, *18*, 534-553.

Weisberg, D. S., Sobel, D. M., Goodstein, J., & Bloom, P. (2013). Young children are reality-prone when thinking about stories. *Journal of Cognition and Culture, 13,* 383-407.

Yang, D. J., Bushnell, E. W., Buchanan, D. W., & Sobel, D. M. (2013). Infants' use of contextual cues in imitation and generalization of effective causal actions. *Journal of Experimental Child Psychology*, *116*, 510-531.

Sobel, D. M., Sedivy, J., Buchanan, D. W., & Hennessey, R. (2012). The role of speaker reliability in children's inferences about the meaning of novel words. *Journal of Child Language*, *39*, 90-104.

Fernbach, P. M., Macris, D. M. & Sobel, D. M. (2012). Which one made it go?: The emergence of diagnostic reasoning in preschoolers. *Cognitive Development, 27,* 39-53.

Weisberg, D. S., & Sobel, D. M. (2012). Young children discriminate improbable from impossible events in fiction. *Cognitive Development, 27,* 90-98.

Buchanan, D. W., & Sobel, D. M. (2011). Mechanism-based causal reasoning in young children. *Child Development, 82,* 2053-2066.

Cook, C. & Sobel, D. M. (2011). Children's understanding of the fantasy/reality status of hypothetical machines. *Developmental Science*, *14*, 1-8.

Griffiths, T. L., Sobel, D. M., Tenenbaum, J. B., & Gopnik, A. (2011). Bayes and blickets: Effects of knowledge on causal induction in children and adults. *Cognitive Science, 35,* 1407-1455.

Sobel, D. M., Buchanan, D. W., Butterfield, J., & Jenkins, O. C. (2010). Interactions between causal models, theories, and social cognitive development. *Neural Networks*, 8-9, 1060-1071.

Sobel, D. M., & Corriveau, K. H. (2010). Children monitor individuals' expertise for word learning. *Child Development*, *81*, 669-679.

Sobel, D. M., & Sommerville, J. A. (2010). The importance of discovery in children's causal learning from interventions. *Frontiers in Psychology*, *1*, 176-183.

Sobel, D. M. (2009). Enabling conditions and children's understanding of pretense. *Cognition, 113,* 177-188.

Sobel, D. M., & Buchanan, D. W. (2009). Bridging the gap: Causality at a distance in children's categorization and inferences about internal properties. *Cognitive Development*, *24*, 274-283.

Sobel, D. M., & Munro, S. A. (2009). Domain generality and specificity in children's causal inferences about ambiguous data. *Developmental Psychology*, *45*, 511-524.

Sobel, D. M., & Sommerville, J. A. (2009) Rationales in children's causal learning from others' actions. *Cognitive Development*, *24,* 70-79.

Sobel, D. M., Sommerville, J. A., Travers, L. V., Blumenthal, E. J., & Stoddard, E. (2009). Preschoolers' use of others' beliefs to make causal inferences from probabilistic data. *Journal of Cognition and Development*, *10*, 262-284.

Butterfield, J., Jenkins, O. C., Sobel, D. M., & Schwertfeger, J. (2009). Modeling aspects of theory of mind with Markov Random Fields. *International Journal of Social Robotics*, *1*, 41-51.

Vander Wyk, B., Hudac, C., Carter, L., Sobel, D. M., &. Pelphrey, K. (2009). Action understanding in the Superior Temporal Sulcus region. *Psychological Science*, *20*, 771-777.

Sobel, D. M. (2007). Children's knowledge of the relation between intentional action and pretending. *Cognitive Development, 22*, 130-141.

Sobel, D. M., & Kirkham, N. Z. (2007). Bayes nets and blickets: Infants' developing representations of causal knowledge. *Developmental Science, 10,* 298–306.

Sobel, D. M., Li, J., & Corriveau, K. H. (2007). "They danced around in my head and then I learned them": Children's developing conceptions of learning events. *Journal of Cognition and Development, 8,* 345-369.

Sobel, D. M., Yoachim, C. M., Gopnik, A., Meltzoff, A. N., & Blumenthal, E. J. (2007). The blicket within: Preschoolers' inferences about insides and causes. *Journal of Cognition and Development, 8,* 159-182.

Sobel, D. M. (2006). How fantasy benefits young children's understanding of pretense. *Developmental Science, 9,* 63-75.

Sobel, D. M., & Kirkham, N. Z. (2006). Blickets and babies: The development of causal reasoning in toddlers and infants. *Developmental Psychology, 42,* 1103-1115.

Sobel, D. M., & Kushnir, T. (2006). The importance of decision demands in causal learning from interventions. *Memory & Cognition, 34*, 411-419.

Mitroff, S. R., Sobel, D. M., & Gopnik, A. (2006). Reversing how to think about ambiguous figure reversals: Spontaneous alternating by uninformed observers. *Perception, 35,* 709-718.

Sobel, D. M., Capps, L. M., & Gopnik, A. (2005). Ambiguous figure perception and theory of mind understanding in children with autistic spectrum disorders. *British Journal of Developmental Psychology, 23,* 159-174.

Sobel, D. M. (2004). Children's developing knowledge of the relation between mental awareness and pretense. *Child Development, 75*, 704-729.

Sobel, D. M. (2004). Exploring the coherence of young children's explanatory abilities: Evidence from generating counterfactuals. *British Journal of Developmental Psychology, 22,* 37-58.

Sobel, D. M., Tenenbaum, J. B., & Gopnik, A. (2004). Children's causal inferences from indirect evidence: Backwards blocking and Bayesian reasoning in preschoolers. *Cognitive Science, 28,* 303-333.

Gopnik, A. Glymour, C., Sobel, D. M., Schulz, L. E., Kushnir, T, & Danks, D. (2004). A theory of causal learning in children: Causal maps and Bayes nets. *Psychological Review, 111,* 3-32.

Sobel, D. M. & Lillard, A. S. (2002). Young children's understanding of pretense: Do words bend the truth? *Developmental Science, 5,* 87-97.

Sobel, D. M., & Lillard, A. S. (2001). The impact of fantasy and action on young children's understanding of pretense. *British Journal of Developmental Psychology, 19*, 85-98.

Gopnik, A., Sobel, D. M., Schulz, L. E., Glymour, C. (2001). Causal learning mechanisms in very young children: Two, three, and four-year-olds infer causal relations from patterns of variation and covariation. *Developmental Psychology, 37,* 620-629.

Gopnik A., & Sobel, D. M. (2000). Detecting blickets: How young children use information about causal powers in categorization and induction. *Child Development, 71*, 1205-1222.

Lillard, A. S., & Sobel, D. M. (1999). Lion Kings or puppies: The influence of fantasy on children's understanding of pretense. *Developmental Science, 2*, 75-80.

Manuscripts in preparation (available upon request) or in progress (data being collected / analyzed / manuscript not ready to distribute)

Garcia, P., Gin, S., McHugh, S., Modesti, G., & Sobel, D. M. (in progress). *Children judiciously praise actions that avoid unfairness.* Brown University.

Kiefer, S., & Sobel, D. M. (in progress). *Children's developing conceptions of 'easy' and 'hard'.* Brown University.

Kiefer, S., & Sobel, D. M. (in progress). *Children's understanding of the relation between practice and achievement.* Brown University.

Li., J. A., & Sobel, D. M. (in progress). *Relations between a conversation card manipulation on parent-child interaction and children's engagement with and learning of a causal system.* Brown University.

McHugh, S., Modesti, G., Kiefer, S., & Sobel, D. M. (in progress). *Parent-child interaction and children's learning and engagement with engineering principles*. Brown University.

Modesti, G., McHugh, S., Kiefer, S., & Sobel, D. M. (in progress). *Parent-child interaction during an online scientific demonstration and children's handwashing: A replication study*. Brown University.

Williams, S. E., & Sobel, D. M. (in progress). *Children's beliefs about praising effort*. Brown University.

Blogs, Chapters, and Commentaries (Not Peer Reviewed)

Sobel, D. M. (2023-present). *Advising Matters*. Advising Blog maintained for CoPsy Department, Brown University. https://sites.google.com/brown.edu/clpsadvising/home

Benton, D., & Sobel, D. M. (2022). Do children think *Alea Iacta Est?*: Developing concepts of uncertainty in causal reasoning. In R. A. Beghetto & G. Jaeger (Eds). *Uncertainty: A catalyst for creativity, learning, and development* (pp. 213-230). New York: Springer.

Weisberg, D. S., & Sobel, D. M. (2022). Why imaginary worlds? The psychological foundations and cultural evolution of fictions with imaginary worlds: Commentary on Dubourg and Baumard. *Behavioral and Brain Sciences, 45,* e303.

Kushnir, T., Sobel, D. M. & Sabbagh, M. A. (2022). Trust comes when you admit what you don't know: Lessons from child development research. *The Conversation,* 175596.

Sobel, D. M. (2021). There's more to consider than knowledge and belief: Commentary on Phillips, Buckwater, Cushman et al. *Behavioral and Brain Sciences, 44*, 58-59.

Sobel, D. M., Luchkina, E., & Tummeltshammer, K. S. (2020) Mechanisms for evaluating others' reliability when learning novel words. In J. Childers (Ed.), *Learning Language and Concept Acquisition from Infancy through Childhood* (pp. 179-198). Cham, Switzerland: Springer Nature Publishing.

Sobel, D. M. (2018). Causality. In Bornstein, M. (Ed.), *Sage Encyclopedia of Lifespan Human Development* (pp. 322-323). Thousand Oaks, CA: Sage Publication Inc.

Sobel, D. M., & Letourneau, S. M. (2018). Curiosity, exploration, and children's understanding of learning. In M. Saylor, & P. Ganea (Eds.), *Active learning from infancy to childhood: Social motivation, cognition, and linguistic mechanisms* (pp. 57-74). New York: Springer.

Sobel, D. M., Letourneau, S. M., & Meisner, R. (2016). Developing Mind Lab: A University-Museum partnership to explore the process of learning. In D. M. Sobel & J. Jipson (Eds).

Cognitive development in museum settings: Relating research to practice (pp. 120-137). New York: Routledge

Jipson, J., & Sobel, D. M. (2016). The interaction between research and practice in museum settings: An introduction and synthesis. In D. M. Sobel & J. Jipson (Eds). *Cognitive development in museum settings: Relating research to practice* (pp. 1-12). New York: Routledge.

Buchanan, D. W., & Sobel, D. M. (2014) Edge replacement and minimality as models of causal inference in children. In J. Benson (Ed.), *Advances in Child Development and Behavior, Volume 46* (pp. 183-213). Waltham MA: Academic Press.

Knutsen, J., Frye. D., & Sobel, D. M. (2014). Theory of learning, theory of teaching, theory of mind: How socio-cognitive development influences children's understanding of learning and teaching. In O. Saracho (Ed.), *Contemporary Perspectives on Research in Theory of Mind in Early Childhood Education* (pp 269-290). College Park, MD: Information Age Publishing.

Sobel, D. M., & Kirkham, N. Z. (2012). The influence of social information of children's statistical and causal learning. In J. Benson (Ed.), *Advances in Child Development and Behavior, Volume 43* (pp. 321-350). Waltham MA: Academic Press.

Sobel, D. M. (2011) Domain specific causal knowledge and children's reasoning about possibility. In C. Hoerl, T. McCormick & S. Beck (Eds.). *Understanding Counterfactuals/ Understanding Causation: Issues in Philosophy and Psychology* (pp. 123-146). New York: Oxford.

Sobel, D. M. (2009). Integrating top-down and bottom-up approaches to causal learning. In S. Johnson (Ed.), *Neoconstructivism: The new science of cognitive development* (pp. 159-179). New York: Oxford.

Sobel, D. M., & Kirkham, N. Z. (2007). Interactions between causal and statistical learning. In A. Gopnik & L. E. Schulz (Eds.), *Causal Learning: Psychology, Philosophy, and Computation* (pp. 139-153). New York: Oxford University Press.

Invited Workshops and Lectures

Department of Psychology, University of Birmingham, UK (2025)
Center for Brain and Cognitive Development, Birkbeck College (2025)
Department of Psychology, Developmental Division, Yale University (2025)
Department of Psychology, Developmental Division, Queen's University Ontario (2025)
Department of Psychology, Developmental Division, University of Toronto (2025)
Center for Neuroeconomics, University of Zurich (2025)
Department of Education, Technical University of Munich (2025)
Department of Psychology, Ludwig Maximilian University (2025)
Panelist for Engaged Scholarship Retreat, Brown University (2024)
Workshop on Mental Models and Learning from Observation, Department of Economics, New York University (2024)
Department of Psychology and Brain Sciences, Duke University (2023)
Graduate School of Education, Harvard University (2021, Virtual Talk)
Institute of Child Development, University of Minnesota (2020, Virtual Talk)
Department of Human Development and Human Ecology, Cornell University (2020, Virtual Talk)
Department of Psychology, Columbia University (2020, Virtual Talk)
Workshop: Rutgers Newark Play Conference – Rutgers University Newark (2019)
Department of Psychology, University of Waterloo (2019)

Department of Psychology, Ludwig Maximilian University (2018) – Lecture Series
Department of Human Development and Quantitative Methodology, University of Maryland (2017)
Department of Psychology, University of California, Riverside (2017)
Department of Psychology, University of Wisconsin (2016)
Department of Psychology, Queen's University Ontario (2015)
Department of Psychology, University of California, San Diego (2014)
Department of Psychology, University of California, Santa Cruz (2014)
Workshop: Fostering Cognitive Development Research in Children's Museum, Brown University (2014)
Department of Psychology, University of Texas at Austin (2013)
Workshop: National Living Lab Meeting, Boston Museum of Science (2013)
Workshop: Cultural Constitution of Causal Cognition, University of Bielefeld, Germany (Keynote Speaker) (2013)
Department of Human Development and Human Ecology, Cornell University (2012)
Department of Psychology, University of Erfurt (2012)
Institute for Research in Cognitive Science, University of Pennsylvania (2012)
Department of Psychology, Yale University (2011)
Department of Psychology, Norwegian University of Science and Technology (2011)
Providence Children's Museum Speaker Series (2011)
Workshop: Computational Models of Cognitive Development, Banff Research Station (2009)
Department of Psychology, Rhode Island College (2008)
Department of Psychology, Brooklyn College (2008)
Department of Psychology, Wheaton College (2008)
Workshop: Causal and Counterfactual Reasoning, University of Warwick (2007)
Department of Psychology, Developmental Division, Birkbeck College (2007)
Department of Psychology, Applied Developmental Division, Virginia Commonwealth (2007)
Department of Psychology, Developmental Division, University of Virginia (2007)
Department of Education and Human Development, University of Maryland (2007)
Department of Psychology, Developmental Division, University of Michigan (2006)
Judge Baker Children's Center, Harvard Medical School (2006)
Department of Psychology, New York University (2006)
Department of Psychology, University of California at San Diego (2006)
Department of Psychology, University of Chicago (2005)
Department of Psychology, University of California at Davis (2005)
Institute of Child Development, University of Minnesota (2005)
Department of Psychology, Cognition, Brain, and Behavior Series, Harvard University (2005)
Department of Psychology, Developmental Division, Stanford University (2005)
Department of Psychology, Hofstra University (2005)
Department of Psychology, Wheaton College (2005)
Institute for Learning and Brain Sciences, University of Washington (2005)
Department of Psychology, Vanderbilt University (2004)
Department of Psychology, Boston University (2003)
Department of Psychology, University of Connecticut (2003)
Department of Brain and Cognitive Science, MIT (2002)
Department of Psychology, Yale University (2002)
Center for the Study of Human Development, Brown University (2002)

Department of Psychology, University of California, Berkeley (2001)

Conference Presentations

Sobel, D. M. (2026, May). C*ontextual effects on children's judgments of learning.* Poster presented at the 2026 Meeting of the Association for Psychological Science, Barcelona, Spain.

Sobel, D. M., Koskal, O., Osterhaus, C. Bachhuber, A. M., & Sodian, B. (2026, April). *Longitudinal relations between theory of mind and scientific reasoning from ages 4-7*. Poster presented at the 2026 Meeting of the Cognitive Development Society, Montreal, Canada.

Alvarado, P., & Sobel, D. M. (2026, April). *Breakthrough messaging relates children's engagement and parent-child interaction in a gear exploration task*. Poster presented at the 2026 Meeting of the Cognitive Development Society, Montreal, Canada.

Kiefer, S. L., Modesti, G., McHugh, S., & Sobel, D. M. (2026, April). *Fostering STEM engaging in spatial thinking from parent-child interaction: A remote study.* Poster presented at the 2026 Meeting of the Cognitive Development Society, Montreal, Canada.

McHugh, S., & Sobel, D. M. (2026, April). *Parent-child interaction facilitates children's scientific reasoning.* Poster presented at the 2026 Meeting of the Cognitive Development Society, Montreal, Canada.

Williams, S., Modesti, G., & Sobel, D. M. (2026, April). *Children's developing decisions about fairness and effort in generating praise.* Poster presented at the 2026 Meeting of the Cognitive Development Society, Montreal, Canada.

Sobel, D. M. (2025, July). *Relations between numerical knowledge and causal reasoning about number in young children: A preliminary investigation.* In *Proceedings of the 2025 Annual Meeting of the Cognitive Science Society*. San Francisco, CA.

Kamper, D. G., Makwana, M. B., Song, J-H, & Sobel, D. M. (2025, July). *Distinct inhibitory control systems underlie individual differences in responses to an ultimatum game.* In *Proceedings of the 2025 Annual Meeting of the Cognitive Science Society*. San Francisco, CA.

Gin, S., & Sobel, D. M. (2025, April). *Examining baseline relations among parent-child interaction, STEM learning, and STEM engagement.* Paper presented at the 2025 Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN

Gin, S., Garcia, P., & Sobel, D. M. (2025, April). Children judiciously praise actions that preserve equity. Poster presented at the 2025 Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Kiefer, S., & Sobel, D. M. (2025, April). '*That was Easy': Children's definitions and examples of 'easy' and'hard'.* Poster presented at the 2025 Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN

Kiefer, S., & Sobel, D. M. (2025, April). *Children's decisions about difficulty during novel tasks relates to their metacognitive monitoring of their ability*. Paper presented at the 2025 Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Sobel, D. M., & Li., J. A (2024, July). *Relations between a conversation card manipulation on parent-child interaction and children's engagement with and learning of a causal system.* In *Proceedings of the 2024 Meeting of the Cognitive Science Society*, Rotterdam, Netherlands

Sobel, D. M., Kamper, D. G., & Song, J-H. (2024, July). *The role of distinct inhibitory control systems in children's developing understanding of false belief.* In *Proceedings of the 2024 Meeting of the Cognitive Science Society*, Rotterdam, Netherlands.

Sobel, D. M., Kamper, D. G., & Song, J-H. (2024, June). *The role of inhibitory control in false belief inferences.* Paper presented at the 2024 Meeting of the Jean Piaget Society, Toronto, CA.

Sobel, D. M., Kamper, D. G., & Song, J-H. (2024, March). *Reach tracking reveals different developing inhibitory control processes for social learning.* Poster presented at the 2024 Meeting of the Cognitive Development Society, Pasadena, CA.

Garcia, P., & Sobel, D. M. (2024, March). *Children's developing understanding of praiseworthy resource distribution*. Poster presented at the 2024 Meeting of the Cognitive Development Society, Pasadena, CA.

Gin, S. & Sobel, D. M. (2024, March). *Examining baseline relations between parent-child interaction and STEM engagement and explanations*. Poster presented at the 2024 Meeting of the Cognitive Development Society, Pasadena, CA.

Kamper, D. G., Song, J-H. & Sobel, D. M. (2024, March). *Distinct inhibitory control mechanisms underlie children's fairness judgments*. Poster presented at the 2024 Meeting of the Cognitive Development Society, Pasadena, CA.

Kiefer, S., & Sobel, D. M. (2024, March). '*I wanted to challenge myself': Children's adaptive choices rely on their metacognitive understanding of effortful actions*. Poster presented at the 2024 Meeting of the Cognitive Development Society, Pasadena, CA.

Gin, S., Boykin, C. M., & Sobel, D. M. (2024, February). "That scientist looks like me!": How early childhood storybook interventions may reduce the gender gap in STEM engagement. Poster presented at the 2024 meeting of the Society for Personality and Social Psychology, San Diego, CA.

Sobel, D. M. (2023, August). A metanalysis of the development of the self-other difference in false belief understanding. Paper presented at the 2023 meeting of the American Psychological Association, Washington, D.C.

Sobel, D. M. (2023, June). Reexamining the development of the self-other difference in the unexpected contents task. Poster presented at the 2023 Meeting of the Jean Piaget Society, Madrid, Spain.

Sobel, D. M., Kamper, D. G., & Song, J-H. (2023, June). *Reach tracking reveals different developing inhibitory control processes when making fairness judgments.* Paper presented at the 2023 Meeting of the Jean Piaget Society, Madrid, Spain.

Sobel, D. M. & Stricker, L. (2023, March). *Parent-child interaction during a home STEM activity and children's handwashing behaviors*. Paper presented at the 2023 Meeting of the Eastern Psychological Association. Boston, MA.

Dunlap, L., Sobel, D. M., & Weisberg, D. S. (2023, March). C*aregiver-child dynamics during museum exploration and their impact on child engagement.* Poster presented at the 2023 Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

Hu, Y. F., Sobel, D. M., & Song, J-H. (2022). How does subitization interact with the numerical distance effect in a choice-reaching task? Paper presented at 2022 Vision Science Society Annual Conference. Printed in *Journal of Vision, 22*, 3539-3539

Sobel, D. M., & Stricker, L. (2022, April). Parent-child interaction during a home-based STEM activity relates to children's behaviors: The case of handwashing. Poster presented at the 2022 Meeting of the Cognitive Development Society. Madison, WI.

Callanan, M., Jaeger, G., Legare, C., & Sobel, D. M. (2022, April). Explaining and exploring the dynamics of parent-child interaction and children's causal reasoning at a children's

museum. Poster presented at the 2022 Meeting of the Cognitive Development Society. Madison, WI.

Weisberg, D. S., & Sobel, D. M. (2022, April). Children's museum exploration provides a window into their belief revision and understanding of learning. Poster presented at the 2022 Meeting of the Cognitive Development Society. Madison, WI.

Yin, H. & Sobel, D. M. (2022, April), Social-emotional touch as a window into children's STEM engagement during parent-child interaction. Poster presented at the 2022 Meeting of the Cognitive Development Society. Madison, WI.

Yockel. M. R., & Sobel, D. M. (2022, April). Age-related changes in equitable resource collection and relations to resource distribution. Poster presented at the 2022 Meeting of the Cognitive Development Society. Madison, WI.

McHugh, S., Callanan, M., Jaeger, J. Legare, C. H., & Sobel, D. M. (2021, June). *Explaining and Exploring: Parent-child interaction in a children's museum.* Paper presented at the 2021 Meeting of the Jean Piaget Society. Virtual Conference.

Sobel, D. M., Benton, D., Finiasz, Z., Taylor, Y., & Weisberg, D. S. (2021, April). *Children's exploration during play indicates both rational and irrational strategies for learning*. Paper presented at the 2021 Biennial Meeting of the Society for Research in Child Development. Virtual Conference.

Sobel, D. M., Stricker, L. & Weisberg, D. S. (2021, April). *Children's belief revision during natural exploration in a children's museum*. Paper presented at the 2021 Biennial Meeting of the Society for Research in Child Development. Virtual Conference.

Benton, D., Rakison, D., & Sobel, D. M. (2021, April). *Inferring causation from correlation: children's use of second-order correlations to make causal inferences*. Poster presented at the 2021 Biennial Meeting of the Society for Research in Child Development. Virtual Conference.

Stricker, L. & Sobel, D. M. (2021, April). *Order of experience with growth mindset messages influences children's engagement with STEM in a museum*. Paper presented at the 2021 Biennial Meeting of the Society for Research in Child Development. Virtual Conference.

Stricker, L. & Sobel, D. M. (2021, April). *Learning settings affect how children believe learning happens*. Poster presented at the 2021 Biennial Meeting of the Society for Research in Child Development. Virtual Conference.

Taylor, Y., Song, J-H. & Sobel, D. M. (2021, April). *Using reach tracking to document the role of inhibition in selective learning.* Paper presented at the 2021 Biennial Meeting of the Society for Research in Child Development. Virtual Conference.

McLouglin, N., Finiasz, Z., Sobel, D. M. & Corriveau, K. H. (2020, January). *Children developing capacity to calibrate observed evidence about causal relations with verbal testimony.* Poster presented at the 2020 meeting of the Budapest CEU Conference on Child Cognitive Development, Virtual Conference.

Blankenship, J. & Sobel, D. M. (2019, October*). Children's preferences between equal and equitable tax divisions*. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society. Louisville, KY.

Blankenship, J. & Sobel, D. M. (2019, October). *Preschoolers' evaluations of minimal givers*. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society. Louisville, KY.

Finiasz, Z. Weisberg, D. S., & Sobel, D. M. (2019, October). *Four- to 7-year-olds can design unconfounded experiments to learn causal relations about simple causal structures*. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society. Louisville, KY.

McHugh, S., Callanan, M., Jaeger, J. Legare, C. H., & Sobel, D. M. (2019, October). *Up in the Airways: Linking explaining and exploring to children's causal thinking*. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society. Louisville, KY.

Stricker, L., & Sobel, D. M. (2019, October). *Timing matters: How mindset messages can promote STEM engagement in a museum setting*. Poster presented at the 2019 Biennial Meeting of the Cognitive Development Society. Louisville, KY.

Sobel, D. M., Letourneau, S. M., Willard, A. K., Jaeger, G., Legare, C. H., & Callanan, M. (2019, May). *The interaction between exploration and explanation at a children's museum exhibit.* Paper presented at the 2019 Meeting of the Association Education Research Association, Toronto, CA.

Sobel, D. M., Letourneau, S. M., Legare, C. H., & Callanan, M. (2019, March). *The impact of parent-child interactions at a museum exhibit on children's persistence and problem-solving.* Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Sobel, D. M., Letourneau, S. M., Willard, A. K., Jaeger, G., Legare, C. H., & Callanan, M. (2019, March). *The dynamics between exploration and explanation at a children's museum exhibit.* Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Callanan, M., McHugh, S. R., Burke, E., Jaeger, G., Legare, C. H., & Sobel, D. M. (2019, March). *Diversity in parents' directive and scaffolding conversations with children in museums*. Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Finiasz, Z., & Sobel, D. M. (2019, March). *How children learn from others: An analysis of selective word learning*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Finaisz, Z., Weisberg, D. S., & Sobel, D. M. (2019, March). *Children's resolution of their own and others' beliefs in light of counterevidence.* Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Haber, A., Sobel, D. M., & Weisberg, D. S. (2019, March). *Fostering children's reasoning about disagreements through an inquiry-based curriculum.* Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Heilbrun, J. & Sobel, D. M. (2019, March). *Not all inequity is selfish: Preschoolers' selective inferences about givers and distributers*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Heilbrun, J., Sobel, D. M. (2019, March). *Children's developing preferences for fair outcomes over fair distributions*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Jaeger, G., Callanan, M., Sobel, D. M., & Legare, C. H. (2019, March). *Leading, learning, and divergent exploration during children's toy play*. Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Letourneau, S. M. & Sobel, D. M. (2019, March). *Children's descriptions of playing and learning as related processes.* Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Luchkina, E., Corriveau, K. H., & Sobel, D. M. (2019, March). *Preschoolers retrospectively re-evaluate word meanings upon learning that their source was unreliable*. Paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Medina, C., & Sobel, D. M. (2019, March). *Caregiver-child interaction influences causal learning in a structured play setting*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

McHugh, S. R., Callanan, M., Legare, C. H., & Sobel, D. M. (2019, March). *Gearing up for causal learning: Exploring the role of parent-child conversation in a museum*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Scofield, J., Cagle, S., Linetsky, K, Davila, L, Chernyak, N. & Sobel, D. M. (2019, March). *Children's beliefs about the controllability of thoughts, actions, and feelings*. Poster presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Sobel, D. M. (2019, March). *Contrasting parent-child interaction via facilitation and exhibit modification during a STEM learning activity in a children's museum*. Paper presented at the 2019 Meeting of the Eastern Psychological Association, New York, NY.

Luchkina, E., Sobel, D. M., & Morgan, J. (2018, July). Sixteen-month-olds understand the link between words and referents. *Proceedings of the 2018 Meeting of the Cognitive Science Society* Madison, WI.

Luchkina, E., Sobel, D. M., & Morgan, J. (2018, June). Sixteen-month-olds understand the link between words and mental representations of their referents without contextual support. *Poster presented at the 2018 Biennial Meeting of the International Congress on Infant Studies.* Philadelphia, PA.

Letourneau, S. M., & Sobel, D. M. (2018, April), Children's descriptions of playing and learning. *Paper presented at the 2018 Meeting of the American Educational Research Association*. New York, NY.

Luchkina, E., Corriveau, K. H. & Sobel, D. M. (2018, January). Preschoolers retrospectively reevaluate word meanings provided by an unreliable informant. *Poster presented at the 2018 meeting of the Budapest CEU Conference on Child Cognitive Development,* Budapest, Hungary.

Sobel D. M., Letourneau, S. M., Willard, A., Solis, G., Legare, C. H., & Callanan, M. (2017, October). Exploration, explanation, and scientific reasoning in a children's museum. *Poster presented at the 2017 meeting of the Cognitive Development Society*, Portland, OR.

Luchkina, E., Corriveau, K. H. & Sobel, D. M. (2017, October). Children retrospectively reevaluate word meanings generated by unreliable speakers. *Poster presented at the 2017 meeting of the Cognitive Development Society*, Portland, OR.

Weisberg, D. S., & Sobel, D. M. (2017, October). Of blickets and butterflies: The effect of contextualization on diagnostic reasoning. *Poster presented at the 2017 meeting of the Cognitive Development Society*, Portland, OR.

Sobel, D. M. & Austerweil, J. (2017, April). Coding choices affect the analysis of a false belief measure. *Poster presented at the 2017 meeting of the Society for Research in Child Development,* Austin, TX.

Sobel, D. M., & Letourneau. S. (2017, April). Children's developing explicit knowledge of and reflections on pretending. *Paper presented at the 2017 Society for Research in Child Development.* Austin, TX.

Sobel, D. M., Letourneau, S., Meisner, R., Legare, C. H., & Callanan. M. (2017, April). Exploration, explanation, and scientific reasoning in a children's museum. *Poster presented at the 2017 meeting of the Society for Research in Child Development,* Austin, TX.

Erb, C. E., Moher, J., Song, J-H, & Sobel, D. M. (2017, April). Reaching behavior reveals dissociable inhibitory processes with divergent developmental trajectories. *Paper presented at the 2017 Society for Research in Child Development.* Austin, TX.

Letoureau, S., & Sobel, D. M. (2017, April). Preschoolers' understanding of learning through action verses instruction. *Poster presented at the 2017 meeting of the Society for Research in Child Development,* Austin, TX.

Luchkina, E., Sobel, D. M., & Morgan, J. (2017, April). Accuracy statistics and inferences about speakers' epistemic knowledge drive children's reliability judgment in the verbal domain. *Paper presented at the 2017 Society for Research in Child Development.* Austin, TX.

Sabbagh, M., Quistberg, K. & Sobel, D. M. (2017, April). Processes of conceptual change in preschool-aged children: Neurobiological and computational perspectives. *Paper presented at the 2017 Society for Research in Child Development.* Austin, TX.

Willard, A. Y., Busch, J., Sobel, D. M., Callanan, M., & Legare, C. H. (2017, April). The impact of parent and children's explanation and exploration on children's causal learning. *Poster presented at the 2017 meeting of the Society for Research in Child Development,* Austin, TX.

Kolobaric, A., & Sobel, D. M. (2017, March). Linking implicit false belief understanding with explicit theory of mind. *Poster presented at the 2017 meeting of the Eastern Psychological Association*, Boston, MA.

Luchkina, E., Morgan, J., & Sobel, D. M. (2017, March). Accuracy statistics and inferences about epistemic knowledge drive children's reliability judgments. *Paper presented at the 2017 meeting of the Eastern Psychological Association,* Boston, MA.

Sobel, D. M., & Marcis, D. M. (2016, August). Children's developing belief revision. *Paper presented at the 2016 International Conference on Thinking,* Providence, RI.

Letourneau, S., & Sobel, D. M. (2016, June). Developing Mind Lab: A University-Museum partnership to explore the process of learning. *Paper presented at the 2016 meeting of Jean Piaget Society*. Chicago, IL.

Luchkina, E., Sobel, D. M., & Morgan, J. (2016, June). Eighteen-month-olds use speakers' reliability to judge novel labels. *Poster presented at the 2016 International Conference on Infant Studies*, New Orleans, LA.

Sobel, D. M., & Letourneau, S. (2016, March). Children's descriptions of learning and teaching. *Paper presented at the 2016 meeting of the Eastern Psychological Association*. New York, NY.

Luchkina, E., Sobel, D. M., & Morgan, J. (2015, November). Eighteen-month-olds use speakers' accuracy to judge novel labels. *Poster presented at the 2015 Boston University Child Language Development Conference*. Boston, MA.

Busch, J. T. A., Legare, C. H., Sobel, D. M., & Callanan, M. (2015, October). The role of parent/child interaction in children's exploration, causal explanation, and learning outcomes. *Poster presented at the 2015 meeting of the Cognitive Development Society*, Columbus, OH.

Cherynak, N., & Sobel, D. M. (2015, October). But he didn't mean to do it: Preschoolers' defiance of unjust punishments. *Poster presented at the 2015 meeting of the Cognitive Development Society*, Columbus, OH.

Erb, C., Moher, J., Song, J-H, Sobel, D. M. (2015, October). Reach tracking reveals dissociable processes underlying cognitive control in 5- to 10-year-old children. *Poster presented at the 2015 meeting of the Cognitive Development Society*, Columbus, OH.

Luchkina, E., Sobel, D. M. & Morgan, J. (2015, October). Associative information is insufficient for reliability judgments in the verbal domain. *Poster presented at the 2015 meeting of the Cognitive Development Society*, Columbus, OH.

Weisberg, D. S., Tassin, T., Hirsh-Pasek, K., & Sobel, D. M. (2015, October), Science matters: Children's explicit knowledge of science relates to their scientific inference capacities. *Poster presented at the 2015 meeting of the Cognitive Development Society*, Columbus, OH.

Sobel, D. M., Tassin, T. (2015, March). Children's developing understanding of higher-order causal relations. *Poster presented at the 2015 Biennial meeting of the Society for Research in Child Development*. Philadelphia, PA.

Chernyak, N. & Sobel, D. M. (2015, March). Equal but not always fair: Value-laden sharing in preschool-aged children. *Paper presented at the 2015 Biennial meeting of the Society for Research in Child Development*. Philadelphia, PA.

Erb, C. D., Moher, J., Song, J-H., & Sobel, D. M. (2015, March). Reaching behavior in numeric comparison tasks reflect mental number line in 5-6-year-olds. *Poster presented at the 2015 Biennial meeting of the Society for Research in Child Development*. Philadelphia, PA

Erb, C. D., Moher, J., Song, J-H., & Sobel, D. M. (2015, March). Reaching behavior reveals dissociable processes underlying cognitive control in the Flanker task. *Poster presented at the 2015 Biennial meeting of the Society for Research in Child Development*. Philadelphia, PA

Luchkina, E., Sobel, D. M., & Morgan, J. (2015, March). Eighteen-month-olds use speaker accuracy information to make inferences about novel labels. *Paper presented at the 2015 Biennial meeting of the Society for Research in Child Development.* Philadelphia, PA.

Luchkina, E., Sommerville, J. A., & Sobel, D. M. (2015, March). Toddlers prefer to imitate intentional action to equally causally effective accidental actions. *Poster presented at the 2015 Biennial meeting of the Society for Research in Child Development.* Philadelphia, PA

Macris, D. M., & Sobel, D. M. (2015, March). Effects of evidence and explanation on hypothesis revision. *Poster presented at the 2015 Biennial meeting of the Society for Research in Child Development*. Philadelphia, PA

Tummeltshammer, K. S., Sobel, D. M., & Kirkham, N. Z. (2015, March). Selective gaze following across the first postnatal year. *Paper presented at the 2015 Biennial meeting of the Society for Research in Child Development.* Philadelphia, PA

Schloss, K. B., & Sobel, D. M. (2014, November). A chromatic interception: NFL Super Bowl team preferences generalize to preferences for similarly colored college teams. *Poster presented at the 2014 meeting of the Psychonomics Society*, Long Beach, CA.

Sobel, D. M. (2014, July). Rational selective learning in infants. *Paper presented at the 2014 Biennial Meeting of the International Society for Infant Studies*. Berlin, Germany.

Sobel, D. M. (2014, March). Belief revision and theory change. *Symposium organized for 2014 meeting of the Eastern Psychological Association*, Boston, MA.

Sobel, D. M., & Tassin, T. (2014, March). The development of diagnostic reasoning and scientific thinking. *Paper presented at the 2014 meeting of the Eastern Psychological Association*, Boston, MA.

Erb, C., Moher, J., Sobel, D. M., & Song, J. H. (2014, March), Reaching behavior in numeric comparison task reflects mental number line in 6-year-olds. *Poster presented at the 2014 meeting of the Eastern Psychological Association*, Boston, MA.

Macris, D. M. & Sobel, D. M. (2014, March), Evidence and explanation in children's belief revision. *Paper presented at the 2014 meeting of the Eastern Psychological Association*, Boston, MA.

Wister, A. S., & Sobel, D. M. (2014, March). Preschoolers' exploratory play behavior: A replication and extension of Cook, Goodman, & Schulz (2011). *Poster presented at the 2014 meeting of the Eastern Psychological Association*, Boston, MA.

Erb, C. D., Moher, J., Song, J-H., & Sobel, D. M. (2013, November). *Measuring the development of 'online' cognitive control in the flanker task.* Poster presented at the Learning to Attend, Attending to Learn Workshop, at the 2013 Meeting of the Society for Neuroscience, San Diego, CA.

Erb, C. D., Moher, J., Song, J-H., & Sobel, D. M. (2013, October). *Reach trajectory tracking as an online measure of executive control.* Paper presented at the 2013 Biennial Meeting of the Cognitive Development Society, Memphis, TN.

Sobel, D. M. (2013, April). *Inferences about possibility and reality*. Symposium chaired for the 2013 Biennial meeting of the Society for Research in Child Development, Seattle, WA.

Sobel, D. M., (2013, April). *What can children learn from pretense.* Symposium chaired for the 2013 Biennial meeting of the Society for Research in Child Development, Seattle, WA.

Sobel, D. M., & Weisberg, D. S. (2013, April). *Tell me a story: Children's novel story construction resembles the reality they know*. Paper presented at the 2013 Biennial meeting of the Society for Research in Child Development, Seattle, WA.

Erb, C., & Sobel, D. M. (2013, April). *The development of diagnostic reasoning between the ages of 3-7.* Poster presented at the 2013 Biennial meeting of the Society for Research in Child Development, Seattle, WA.

Heilweil, N., & Sobel, D. M. (2013, April), *Children's developing concept of 'forever' in the physical and social domain.* Poster presented at the 2013 Biennial meeting of the Society for Research in Child Development, Seattle, WA.

Macris, D. M., & Sobel, D. M. (2013, April). *Learning from counterevidence: When do children change their hypotheses?* Poster presented at the 2013 Biennial meeting of the Society for Research in Child Development, Seattle, WA.

Van Reet, J., & Sobel, D. M. (2013, April). *Children's understanding of pretense affects from whom they learn.* Paper presented at the 2013 Biennial meeting of the Society for Research in Child Development, Seattle, WA.

Sobel, D. M. (2013, March). *Children's learning from others is based on their existing knowledge.* Symposium chaired for the 2013 Annual Meeting of the Eastern Psychological Association, New York, NY.

Green, K., & Sobel, D. M. (2013, March). *Young children trust others' beliefs based on their own knowledge of belief.* Paper presented at the 2013 Annual Meeting of the Eastern Psychological Association, New York, NY.

Van Reet, J., & Sobel, D. M. (2013, March). *Preschoolers' understanding of pretense affects trust of unfamiliar pretenders.* Paper presented at the 2013 Annual Meeting of the Eastern Psychological Association, New York, NY.

Tenenbaum, E., Shah, R. J., Sobel, D. M., Malle, B. F., & Morgan, J. L.(2011, November) *Gaze following and attention to faces in infancy predict language development*. Boston University Conference on Language Development, Boston, Massachusetts.

Erb. C., & Sobel, D. M. (2011, October), *Three-year-olds' flexible rule usage in a causal reasoning task*. Poster presented at the 2011 Biennial meeting of the Cognitive Development Society, Philadelphia, PA.

Sobel, D. M. (2011, March). *Hypothesis formation and children's interpretation of causal events*. Symposium chaired at the 2011 Biennial meeting of the Society for Research in Child Development, Montreal, CA.

Sobel, D. M. (2011, March). '*Two' make it go: Preschoolers' developing ability to interpret number as having causal power*. Paper presented at the 2011 Biennial meeting of the Society for Research in Child Development, Montreal, CA.

Sobel, D. M. (2011, March). *Enabling conditions and young children's understanding of pretense.* Paper presented at the 2011 Biennial meeting of the Society for Research in Child Development, Montreal, CA.

Buchanan, D. W., & Sobel, D. M. (2011, March). *Complexity and determinism in preschoolers.* Paper presented at the 2011 Biennial meeting of the Society for Research in Child Development, Montreal, CA.

Fernbach, P. M., Buchanan, D. W., Macris, D. M., & Sobel, D. M. (2011, March). *Diagnostic reasoning in preschoolers*. Poster presented at the 2011 Biennial meeting of the Society for Research in Child Development, Montreal, CA.

Macris, D. M., & Sobel, D. M. (2011, March). *Pragmatic inference versus the statistical structure of language: How children learn novel linguistic forms.* Poster presented at the 2011 Biennial meeting of the Society for Research in Child Development, Montreal, CA.

Buchanan, D. W., Tenenbaum, J. B., & Sobel, D. M. (2010). Edge replacement and nonindependence in causation. *Proceedings of the 32st Annual Meeting of the Cognitive Science Society*. Portland, OR.

Buchanan, D. W. & Sobel, D. M. (2010). Causal stream location effects in preschoolers. *Proceedings of the 32st Annual Meeting of the Cognitive Science Society*. Portland, OR.

Tenenbaum, E., Sobel, D. M., & Morgan, J. (2010, March). *Typically-developing infants attend to the mouth in conversational interactions.* Poster presented at the 2010 meeting of the International Society for Infant Studies. Baltimore, MD.

Tenenbaum, E., Sobel, D. M., & Morgan, J. (2010, March). *Sensitivity to information in the face predicts vocabulary size*. Poster presented at the 2010 meeting of the International Society for Infant Studies. Baltimore, MD.

Tenenbaum, E., Sobel, D. M., & Morgan, J. (2009, November). *Sensitivity to information in the face predicts vocabulary size.* Poster presented at the 2009 Boston University Child Language Development Conference. Boston, MA.

Corriveau, K. H., & Sobel, D. M. (2009, April). Preschoolers' use of other's reliability for word learning: Testing the limits of learning through testimony. Poster presented at the 2009 Biennial meeting of the Society for Research in Child Development, Denver, CO.

Cook, C. & Sobel, D. M. (2009, April). *Children's beliefs about the fantasy/reality status of hypothesized machines*. Paper presented at the 2009 Biennial meeting of the Society for Research in Child Development, Denver, CO.

Buchanan, D. W., & Sobel, D. M. (2009, April). *Bridging the gap: Children's inferences about object labels and insides from causality-at-a-distance*. Poster presented at the 2009 Biennial meeting of the Society for Research in Child Development, Denver, CO.

Buchanan, D. W., & Sobel, D. M. (2009, April). *Children's developing causal inferences from mechanism and covariation information*. Paper presented at the 2009 Biennial meeting of the Society for Research in Child Development, Denver, CO.

Sobel, D. M., & Weisberg, D. S. (2009, April). *Strange, but true: Children and adults consider causal domains when discriminating impossible from possible but weird events.* Poster

presented at the 2009 Biennial meeting of the Society for Research in Child Development, Denver, CO.

Sobel, D. M., Sommerville, J. A., Blumenthal, E. J., & Travers, L. V. (2009, April). *Preschoolers use others' beliefs to make causal inferences from probabilistic data.* Poster presented at the 2009 Biennial meeting of the Society for Research in Child Development, Denver, CO.

Buchanan, D. W., & Sobel, D. M. (2008, July). Bridging the gap: Children's developing inferences about object labels and insides from causality-at-a-distance. *Proceedings of the 2008 annual meeting of the Cognitive Science Society*, Washington, DC.

Sobel, D. M. (2008, March). Discussant of Symposium, Infants learn statistics, so now what? 2008 meeting of the International Society of Infant Studies, Vancouver, Canada.

Sobel, D. M., Yang, D. J., & Bushnell, E. W. (2008, March). Infants' use of contextual cues for generalizing causal actions. Poster presented at the 2008 meeting of the International Society of Infant Studies, Vancouver, Canada.

Sobel, D. M., & Sommerville, J. A. (2007, June). Interventions and causal learning in young children. Paper presented at the 2007 meeting of the Jean Piaget Society, Amsterdam, Netherlands.

Sobel, D. M. (2007, March). Causal inference in young children: Domain general reasoning and domain specific knowledge. Paper presented at the 2007 Biennial meeting of the Society for Research in Child Development, Boston, MA.

Sobel, D. M. (2007, March). *How children's causal learning influences their scientific reasoning.* Paper presented at the 2007 Biennial meeting of the Society for Research in Child Development, Boston, MA.

Sobel, D. M. (2007, March). *Integrating computational and explanation-based approaches to causal learning in young children.* Symposium chaired at the 2007 Biennial meeting of the Society for Research in Child Development, Boston, MA.

Griffiths, T. L., & Sobel, D. M. (2007, March). *Learning about probabilistic and deterministic causal systems*. Paper presented at the 2007 Biennial meeting of the Society for Research in Child Development, Boston, MA.

Hopkins, E. J., & Sobel, D. M. (2007, March). *Children's causal inferences about enabling conditions in the physical and psychological domains.* Poster presented at the 2007 Biennial meeting of the Society for Research in Child Development, Boston, MA.

Sobel, D. M., & Munro, S. A. (2006, July). *When Mr. Blicket wants it, children are Bayesian.* In *Proceedings of the 2006 Annual Meeting of the Cognitive Science Society*, Vancouver, CA.

Mitroff, S. R., Sobel, D. M., Gopnik, A. (2006, May). *Reversing how to think about ambiguous figure reversals: Spontaneous alternating by uninformed observers*. Poster presented at the 2006 meeting of the Vision Sciences Society, Sarasota, FL.

Sobel, D. M. (2006, March). *Relations between children's inferences and conceptual development*. Symposium chaired at the 2006 meeting of the Eastern Psychological Association, Baltimore, MD.

Sobel, D. M. (2006, March). *Knowing about causal and internal properties promotes Bayesian inference.* Paper presented at the 2006 meeting of the Eastern Psychological Association, Baltimore, MD.

Sobel, D. M., & Blumenthal, E. J. (2005, October). *Children's developing knowledge of causal and internal properties*. Poster presented at the 2005 Biennial meeting of the Cognitive Development Society, San Diego, CA.

Blumenthal, E. J. & Sobel, D. M. (2005, October). *Children's understanding of simple and conditional probability.* Poster presented at the 2005 Biennial meeting of the Cognitive Development Society, San Diego, CA.

Sobel, D. M. & Kirkham, N. Z. (2005, April). *Babies and blickets: Developmental evidence for a graphical model representation of causal knowledge.* Paper presented at the 2005 Biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Sobel, D. M. (2005, April). *Relationships among causal reasoning, counterfactual reasoning, and theory of mind: A domain specific approach.* Paper presented at the 2005 Biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Kirkham, N. Z., & Sobel, D. M. (2005, April). *Developing a causal mechanism: Could statistical learning be a candidate?* Paper presented at the 2005 Biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Yoachim, C. A., Sobel, D. M., & Meltzoff, A. N. (2005, April). *Causes, insides, and categories.* Paper presented at the 2005 Biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Li, J., Sobel, D. M., & Corriveau, K. H. (2005, April). *Children's developing conceptions of the learning process.* Poster presented at the 2005 Biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Sobel, D. M. (2004, May). *Integrating cognitive and developmental approaches for studying interventions in causal learning.* Symposium chaired at the 16th annual meeting of the American Psychological Society, Chicago, IL.

Sobel, D. M. (2004, May). *Do it: The importance of one's own interventions in causal learning.* Paper presented at the 16th annual meeting of the American Psychological Society, Chicago, IL.

Tai, J. C., Sloman, S. A., & Sobel, D. M. (2003, November). *Mechanisms underlying the asymmetric dominance effect in choice*. Poster presented at the 2003 annual meeting of the Society for Judgment and Decision Making, Vancouver, BC, Canada.

Sobel, D. M. (2003, October). *The impact of fantasy on cognitive development.* Symposium chaired at the 2003 Biennial meeting of the Cognitive Development Society, Park City, UT.

Sobel, D. M. (2003, October). *Are fantasy effects fantastic: The role of causal violations in children's understanding of pretense*. Paper presented at the 2003 Biennial meeting of the Cognitive Development Society, Park City UT.

Sobel, D. M., & Kushnir, T. (2003, August). *Interventions do not solely benefit causal learning: Being told what to do results in worse learning than doing it yourself*. Proceedings of the 2003 annual meeting of the Cognitive Science Society, Boston, MA.

Sobel, D. M. (2003, June). *The effect of causal violations on young children's knowledge of mental representation in pretense*. Poster presented at the 2003 annual meeting of the Jean Piaget Society, Chicago, IL.

Sobel, D. M., & Tenenbaum, J. B. (2003, April). *The development of children's use of base rates to make causal inferences and its relation to computational models*. Paper presented at the 2003 Biennial meeting of the Society for Research in Child Development, Tampa, FL.

Sobel, D. M. (2003, April). *Children's developing knowledge of the relation between mental awareness and pretense*. Poster presented at the 2003 Biennial meeting of the Society for Research in Child Development, Tampa, FL.

Nadig, A., Sedivy, J., Joshi, A., & Sobel, D. M. (2003, March). *Bridging definite and indefinite referring expressions to discourse: A developmental view.* Poster presented at the 2003 CUNY Sentence Processing Conference. Cambridge, MA.

Sobel, D. M. (2001, October). *Examining the relation between causal cognition and action*. Symposium chaired at the 2001 Biennial meeting of the Cognitive Development Society, Virginia Beach, VA.

Sobel, D. M., Tenenbaum, J. B., & Gopnik, A. (2001, October). *Children and adults use prior probabilities to resolve ambiguous causal data*. Poster presented at the 2001 Biennial meeting of the Cognitive Development Society, Virginia Beach, VA.

Sobel, D. M., & Kushnir, T. (2001, October). *From category to action: Children use causal inferences as a guide to their interventions*. Paper presented at the 2001 Biennial meeting of the Cognitive Development Society, Virginia Beach, VA.

Sobel, D. M. (2001, April). *Children's ability to make inductions about unobserved causal properties of objects based on indirect evidence*. Poster presented at the 2001 Biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Sobel, D. M. (2001, April). *Towards a "theories" account of counterfactual reasoning*. Paper presented at the 2001 Biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Sobel, D. M., Capps, L. M., Losh, M. C., & Gopnik, A. (2000, July). *Understanding the development of explanations in young children with autism*. Poster presented at the 2000 meeting of the International Conference of Infant Studies, Brighton, England.

Sobel, D. M., & Lillard, A. S. (1999, July). *The impact of fantasy on children's understanding of pretense.* Poster presented at the 1999 meeting of the American Psychological Society, Denver, CO.

Sobel, D. M., Capps, L. M., & Gopnik, A. (1999, July). *Exploring the relationship between autistic children's perception of ambiguous figures and theory of mind.* Poster presented at the 1999 meeting of the American Psychological Society, Denver, CO.

Sobel, D. M. (1999, April). *The influence of fantasy on children's understanding of pretense*. Paper presented at the 1999 Biennial meeting of the Society for Research in Child Development. Albuquerque, NM.

Gopnik A., & Sobel, D. M. (1999, April). *Detecting blickets: How young children use information about causal powers to guide their naming and induction*. Poster presented at the 1999 Biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Sobel, D. M., Capps, L. M., & Gopnik, A. (1998, October). *The relationship between perception of ambiguous figures and social understanding in high functioning children with autism.* Poster presented at the University of Oregon Intentionality conference, Eugene, OR.

Sobel, D. M., & Lillard, A. S. (1998, July). *Does the word "pretend" interfere with children's understanding of pretense?* Poster presented at the 1998 meeting of the American Psychological Society, Washington DC.

Gopnik, A., & Sobel, D. M. (1997, April). *Reexamining the role of causality in children's conceptual development*. Poster presented at the 1997 meeting of the Society for Research in Child Development, Washington DC.

Profession Affiliations

American Educational Research Association, 2018-present

American Psychological Association, 1995-present (Elected Fellow in 2020)

Association for Psychological Science, 1997-present
Cognitive Development Society, 1999-present (Elected Treasurer from 2013-2017, Board Member from 2013-2019)
Cognitive Science Society, 2003-present
Eastern Psychological Association, 2005-present (Elected Fellow in 2011)
Society for Research in Child Development, 1996-present.

Service (Field):

Associate Editor, *Child Development* (2025-present)
Associate Editor, *Developmental Psychology* (2011-2022)
Associate Editor, *Frontiers in Developmental Psychology* (2010-2016)
Consulting Editor, *Journal of Experimental Child Psychology* (2023-present)
Consulting Editor, *American Psychologist* (2015-2017)
Consulting Editor, *Developmental Psychology* (2004-2011)
Consulting Editor, *Child Development* (2006-2008)
College of Reviewers, NSF Developmental Science / Development and Learning Sciences Panel (Dates Withheld)
Member, NSF Developmental Science Panel (Dates Withheld)
Member, NSF EHR Core Panel (Dates Withheld)
Member, NSF Advances in Informal Science Learning Panel (Dates Withheld)
Member, NSF Development and Learning Sciences Panel (Dates Withheld)
Member, NSF GRFP Panel (Dates Withheld)
Member, NSF Research Experience for Undergraduates Site Panel (Dates Withheld)
Member NSF Perception, Action, and Cognition Panel (Dates Withheld)
Ad hoc Reviewer for the following NSF Panels: EHR Core, Developmental Science, Developmental and Learning Sciences, Advances in Informal Science Learning, Perception, Action, and Cognition, Graduate Research Fellowship Program, International Research Fellowship Program, Research on Learning in Formal and Informal Settings
Ad hoc Reviewer for NSERC Discovery Grant Panel, Netherlands NIBC Brain and Cognition Grant Panel, Romania Research Council, Excellence in Research Program, Hong Kong Institute of Education Grant Panel
Ad hoc Reviewer for the following journals: *American Journal of Play*, *Applied Developmental Science, Autism, Behavioral and Brain Science, Behavioral Processes, British Journal of Developmental Psychology, British Journal of Educational Psychology; Child Development, Child Development Perspectives, Cognition, Cognitive Development, Cognitive Science, Current Directions in Psychological Science, Developmental Psychobiology, Developmental Psychology, Developmental Science, Frontiers in Developmental Psychology, Frontiers in Educational Psychology, Frontiers in Human Neuroscience, Human Development, Infancy*, *International Journal of Behavioral Development, International Journal of English and Literature, Journal of Applied Cognitive Psychology, Journal of Applied Developmental Psychology, Journal of Applied Social Psychology, Journal of Child Language, Journal of Cognition and Development, Journal of Cognitive Psychology, Journal of Educational Psychology, Journal of Experimental Child Psychology, JEP: Animal Behavior Processes, JEP: General, JEP: Learning, Memory & Cognition, Journal of the Royal Society Interface, Language Learning and Development*, *Memory & Cognition, Merrill Palmer Quarterly, Motivation & Emotion, Nature, Nature Communications, Nature Human Behavior, Neuroscience, Perspective on Psychological*

Science, PLOS-One, Proceedings of the National Academy of Science, Proceedings of the Royal Society-B, Psychological Bulletin, Psychological Review, Psychological Science, Science, Review of Philosophy and Psychology, Social Development, Synthese, WIRE-Cognitive Science

Ad hoc Reviewer for Allyn & Bacon Publishing, MIT Press, Oxford University Press, Prentice Hall Publishing, Psychology Press, Routledge, Sage, and Wadsworth Publishing

Program Chair, 2019 CDS Biennial Meeting, Louisville, KY.

Local Program Chair, 2015 IEEE International Conference on Development and Learning and Epigenetic Robotics, Providence, RI.

Reviewer for 2003-2025 SRCD Biennial Meetings

Reviewer for 2017-2026 CDS Biennial Meeting

Reviewer for 2016-2024 ICIS Biennial Meeting

Reviewer for 2005-2009, 2011-2013, 2018, 2024-2025 Cognitive Science Society Meetings

SRCD representative for Congressional Visits for NSF Funding Initiative (2007)

External Honors Examiner in Psychology, Swarthmore College (2005)

Service (Brown University):

Brown University Initiative to Maximize Student Diversity, Trainer (2020-present)

Brown University Joint Task Force on Childcare, Chair (2022-2024)

Brown University Resources Committee, 2016-2019

Brown University Childcare Committee, 2013-2015

Brown University Curriculum Committee, 2008-2011

Service (Home Department unless indicated):

Director of Undergraduate Studies, CLPS/CoPsy Department (2022-2025)

Cognitive Science Concentration Advisor, 2009-2014

First-Year Advisor (6-8 students/year), 2003; 2006-2009, 2017-2018, 2021, 2023

Sophomore Advisor (2-6 students/year), 2003-2009, 2011-2012, 2018-2019, 2022, 2024

Website Coordinator, CLS Department, Brown University, 2003-2010

Cognitive Neuroscience Job Search Committee (2004-2005)

Human Development Job Search Committee (Education Department, 2006-2007)

Social Psychology Job Search Committee (2009-2010)

Memory and Cognition Job Search Committee (2010-2011, 2012-2013)

Phonetics Job Search Committee (2015-2016, 2016-1017)

Psycholinguistics Job Search Committee (2017-2018)

Human Cognition Job Search Committee (Chair, 2018-2019)

Developmental and Behavioral Neuroscience Job Search Committee (Chair, 2022-2023)

Teaching

CLPS0020: Introduction to Cognitive Science

CLPS0050D: First-Year Student Seminar: Intentionality and Theory of Mind

CLPS0200: Introduction to Cognitive Psychology

CLPS0610: Introduction to Cognitive Development

CLPS0620: Introduction to Social and Moral Development

CLPS1090A: Intentionality

CLPS1230: Concepts and Categories

CLPS1241: Causal Reasoning

CLPS1610: Cognitive Development
CLPS1630: Developmental Cognitive Neuroscience
CLPS1680A: Topics in Development: Social Learning
CLPS1680C: Topics in Development: Theory of Mind
CLPS1680E: Topics in Development: Exploration, Explanation, and Informal Learning
CLPS1680G: Topics in Development: Play and Imagination
CLPS1690: Laboratory in Developmental Methods
CLPS1900: Senior Seminar in Cognitive Science
CLPS2002: Core Concepts in Cognitive and Psychological Sciences II
CPSY2104: Core Graduate Module: Cognitive Development

Mentoring

Swearer Center Award for Engaged Scholarship in Research with Providence Children's Museum (2022)

Brown University Faculty Mentor for Andrey Gromov, Assistant Professor of Physics (2018-2019)

RI INBRE Research Mentor for Jennifer Van Reet (2012-2016), now Professor of Psychology and Dean of Research, Providence College

SRCD Teaching Mentor for Christina Weiland (2013-2015), now Professor of Education, University of Michigan

CDS Graduate Mentor for Ashley Jordan (2017-2018), Ph.D. Yale University, now Assistant Professor, Department of Psychology, University of Wisconsin; Liz Lapidow (2025-2026), Ph.D. UCSD, now Postdoctoral Researcher, University of Waterloo.

Postdoctoral Mentoring: Hugh Rabigliati (2010-2011, Now Chancellor's Fellow, University of Edinburgh), Deena Weisberg (2011-2012, Now Associate Professor, Villanova University), Susan Letourneau (2012-2017, Now Staff Researcher, NY Hall of Science), Nadia Chernyak (2016-2017, Now Associate Professor, UC-Irvine), Deon Benton (2019-2020, Now Assistant Professor, Vanderbilt University), Sam McHugh (2024-present)

Ph.D. Theses Directed: David Buchanan (2011, Research Scientist, Grammarly), Elena Tenenbaum (2011, Research Faculty, Duke University), Christopher Erb (2015, Senior Lecturer, University of Auckland), Elena Luchkina (2018, Assistant Professor, UT-Dallas), Sarah Kiefer (Anticipated 2027), Skyler Gin (Anticipated, 2027), Sarah Williams (Anticipated, 2030)

Other Ph.D. Thesis Committees: Aparna Nagid (2004, Professor, McGill University). Jessica Yang (2008). Jonathan Cohen (2010). Philip Fernbach (2010, Associate Professor, University of Colorado). Ju-Hwa Park (2012). Joanna Korman (2016, Assistant Professor, Bentley College). Eva Lai (2017). April Moehler Bachhuber (2020). Jae Engle (2021), Madeline Pelgrim (2026)

Preliminary Exam Committees (indicates chair):* Aparna Nagid (2003), Guilia Righi (2007), Philip Fernbach (2008), Ju-Hwa Park (2008), Elena Tenenbaum (2008), David Buchanan* (2009), Joanna Korman (2012), Deanna Macris* (2012), Christopher Erb* (2013), Elena Luchkina* (2016), Mark Ho (2016), Madeline Pelgrim (2023), Sarah Kiefer* (2025), Skyler Gin (2025)

Terminal Master's Thesis Supervised: Deanna Marcis (2012), Tiffany Tassin (2014)

First Year Project Committees (indicates chair):* Joanna Tai (2002); Anita Zamora (2002); Philip Fernbach (2006); Ju-Hwa Park (2006); David Buchanan* (2007); Adam Darlow (2007); Hillary Yang (Psychology, Brown University, 2008), Deanna Simeone (now Macris)* (2010), Jeff Cockburn (2010), Joanna Korman (2010), Chris Erb* (2011), Elena Luchkina* (2014), Tiffany

Tassin* (2014), Denise Werchan (2014), Jayd Blakenship* (2018), Abdul Deeb (2018), Misha Ali (2021), Heyang Yin* (2022), Yifei (Jerry) Hu (2022), Sarah Kiefer* (2023), Skyler Gin* (2023), Caiqin Zhou (2023), Miriam Ross (2023), Amy Chang (2025), Sarah Williams* (2026), Rui Zhang (2026)

Current Undergraduate Students: Paola Alvarado (Psychology, 2026), Sarah Crawford (Psychology, 2026), Julia Gallent (Psychology, 2026), Phoebe Hong (Psychology, 2026), Katherine Kupsaw (Psychology, 2024.5), Julia Hitti (Psychology, 2024.5), Zola Narisetti (Psychology, 2027)

Undergraduate Honors Theses Supervised

Paola Alvarado (2026), Cognitive Neuroscience, Premium for Outstanding Contribution to the Concentration of Cognitive Neuroscience.

Paloma Garcia (2024), Cognitive Neuroscience, Undergraduate Teaching and Research Award.

Angela Li (2023), Psychology. Undergraduate Teaching and Research Award, Books Prize for Outstanding Potential as a Clinical Researcher in Psychology. Currently Graduate Student at University of Palo Alto.

Mary Rose Yockel (2022), Psychology. Undergraduate Teaching and Research Award, Sher Premium for Outstanding Contribution in Psychology Research.

Bree Zhang (2022), Psychology. Undergraduate Teaching and Research Award. Currently Medical Student at Columbia University.

May Stern (2020), Psychology. Books Prize for Outstanding Potential as a Clinical Researcher in Psychology. Currently Graduate Student at Rutgers University.

Emily Yang (2020), Psychology. Undergraduate Teaching and Research Award.

Maya Lennon (2018), Cognitive Science. (Ph.D. Human Development, Northwestern University). Currently Research Consultant, Nickelodeon.

Carol Medina (2017), Psychology. Sher Premium for Outstanding Contribution in Psychology Research. (MA, Psychology, University of Chicago)

Antonija Kolobaric (2017), Psychology. Currently Graduate Student at University of Pittsburgh.

Isobel Heck (2016), Cognitive Science, Premium for Outstanding Contribution to the Concentration of Cognitive Science, Undergraduate Teaching and Research Award, Brown University. Currently Assistant Professor, Department of Psychology, University of Rochester.

Jenna Eldridge (2015), Cognitive Neuroscience. (MA, Occupational Therapy, Tufts University).

Andrea Wister (now Kagge, 2014), Psychology. Schlossberg Prize for Outstanding Contribution in Psychology, Undergraduate Teaching and Research Award, (Ph.D. Psychology, University of Palo Alto, 2020).

Rachel Zolno (2013), Cognitive Neuroscience, Undergraduate Teaching and Research Award. (MD, Albert Einstein College of Medicine, 2018).

Brianna Doherty (2012), Cognitive Neuroscience, Undergraduate Teaching and Research Award. Rhodes Scholar. (Ph.D., Oxford University, 2017, M.D. UCSF, 2020).

Kathryn Green (2012), Psychology, Books Prize for Outstanding Potential as a Clinical Researcher, Undergraduate Teaching and Research Award. (MSW, University of California, Berkeley, Clinical Social Work. Currently, Therapist).

Naomi Heilweil (now Rotenberg, 2012), Cognitive Science, Premium for Outstanding Contribution to the Concentration of Cognitive Science, Undergraduate Teaching and Research Award. Currently CEO, Praiseworthy Pets LLC.

Katherine Williams (2011), Neuroscience (MD, University of Maryland, 2015)

Caroline Kleeman (2010), Cognitive Science, Cognitive and Linguistic Sciences Departmental prize for Outstanding Research in Cognitive Science. Undergraduate Teaching and Research Award (Ph.D. School Psychology, Rutgers University, Currently Postdoctoral Fellow, Center for Assessment and Treatment, Chevy Chase, MD)

Rachel Shelley-Abrahamson (2010), Cognitive Science, Cognitive and Linguistic Sciences Departmental prize for Outstanding Research in Cognitive Science. Undergraduate Teaching and Research Award. (MD, Boston University).

Lea Ventura (now Travers, 2008), Cognitive Neuroscience, Cognitive and Linguistic Sciences Departmental prize for Outstanding Research in Cognitive Neuroscience, Solsbery Fellowship for Undergraduate Research. (Ph.D. Psychology, Loyola University Chicago, 2014)

Emily Hopkins (2007), Cognitive Neuroscience, Cognitive and Linguistic Sciences Departmental prize for Outstanding Research in Cognitive Neuroscience; Solsbery Fellowship for Undergraduate Research. (Ph.D. Psychology, University of Virginia, 2013; Associate Professor of Psychology, University of Scranton).

Emily Blumenthal (2005), Cognitive Science, Class of 1873 Prize for Excellence in Honors Research in Cognitive Science, Solsbery Fellowship for Undergraduate Research. (Ph.D., University of Washington, 2011).

Sara Yerry (2004), Psychology, Edmund Burke Delabarre Memorial Award for Outstanding Research in Psychology. MA, Education, Fordham University.

<u>Other Past Mentees (selected list; I have mentored over 150 students since 2001; ~95% of them identified as Female; ~30% identify as students from underrepresented groups in the sciences)</u>

Megan Blossom, (Ph.D. University of Kansas), Assistant Professor, Castleton College

Abby Bookman (Sussman, Ph.D., Princeton), Associate Professor, University of Chicago

Alisa Breetz, (Ph.D. American University), Clinical Psychologist

Karis Casagrande, Graduate Student, Department of Psychology, Michigan State University

Michal Clayton, Graduate Student, Teachers College, Columbia University

Claire Cook, (M.S., MIT), Learning Scientist, McGraw Hill Publishing

Kathleen Corriveau (Ed.D., Harvard University), Professor, Boston University

Estee Feldman, (Ph.D., Rosalin Franklin, University of Chicago)

Meghan Gonsalves (Ph.D. Brown University), Postdoctoral Researcher, Department of Neuroscience, Brown University

Deanna Macris (MA, Brown University)

Stephen Mitroff, (Ph.D., Harvard University), Professor, George Washington University

Anne Moody, Graduate Student, Department of Psychology, Pepperdine University

Philip Parker, (Ph.D., University of California, San Francisco), Royce Fellow, Assistant Professor, Rutgers University

Kathryn Noe, (Kozey, Ph.D., University of Maryland). Associate Professor, Western New England University

Kelly Powell, (Ph.D. American University), Assistant Professor, Child Study Center, Yale University

Cesalie Stepney (Ph.D. Rutgers University), Postdoctoral Fellow, University of Washington

Kristin Swan (Tummeltshammer, Ph.D. Birkbeck College)

Ana Van Gulick, (Ph.D., Vanderbilt University), Research Professor, Carnegie Mellon University

Beverly Young (M.D., Brown University)

Zoe Finiasz, Graduate Student, Department of Psychology and Brain Sciences, Duke University.