

CURRICULUM VITAE
DARE ANN BALDWIN

Department of Psychology
1227 University of Oregon
Eugene, Oregon 97403
baldwin@uoregon.edu

3244 Van Buren St.
Eugene, Oregon 97405
(541) 515-0370

PERSONAL INFORMATION

Born: February 24, 1960
Citizenship: U.S.A. and Canada

EDUCATION

B.A. in Psychology, 1982, U.C. Berkeley
M.Sc. in Psychology, 1984, U.C. Santa Cruz
Ph.D. in Psychology with Special Designation in Cognitive Science, 1989, Stanford University

HONORS AND AWARDS

CAS International Travel Award, 2023
Hui Fellowship Mentor, 2023
VPRI Undergraduate Research Fellowship Mentor, 2021 and 2023
Faculty Research Mentor Award, 2021
Center for Undergraduate Research and Engagement FYRE Award Mentor, 2021
CHC Faculty Development Fund Award, 2019
VPRI Faculty Research Award, 2018
Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford University, 2016-2017
College Scholars Faculty Fellow, 2015/2016
University of Oregon Incubating Interdisciplinary Initiatives (I3) Award, 2016/2017
University of Oregon Incubating Interdisciplinary Initiatives (I3) Award, 2015/2016
Fund for Faculty Excellence Award, University of Oregon, 2007
Guggenheim Fellowship, 2007
James McKeen Cattell Fund Fellowship, 2006
Fellow, Association for Psychological Science, appointed 2006
College of Arts and Sciences Distinctiveness Award
Tier 1 Canada Research Chair at the University of British Columbia, 2002 (declined)
Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, CA 1999-2000
APA Distinguished Scientific Award for Early Career Contribution to Psychology, 1997
Honorary Member, Golden Key National Honor Society, inducted 1996
John Merck Scholars Award, 1995
Richard A. Bray Faculty Fellow, 1995-1996
APA division 7 Boyd McCandless Award, 1995
Nominee: Chase Memorial Award, 1993
Special Dissertation Research Grant, Stanford University, 1988

Jacob K. Javits Memorial Fellowship, U.S. Department of Education, 1986-1989
 University Fellowship, Stanford University, 1984-1989
 Sloan Foundation Research Fellowship, 1985-1986
 University of California Regents' Fellowship 1982-1983
 Psi Chi
 Phi Beta Kappa
 Departmental Citation for Academic Excellence 1981-1982, U.C. Berkeley
 B.A., Highest Distinction in General Scholarship, U.C. Berkeley, 1982
 B.A., Highest Honors, U.C. Berkeley, 1982

ASSOCIATION MEMBERSHIPS (current and former)

American Geophysical Union
 American Society for Nutrition
 South East Asian Nutrition Neuroscience Network (SEAN3)
 American Association for the Advancement of Science
 American Psychological Association
 Association for Psychological Science
 Cognitive Science Society
 International Congress of Infant Studies
 Psychonomic Society
 Society for Research in Child Development
 Current Executive Board member, Language Development Society
 Former Executive Board member, Cognitive Development Society

PROFESSIONAL EXPERIENCE

Faculty-in-Residence, Clark Honors College, University of Oregon, September 2018 to present.
 Director of Graduate Studies, Department of Psychology, University of Oregon, September 2009-2013.
 Visiting Professor, School of Psychology, University of Western Australia, 2006-2007
 Acting Department Head, Department of Psychology, University of Oregon, September-December 2004.
 Full Professor, Department of Psychology, University of Oregon, September 2002 to present.
 Associate Professor with Indefinite Tenure, Department of Psychology, University of Oregon, September 1995 to August 2002.
 Assistant Professor of Psychology, Department of Psychology, University of Oregon, December 1992 to August 1995.
 Assistant Professor, Department of Psychology, University of British Columbia, July 1989 to December 1992.

RESEARCH INTERESTS

Cognition/Learning
 Event Processing
 Social Cognition

Inductive Reasoning
 Language Acquisition
 Semantic Development
 Pragmatic Development
 Developmental Cognitive Neuroscience
 Developmental Neuroscience of Infant Malnutrition

GRANTS

Not funded	Co-Investigator, “Thiamine Deficiency and Early Childhood in Asia: Prevalence, Implications, and Solution,” Novo Nordic Fund, \$25,000,000.
Recommended for funding	Principal Investigator, “The Great Family ShakeOut: A Novel Simulation Technique to Investigate Parent-Child Responding to ShakeAlert-Powered Earthquake Early Warning,” United States Geological Survey EHP, \$87,802.
2023	Faculty Mentor (\$1,000), Vice Provost for Research and Innovation Fellowship to CHC thesis advisee Sam Heilenbach, \$5,000
2023	Faculty Mentor (\$1,000), Hui Undergraduate Fellowship to Giovanni Betancourt, \$15,000
2023	College of Arts & Sciences International Travel Award, \$1,000
2023	Faculty Mentor, CHC’s Mentored Research Program to CHC thesis advisee Zoey Cantor, \$3,000
2022-2023	Principal Investigator, two new student funding award supplements to “Securing 2018 Anchorage Earthquake CCTV Footage for Coordinated Analysis of Human Behavior, Location Characteristics, and Strong Motion Sensor Data,” United States Geological Survey.
2022-2023	Principal Investigator, third supplement to “Securing 2018 Anchorage Earthquake CCTV Footage for Coordinated Analysis of Human Behavior, Location Characteristics, and Strong Motion Sensor Data,” United States Geological Survey IPA, \$90,000
Recommended, but not funded	Principal Investigator, “The Great Family ShakeOut: A Novel Simulation Technique to Investigate Parent-Child Responding to ShakeAlert-Powered Earthquake Early Warning,” United States Geological Survey EHP, \$86,802.
2021-2022	Principal Investigator, second supplement to “Securing 2018 Anchorage Earthquake CCTV Footage for Coordinated Analysis of Human Behavior, Location Characteristics, and Strong Motion Sensor Data,” United States Geological Survey IPA, \$60,000

- 2021 CURE's Faculty Research Mentor Award (\$2,500)
- 2021 Faculty Mentor, Vice Provost for Research and Innovation Fellowship to CHC student Ethan Scott (\$5,000)
- 2021 Faculty Mentor, Center for Undergraduate Research First Year Research Experience Award to CHC student Sera Lew (\$4,000) and Dare Baldwin (mentor, \$1,000)
- 2020-2022 Principal Investigator, two student funding award supplements to "Securing 2018 Anchorage Earthquake CCTV Footage for Coordinated Analysis of Human Behavior, Location Characteristics, and Strong Motion Sensor Data," United States Geological Survey.
- 2020-2021 Principal Investigator, first supplement to "Securing 2018 Anchorage Earthquake CCTV Footage for Coordinated Analysis of Human Behavior, Location Characteristics, and Strong Motion Sensor Data," United States Geological Survey IPA, \$67,000
- Funds Diverted Co-Investigator, "Quick Access to Concussion Kare (QUACK)," UO Trustees Excellence Fund, \$56,818 (co-Is: Hilary Gerdes, Dr. Ann Glang, Dr. Christina Karns, Dr. McKay Sohlberg, Dr. Melissa McCart). Funds Diverted by UO Trustees due to COVID-19.
- 2020-2022 Consultant, "Novel test of infant hearing," NIH SBIR, (PI's: Dr. Avinash Bala, Dr. Terry Takahashi)
- 2020 Co-Investigator, "Geo-hazards in the time of COVID-19," CONVERGE's COVID-19 Working Groups for Public Health and Social Sciences Research (co-I's Dr. Sara McBride, Dr. Robert DeGroot, among others), \$1,000
- 2020 Principal Investigator, Research Assistant Scholarship Fund from the Clark Honors College, \$2,000 (recently renamed the Mentored Research Program Award)
- 2019 Co-instructor, Calderwood Foundation Grant to the Clark Honors College funding twelve Calderwood Seminars in Public Writing, of which I have offered four.
- 2019-2020 Co-Principal Investigator, "12-month RCT follow-up of neuro-cognitive outcomes in relation to perinatal thiamine-fortified salt supplementation," New York Academy of Sciences/Bill & Melinda Gates Foundation, \$200,000 sub-contract (co-PIs: Dr. Gilles Bergeron, Dr. Jeffery Measelle, Dr. Kyly Whitfield)
- 2019-2020 Principal Investigator, "Securing 2018 Anchorage Earthquake CCTV Footage for Coordinated Analysis of Human Behavior, Location Characteristics, and Strong

- Motion Sensor Data,” United States Geological Survey IPA, \$60,000, (co-PI Dr. Sara McBride)
- 2019 Faculty Development Fund Award for new Faculty in Residence, Clark Honors College, \$6,000
- applied Principal Investigator, “RAPID: Securing 2018 Anchorage Earthquake CCTV Footage for Coordinated Analysis of Human Behavior, Location Characteristics, and Strong Motion Sensor Data”, National Science Foundation, \$53,683, not funded
- 2018 Principal Investigator, VPRI Faculty Research Award, “Harnessing Pupillometry to Monitor Infants' Auditory Health,” Office of the VPRI, \$5,500
- 2018-2020 Co-Principal Investigator, New York Academy of Sciences/Bill & Melinda Gates Foundation, “Perinatal thiamine-fortified salt: an exploration of fortification efficacy, status biomarkers, and neuro-cognitive development” (co-PIs: Dr. Gilles Bergeron, Dr. Jeffery Measelle, Dr. Kyly Whitfield), \$1,514,964; UO Sub-Award \$200,000
- applied Co-Principal Investigator, Bill & Melinda Gates Foundation, “Understanding Caregiving as the Epicenter of Infants’ Surviving and Thriving” (co-PI, Dr. Jeffery Measelle), \$500,000, not funded
- applied Principal Investigator, NIH R21, “Harnessing Pupillometry to Monitor Infant Auditory Development” (co-PI, Dr. Avinash Bala), \$275,000, not funded
- applied Consultant NIH R21, “Novel Methods of Hearing Assessment” (PI Dr. Avinash Bala, co-PI Dr. Terry Takahashi), \$200,000, not funded
- applied Sponsor, NIH pre-doctoral NRSA with Jessica Kosie, not funded
- 2017 Collaborator (PI Michael Frank), NSF, ManyBabies Project (scientific reproducibility initiative), \$600
- 2016-2017 Co-Principal Investigator, University of Oregon Incubating Interdisciplinary Initiatives (I3) Award, “Innovative Neurobehavioral Approaches to Ameliorating Developmental Consequences of Infant Malnutrition” (Co-PI Jeffery Measelle, PhD), \$50,000
- 2015-2016 Co-Principal Investigator, University of Oregon Incubating Interdisciplinary Initiatives (I3) Award, “A Novel Tool for Perceptual and Cognitive Assessment,” (Co-PI Terry Takahashi, PhD), \$50,000
- 2015-2018 Consultant, National Science Foundation, “Causality across Languages”, (PI Juergen Bohnemeyer), Average annual direct cost = \$219,961/3 yrs = \$73,320/yr

- 2014 Co-principal Investigator, National Living Laboratory Stipend (funded by NSF), “Team Duckling in partnership with The Science Factory”, (Co-PI: Nick Spicher, Director of The Science Factory), \$2,600
- 2009-2012 Co-Principal Investigator, Office of Naval Research, “Event Representation in Humans and Machines”, \$900,000, with Co-PI Deb Roy, MIT Media Lab
- 2007-2012 University of Oregon Fund for Faculty Excellence Award, \$30,000
- 2007-2008 John Simon Guggenheim Memorial Fellowship, \$38,000
- 2006-2007 James McKeen Cattell Sabbatical Award, \$32,000
- 2006-2009 Sponsor/Principal Investigator, National Institutes of Health post-doctoral national Research Service Award (F32 HD053209-01) for Dr. Bridgette Martin Hard
- 2002-2006 Principal Investigator, National Science Foundation, “Infants’ Processing of Dynamic Human Action”, \$383,578
- 2003 College of Arts and Sciences Program Grant, awarded to fund the Essentialism Conference (co-organizer, Louis Moses), \$6,000
- 2002 Principal Investigator, University of Oregon Summer Research Award, “Infants’ Processing of Dynamic Human Action”, \$4,000
- 2002 College of Arts and Sciences Distinctiveness Award, \$4,000
- 2002 University of Oregon Research Fund Retention Award, \$180,000
- 2000-2002 Sponsor/Principal Investigator, National Institutes of Health pre-doctoral NRSA, pre-doctoral candidate Rebecca Brand, “Inhibitory Control and Work Learning”
- 2000 Sponsor/Principal Investigator, National Institutes of Health pre-doctoral NRSA, post-doctoral candidate David Sobel. Awarded but deferred
- 1995-2000 Principal Investigator, John Merck Scholars Program in the Biology of Developmental Disabilities in Children, “*Knowledge acquisition and systematization in human development in language, emotions, and inductive inference*” US \$240,000
- 1995-1998 Principal Investigator, McDonnell Foundation Investigator-Initiated Grants in Cognitive Neuroscience: Neurophysiological Concomitants of Language Comprehension in Infancy, US \$104,704
- 1995-1997 Rippey Fund Grant for Teaching Innovation, US \$9,991

- 1994-2001 Principal Investigator, NSF New Young Investigator Award (now called NSF CAREER Award), Interpretive and Information-Gathering Abilities that Expedite Knowledge Acquisition in Infancy, US \$312,500
- 1994 Principal Investigator, University of Oregon Summer Research Award: Infant's Ability to Consult Others as Sources of Information, US \$4,000
- 1993 Co-Investigator, Natural Sciences and Engineering Research Council of Canada Strategic Equipment Grant: Enhancement for a hypermedia video Server. Principal Investigator Kellogg S. Booth, Co-Investigators Robert Goldstein, Carson Woo, Ricki Goldman-Segall, Raymond Ng, S. Rao, Gerri Sinclair, US \$33,898
- 1993-1995 Co-Investigator, Natural Sciences and Engineering Research Council of Canada Strategic Operating Grant: Logging, Annotation, and Navigation for Hypermedia Video Analysis Tools. Principal Investigator Kellogg S. Booth, Co-Investigators Robert Goldstein, Carson Woo, Ricki Goldman-Segall, Raymond Ng, s. Rao, Gerri Sinclair, US \$266,250
- 1991 Principal Investigator, Natural Sciences and Engineering Research Council of Canada Equipment Grant: An Integrated System Enabling Computer Controlled Presentation of Dynamic Video Images for Infant Cognition Research, US \$9,921
- 1991-1993 Principal Investigator, Social Sciences and Humanities Research Council of Canada Operating Grant: Infants' Sensitivity to Socially Relevant Affective Cues, US \$87,243
- 1990-1993 Principal Investigator, Humanities and Social Sciences grant: Infants' Sensitivity to Others' Focus: Social Referencing and Affective Sharing, US \$12,750
- 1990-1993 Principal Investigator, Natural Sciences and Engineering Research Council of Canada Operating grant: Infants' Sensitivity to Nonverbal Cues in the Word Learning Context, US \$152,025
- 1989 University of British Columbia Natural Sciences and Engineering Research Council Startup Grant: Semantic Acquisition and cognitive Development in Infancy, US \$20,675

TEACHING

- Undergraduate *Thesis Orientation* (HC277H)
 Undergraduate *Calderwood Seminar: Public Science* (HC441H)
 Undergraduate *Topics Emerging Cognition* (HC441H)
 Undergraduate *Science for Non-science Majors* (HC209H)

Undergraduate *Thinking* (PSY330) for College Scholars
 Undergraduate *Development* (PSY376) for College Scholars
 Undergraduate *Infancy* (PSY410)
 Undergraduate *Cognitive Development*(PSY475)
 Undergraduate *Development* (PSY375/6)
 Undergraduate *Language Acquisition* (PSY476)
 Undergraduate *Psycholinguistics* (PSY440)
 Undergraduate Lab Course in *Cognitive Science* (PSY430)
 Undergraduate CHC Course *Essentialism in Cognition & Culture* (HC431H)
 Undergraduate Seminars (PSY409): *Children & Education, Children & the Law*
 Undergraduate SAIL Summer Institute
 Undergraduate Seminar (PSY407): *Fostering Children's Development*
 Undergraduate Honors Seminar (PSY490)
 College Scholars Program *Freshman Social Sciences Colloquium* (CAS130)
 Graduate *Infancy* (PSY510)
 Graduate *Cognitive Development* (PSY575)
 Graduate *Language Acquisition* (PSY576)
 Graduate *Psycholinguistics* (PSY540)
 Graduate Lab course in *Cognitive Science* (PSY530)
 Graduate Proseminar: *Contemporary Issues in Psychology*
 Graduate Seminars (PSY607): *Language Acquisition, Intentionality, Action Processing, Fostering Cognitive and Language, Curiosity*
 Graduate Core Course: *Issues in Development* (PSY610)
 Seminar for First Year Ph.D. Students (PSY611 and PSY613)
 Research Ethics Seminar for Psychology Graduate Students (PSY612)

Supervision of post-doctoral fellows: To date, two post-doctoral fellows have joined my research lab. Dr. Stephanie Carlson served as project manager on research investigating the neurophysiological concomitants of language comprehension in infancy. She went on to a tenure-track assistant-professorship at the University of Washington, Seattle, and is currently a tenured Full Professor at the Institute of Child Development at the University of Minnesota. I also sponsored Dr. Brigette Martin Hard's three-year National Institutes of Health National Research Service Award post-doctoral fellowship. She later spent several years in Psychology at Stanford University, and is now a Full Professor at Duke University.

Graduate supervision: While at the University of British Columbia I supervised two doctoral students, Dr. Renee Desjardin and Ruth Kirson, and one master's student, Marina Russ. At UO I have supervised one master's student in Linguistics, Tamara Smith, twelve in Psychology, Shairn Morford, Marguerite Hoerger, Karen Myhr, Emily Neuhaus, Jason Dooley Garrison (a former McNair scholar who I supervised), Julian Michaels, Jessica Kosie, Amy Konyn, Leah Child, Yasu Tanaka, Allissa Whiting, Skyler Gin, and one in the College of Education, Jonathan Rochel. I have also served as primary advisor to seventeen Ph.D. students in Psychology, fourteen of whom have completed their degrees: Dr. Mark Sabbagh, Dr. Megan Saylor, Dr. Rebecca Brand, Dr. Eric Olofson, Dr. Jeffrey Loucks, Dr. Meredith Meyer, Dr. Kara Sage, Dr. Annika Andersson, Dr. Rose Maier Hartman, Dr. Robbie Ross, Dr. Jenny Mendoza, Dr. Lauren Vega O'Neil, Dr. Jessica Kosie, Dr. Amy Konyn, Jason Wallin, Netanel

Weinstein, Diana Dewald, Mallory Pennington, and Leah Peterson. Dr. Sabbagh, a recipient of a National Science Foundation Graduate Fellowship, moved to a prestigious post-doctoral position at the University of Michigan on completing his Ph.D., and is now a Full Professor with indefinite tenure at Queen's College in Kingston, Ontario, Canada. Dr. Saylor completed her Ph.D. in June, 2001, is now a tenured Full Professor at Vanderbilt University in the fall of 2001, and recently became Head of the Psychology Department. Dr. Brand completed her Ph.D. in July, 2002. Her predoctoral research was supported by a National Research Service Award from NIH. She is now a tenured Full Professor at Villa Nova University. Dr. Olofson completed his Ph.D. in June of 2008, and immediately began a tenure-track assistant professorship at Wabash College, a liberal arts institution, where he is now a tenured Full Professor. Dr. Jeffrey Loucks joined the faculty at the University of Regina as an Assistant Professor, was promoted to Associate Professor with indefinite tenure, and recently moved to the Department of Psychology at Oregon State University. Dr. Meredith Meyer was recently awarded early tenure and promotion to Associate Professor at Otterbein University; Dr. Kara Sage was a tenured Associate Professor at the College of Idaho, a premiere liberal arts college, where she served as head of the Psychology Department, and since has become Associate Academic Program Director at Capella University; Dr. Annika Andersson is on the faculty at Lund University in Sweden, Dr. Robbie Ross is a tenure-track Assistant Professor at the University of South Carolina, and Dr. Jessica Kosie has just moved to a prestigious 5-year post-doctoral fellowship at Princeton University, where she recently received post-doctoral grants from both the National Science Foundation and the National Institutes of Health, as well as an award from the Einstein Foundation. Dr. Lauren Vega O'Neil has accepted a position as Professor of Practice in the Curriculum and Instruction Department of the College of Education at Portland State University. I am currently supervising four doctoral students who anticipate completion of their degrees over the next four years.

In addition to serving as primary advisor to these students, I also have served on numerous graduate committees (e.g., dissertation, preliminary exam, supporting area, advising, and first year committees) over the years. Among these were two dissertation committees at other universities (University of British Columbia for Dr. Suzanne Hala, now a tenured Associate Professor at University of Calgary, Canada; and University of Pittsburgh, for Dr. Suzy Scherf, now a tenured Associate Professor at Pennsylvania State University).

Undergraduate supervision: Over the years I have supervised a large number of undergraduate honors theses, and many of these have been carried out by students in the Honors College. One such thesis reached publication, another received an award for best honor's college thesis of AY2001-2002, and a third received the Departmental Zack award for the best honor's thesis of AY2007-2008. In recent years, many of my undergraduate advisees have received UO Fellowships: Sera Lew received CURE's First Year Research Experience Award (\$4,500 for her and \$1,000 for the mentor), Ethan Scott and Sam Heilenbach received the VPRI Research Fellowship (\$5,000), and Giovanni Betancourt received the Hui Fellowship (\$15,000). As well, Mikayla Bridges, an undergraduate at Washington University, St. Louis, worked as a summer intern with me and Dr. Jeffrey Measelle. Lastly, I should mention that each term a fair number of undergraduates (ranging from 5-20 for any given term) participate as research assistants in the ongoing work in my research laboratory. With my, and my graduate advisees', mentoring assistance, the majority go on to graduate studies.

Teaching innovation: I was awarded a grant by the Rippey Fund for Teaching Innovation to support the development of optional seminars linked to an undergraduate course on

Development (Psychology 375). These seminars, focusing on Children and the Law as well as Children and Education, are designed to enrich students' exposure to ways in which developmental research plays a role in everyday decisions and policy-making. The grant provided funds for additional teaching assistance from graduate students and for honoraria to support site visits to community organizations as well as guest lectures by community experts. Evaluations from students who participated in the seminars (I conducted both seminars several times) were extremely positive, and indicated that their experience in the seminars greatly enhanced their overall engagement in developmental issues.

Some years ago, I was nominated as an honorary member of the Golden Key National Honor Society by a former student, Ni Jiang, and was inducted in March of 1996.

For three summers I participated in an NIH-funded Multicultural Training Grant (PI Dr. Gordon Hall), that has involved supervising a visiting advanced undergraduate psychology student each summer in research and writing activities as they participate in a training program. The program is designed in part to evaluate the benefits of embedding training in a multicultural context.

SERVICE

Departmental Service:

During my employment at the University of British Columbia I served on numerous committees, in some cases for several consecutive years, including the 75th Anniversary Open House, Curriculum, Graduate Admissions, Annual Report, Departmental Safety, and UBC President's Child Study Centre Advisory Committees. As well, I served as an Undergraduate Program Advisor for several years, and coordinated the library and reading rooms.

At the University of Oregon, my departmental service has covered a substantial range. I served for one term as Acting Chair of the Psychology Department while our then chair, Dr. Marjorie Taylor, was away on leave. Over the years, I have served three two-year terms on the Departmental Executive Committee, chaired or co-chaired numerous tenure/promotion committees, chaired the Graduate Admissions Committee twice and served on it on numerous other occasions, chaired the Planning Committee, co-chaired a steering committee for the Institute for Cognitive and Decision Sciences, and co-chaired an Institute for Cognitive and Decision Sciences focus group on Event Representation. I have also assisted as a committee member or chaired several faculty searches in Cognitive Neuroscience and in Development (these resulted in the successful hiring of Dr. Helen Neville, Dr. Ed Vogel, Dr. Nash Unsworth, Dr. Caitlin Fausey, and most recently, Dr. Kathryn Mills). Finally, I have chaired the Developmental Lunch series on numerous occasions, and have supervised the department's Developmental Database (a pool of parents and children who are potential research participants) on many occasions. As well, I helped to establish and have spearheaded creation of a collective of developmental scientists – Team Duckling -- engaged in community outreach. I have played a key role in developing this important infrastructure resource over the years. I completed four years as Director of Graduate Studies, and have served on the Undergraduate Education Committee. I have also recently chaired and served on a substantial number of tenure and promotion committees. I led the process of self-study and preparation for the Department of Psychology's 10-year review in AY 2000/01, and did this again for the review that took place in AY 2015/16. This involved drafting an extensive self-study document evaluating departmental functioning over the past decade plus, as well as organizing internal and external site visits,

coordinating our departmental response to feedback that arose from the review, and communicating with administration at every phase of the review process. In the last few years, in addition to chairing the search committee that successfully hired Dr. Kathryn Mills, I also chaired the Psychology Colloquium Committee and two six-year post-tenure review committees (one for Psychology and one for the Clark Honors College). I also served on two tenure/promotion committees. Recently I provided two-year terms as an elected member of the Psychology Department's Executive Committee, as well as an appointed member of the Clark Honors College Executive Committee. I chaired a 6th year post-tenure review committee in the CHC, and served on a search committee for the CHC Dean of Undergraduate Studies. As well, in 2019/2020 I served on the Developmental Science search committee in Psychology, and on a committee in Psychology overseeing a promotion-to-Full review. In AY2020/21 I was on Psychology's Equity Task Force, chaired a promotion-to-full-professor committee within the CHC, served on another promotion-to-full committee for the Department of Linguistics, served as the Convener (Chair) of the CHC's Undergraduate Education Committee, and provided a peer review for an Associate Professor in the Clark Honors College. In AY2021/22, I continued to serve on Psychology's Equity Task Force and as Convener of the CHC's Undergraduate Education Committee, and I began another term on CHC's Executive Committee. At the departmental level in AY2022/23, I chaired the CHC's Equity, Justice, and Inclusion committee, provided a peer review for the CHC, and assisted with curriculum planning to interface CHC with the Ballmer Institute. In Psychology, I continued on the Equity Task Force, chaired a promotion-to-Full committee, and also recently coordinated a retirement event for Emerit Professor Jennifer J. Freyd for the Psychology Department. In AY 2023/24, I will be on sabbatical in Fall term, but will continue to serve on Psychology's Equity Task Force as well as the CHC's newly created GPT4/AI/Teaching Working Group and Thesis/Primary Thesis Advisor Awards Committee.

University Service:

At the University of Oregon, I have served two different terms (of three years and two years, respectively) on the University's Human Subjects Internal Review Board. In 1999-2000 I served as a member of an internal review committee evaluating the Linguistics Department. I was elected to the University's Faculty Personnel Committee; this committee evaluates promotion and tenure cases prior to the final decision at the provost's level. I also served on the University's Scholarship Committee through September 2006. I held a two-year elected term on the Executive Committee of the Institute for Cognitive and Decision Sciences, and served two years as an elected member of the Dean's Advisory Committee, evaluating tenure and promotion cases across the College of Arts and Sciences. I also again served on the Internal Review Board, and served as well on the search committee that successfully hired the former Dean of the CHC, Dr. Gabe Paquette. Over the years I've assisted with both the undergraduate and graduate research forum on multiple occasions – as moderator, convener, and judge for poster competitions. I regularly provide peer reviews for colleagues in both Psychology and the Clark Honors College (most recently, one in AY2021/22 and another in AY2022/23). In AY2020/21, I served as reviewer for the Johnson & Johnson WiSTEM2D Scholars program, and I've joined the University's Mental Health Advisory Council as CHC's representative; I'm currently serving my third year in this capacity. I am also providing mentorship to women faculty in the sciences through CAS' faculty mentorship program. AY2022/23 was my third year serving as a CAS faculty mentor. As well, I was elected to the UO Senate for a two-year term (AY2021-2023) as a

representative of the Natural Sciences. At the same time, I was invited to serve on the College of Arts and Sciences Caucus for AY2021/22, and continued to serve in that capacity this past academic year. Most recently, I was also appointed to the UO Senate's Executive Committee for a one-year term (AY2022/2023). In AY2023/24, I will serve on the Undergraduate Research Opportunities Program (UROP) Faculty Advisory Committee in the VPRI's office and continue as a CAS faculty mentor and as a member of the UO's Mental Health Advisory Council.

Professional Service:

Executive Board:	Language Development Society, 2002-present Cognitive Development Society, 2005-2012
Associate Editor:	<i>Cognitive Psychology</i> , 2007-2010
Editorial Board:	<i>Child Development</i> , 1995-1996 <i>Cognition</i> , 2008-2015 Lawrence Erlbaum Developmental Series
Advisory Panel:	Oxford University Press, 2007
Grant Panels:	NSF Graduate Research Fellowship Review Panel, 2001 NIH BBBP4 (now called Perception and Cognition) Study Section, 2001-2005 NSF External Site Visitor, LIFE Center, University of Washington, 2012
Award Selection Panels:	Boyd McCandless Award APA Distinguished Scientific Award for Early Career Contribution to Psychology, 2001, 2008, 2013
Conference reviewing:	SRCD, 1993, 1997, 1999, 2001, 2003, 2008 International Conference on Infant Studies, 1997, 2002, 2007 International Conference on Development and Learning, 2007, 2008 Cognitive Development Society, 2009
<i>Ad hoc</i> reviewing:	<i>Behavioral & Brain Sciences, British Journal of Developmental Psychology, Child Development, Cognition, Cognitive Development, Cognitive Psychology, Cognitive Science, Developmental Psychology, First Language, Infant Behavior & Development, Journal of Child Language, Language Learning & Development, Journal of Experimental Child Psychology, Journal of Experimental Psychology: General, Journal of Experimental Psychology: Human Perception and Performance, Nature, Proceedings of the National Academy of Sciences, Psychological Bulletin, Psychological Science, Society for Research in Child Development Monographs, Psychonomics Bulletin & Review, Trends in Cognitive Sciences, Social Development, Glossa Psycholinguistics, Current Directions in Psychological Science, Developmental Science, TopiCS, Science.</i>

<i>Ad hoc</i> grant reviewing:	NSERC of Canada operating/equipment grant competitions SSHRC of Canada operating grant competition NSF operating grant competitions on numerous occasions NIH operating grant competitions on numerous occasions
Referee for tenure/promotion:	Dr. Sue Hespos, Northwestern University Dr. Deborah Kelemen, Boston University Dr. Betty Repacholi, University of Washington, Seattle Dr. Nicholas Casamatis, Rensselaer Polytechnic Institute Dr. Su-Hua Wang, University of California, Santa Cruz Dr. Vikram Jaswal, University of Virginia Dr. Susan Graham, University of Calgary Dr. Jessica Sommerville, University of Washington, Seattle (for promotion to both associate professor with indefinite tenure, and promotion to full professor) Dr. Michael Frank, Stanford University Dr. Susan Johnson, Stanford University Dr. Patrick Shafto, University of Kentucky Dr. Kristin Shutts, University of Wisconsin, Madison Dr. Laura Namy, Emory University Dr. Julie Gros-Louis, University of Iowa Dr. Elizabeth Bonawitz, Rutgers University Dr. Khena Swallow, Cornell University Dr. Lauren Howard, Franklin & Marshall College Dr. Paul Muentener, Tufts University Dr. Patricia Ganea, University of Toronto
Referee for awards:	APA Distinguished Scientific Award, 2008, 2013 APA Boyd McCandless Award MacArthur Award, 2009 Guggenheim Fellowships, 2009, 2010 APS Mentor Award 2023 (awarded to Dr. Ellen Markman)
Referee for directorship:	Director of Max Planck Institute of Psycholinguistics Nijmegen, Netherlands, 2013

In May, 2023 I joined the Cognitive Development Society's mentorship program, and have been matched with Samantha Wood at Indiana University, Bloomington. Samantha and I will meet at least once a month over Zoom for the next 10 months, with a focus on my supporting Samantha to pursue her goals for advanced training in cognitive developmental research and for becoming connected to other possible mentors within the field. We will also meet in person at the next CDS conference in the fall of 2024.

Community Service:

My community service has been varied and extensive. I worked closely with the local organization Birth-to-Three (recently renamed Parenting Now) over a number of years in design of multiple empirically validated curricula for parent education surrounding how best to

foster children's development. Over the years I also have provided a sizable number of community lectures at local organizations (e.g., Parenting Now, The Little French School, First Presbyterian Preschool, Emaus Presbyterian Preschool, Spencer Butte Co-Op) about topics on which I have expertise, such as language development, critical periods in development, brain development, language immersion education, children's imagination, and cognitive development. As well, I have contributed *pro bono* teaching time to the SAIL program initiated by Drs. William Harbaugh and Bruce Blonigen. I also work in close association with The Science Factory, a children's museum in Eugene, to facilitate outreach and exchange of ideas for mutual benefit. I coordinated the first *pro bono* full day event at The Science Factory to acquaint families in the local community with active developmental research. This is now an annual event that the Team Duckling coordinator hosts and that I participate in actively. I also at various times helped to oversee regular volunteer activities on a monthly basis that Team Duckling provides to The Science Factory. Highly beneficial joint efforts are now established and continuing between Team Duckling and The Eugene Science Center, with our staff and students receiving training from The Science Factory staff in science education interactions with children, and their staff joining us on a regular basis for continuing education in developmental science. In recent months, I have begun research collaboration with the Oregon Museum of Science and Industry (OMSI) in Portland, and my work there has an educational outreach element, in that we work with families on the museum floor in regard to education about ShakeAlert earthquake early warning.

CONFERENCES

In October of 1998 I hosted, together with Drs. Louis Moses and Bertram Malle, an interdisciplinary conference on Intentionality that was sponsored by the Institute for Cognitive and Decision Sciences. Twelve speakers from numerous disciplines (including philosophy, psycholinguistics, developmental, social, comparative, and cross-cultural psychology) from around the U.S. and Canada will be speaking to a range of issues, such as the nature of people's concept of intentionality, how people detect and process intentions from the stream of ongoing action in the everyday world, how notions of intentionality contribute to people's explanations of others' behavior, and the role of intentions in ascribing responsibility and assigning moral value to others' behavior. As an outgrowth of this conference, Drs. Moses, Malle, and I put together an edited volume (Malle, Moses, & Baldwin, 2001) of chapters from conference participants as well as several other experts on intention-related issues.

In February of 2003, Lou Moses and I hosted an interdisciplinary conference on the topic of Psychological Essentialism (in conjunction with the Clark Honors College), with participants spanning Biology, Philosophy, Psychology, Anthropology, and Linguistics. The conference was jointly funded by Ival McMains and a College of Arts and Sciences Distinctiveness Award.

In March of 2016, Jeffery Measelle, Geraldine Richmond, and I hosted a three-day conference on Developmental Neuroscience of Malnutrition in Luang Prabang, Laos, with multi-national participants from Cambodia, Laos, Myanmar, Thailand, Vietnam, and the U.S.

OPEN SCIENCE CONTRIBUTIONS

Making contributions to open science has become an integral part of my research. I involve both graduate and undergraduate students in these efforts in order that they, too, build skills and create open science products. These efforts have included creating multiple open-source repositories to share data, code, analyses, and other tools, making use of increasingly available open-source cites such as Databrary, Design Safe-CI, and the Open Science Framework. Some of this work is very much underway. I have also contributed data to large-scale replication studies, such as the ManyBabies Consortium's (2020) largest-ever infancy study (>2,000 participants), involving 69 research labs around the globe, and my involvement with other ManyBabies replication projects continues.

My teaching has also focused on open science contributions. At the graduate level I've extensively covered open science topics in the three-term First Year Research/Ethics Seminar series in Psychology for first year graduate students. At the undergraduate level, I've developed and repeatedly taught a course (HC441H CSPW Public Science) focused specifically on educating Clark Honors College students in the skill of writing about open science for the public at large.

CONTRIBUTIONS TO INSTITUTIONAL DIVERSITY, EQUITY, AND INCLUSION

Throughout my time at UO I have consistently worked at many levels to increase equity and inclusiveness. Some of my recent formal activities directed toward equity and inclusiveness have included founding, and serving continuously for four years, on Psychology's Equity Task Force, chairing CHC's committee on Equity, Justice, and Inclusiveness, serving as a faculty mentor for women junior faculty in STEM disciplines for CAS, and serving on the University's Mental Health Advisory Council.

On a more informal level, I have made every effort to recruit, retain, and mentor a diverse group of faculty, graduate students (both doctoral and master's), and undergraduate research assistants and thesis advisees. My lab group is indeed highly diverse, with both men and women, members of under-represented ethnic minorities and LGBTQIA, and first-generation college students. Of late I have focused considerable energy on assisting undergraduate advisees in identifying funding sources for their research participation, with the goal of increasing accessibility to research involvement for all. These efforts have been highly successful, with several students each year receiving awards supporting their research activities in my lab.

PAPERS AND PUBLICATIONS (*indicates refereed, ^aindicates co-authored with advisee)

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*^aRoss, R., & **Baldwin, D.** (under revision). What do young children themselves think of their cognitive control skills?

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***Baldwin, D. A.** (1991). Infants' contribution to the achievement of joint reference. Child Development, 62, 875-890. Reprinted in P. Bloom (Ed.), Language acquisition: Core readings. Cambridge, MA: MIT Press (1993).

***Baldwin, D. A.** (1989). Priorities in children's expectations about object label reference: Form over color. Child Development, 60, 1291-1306.

***Baldwin, D. A.,** & Markman, E. M. (1989). Establishing word-object relations: A first step. Child Development, 60, 381-398.

Baldwin, D. A. (1986). Color similarity in children's classifications and extension of object labels. Papers and Reports on Child Language Development, 25, 9-16.

Articles, Chapters, and Books in Progress

Measelle, J.R, **Baldwin, D.**, Green, T., Kroeun, H., Prak, P., Wieringa, F., & Whitfield, K.C. (in prep). Maternal thiamine supplementation improves infant cognition: Infant infection and inflammation moderate these benefits.

^aDewald, D., & **Baldwin, D. A.** (in prep). Pedagogy inspires attentional reorganization. Invited review to appear in *WIREs Cognitive Sciences*.

Baldwin, D. A. (in prep). Invited proposal to serve as Topic Editor for *Frontiers in Cognition*.

Baldwin, D. A. (in prep). Event perception. Invited chapter in The Handbook of Perceptual Development. Oxford University Press.

***Baldwin, D.** (under revision). Enhancing Nurture, book project prospectus invited by Routledge for a Parenting Series.

^aMaier, R., Fausey, C. M., & **Baldwin, D.** (in prep). Finding activities in infant-directed speech: Convergence across three methods

^aKosie, J. E. & **Baldwin, D.** (in prep). Learners systematically direct attention to causally relevant junctures in novel activity streams.

^aTanaka, Y., Kosie, J. E., & **Baldwin, D.** (in prep). Implicit measure of event segmentation using pupillary response.

Baldwin, D. A., ^aRoss, R. A., Kosie, J. E., & ^aBrezack, N. (in preparation). Executive function and theory of mind skills in relation to preschoolers' event processing and event recall.

^aRoss, R. A. & **Baldwin, D.** (in preparation). Adult ADHD symptomatology modulates link between event processing and recall.

Baldwin, D. (in preparation). Reconceptualizing the language/gesture divide.

^aChild, L., & **Baldwin, D.** (in preparation). Non-signers find relevant segmental structure in American Sign Language narratives.

^aMendoza, J. K., Staeb, M. H., Diaz, F. M., & **Baldwin, D.** (in preparation). Physiological and self-reported measures of affective response to vocal versus instrumental music.

Baldwin, D. (in preparation). Cognition's roots in social connection, Invited book prospectus for the Oxford University Press series on The Developing Child.

Baldwin, D. (in preparation). Action on action. Book project, prospectus approved by Oxford University Press.

^a**Baldwin, D.**, Andersson, A., Craven, A., Loucks, J., Meyer, M., Myhr, K., Neuhaus, E., & Olofson, E. (in preparation). Action extraction: Statistical learning promotes infants' discovery of segmental structure in dynamic human action.

^a**Baldwin, D.**, Baird, J., Malle, B., Neuhaus, E., Craven, A., Guha, G., & Sobel, D. (in preparation). Segmenting dynamic human action via sensitivity to structure in motion.

^a**Baldwin, D.**, Pederson, E., Craven, A., Andersson, A., & Bjork, H. (in preparation). Facilitated change detection at action boundaries.

^a**Baldwin, D.**, Myhr, K., & Brand, R. (in preparation). Motionese elicits higher-fidelity imitation than adult-directed action.

^aBrand, R. J., **Baldwin, D.**, & Yoshida, E. (in preparation). A new method for measuring infant vocabulary comprehension: The Behavioral Infant Vocabulary Test.

^aBrand, R., & Baldwin, D. (in preparation). Inhibitory control, temperament, and vocabulary in 13- to 17-month-olds.

Book Reviews

Baldwin, D. A. (1991). Review of E. M. Markman (1989), The development of categories and category names: Problems of induction. Child Development Abstracts and Bibliography, *63*, 403-404.

Baldwin, D. A. (1989). Review of J. L. Locke & M. D. Smith (Eds.), The emergent lexicon: The child's development of a linguistic vocabulary. In Child Development Abstracts and Bibliography, *63*, 403-404.

Popular Press Coverage

BBC (2023). One year on from the Tonga eruption. *Science in Action* podcast. Features Baldwin's collaborative research with Dr. Sara McBride of the USGS utilizing social media videos to investigate human responding to the 2022 Hunga Tonga--Hunga H'apai eruption, ash cloud, atmospheric waves, and subsequent tsunami.

EOS (2022). *Social media posts reveal human responses to deadly Tonga eruption.* Features Baldwin's collaborative research utilizing social media videos to investigate human responding to the 2022 Hunga Tonga—Hunga Ha'apai eruption, ash cloud, atmospheric waves, and subsequent tsunami.

Temblor (2022). Features Baldwin’s research regarding human behavior during major earthquakes, with an eye to promoting safe outcomes. <https://temblor.net/earthquake-insights/social-media-videos-show-how-people-react-during-an-earthquake-13685/>

Baldwin, D. A. (2022). ShakeAlert earthquake warnings can give people time to protect themselves – but so far, few have actually done so. *The Conversation*, January 21, 2022. <https://theconversation.com/shakealert-earthquake-warnings-can-give-people-time-to-protect-themselves-but-so-far-few-have-actually-done-so-174685>

Around the O (2021). Features Baldwin’s collaborative research with Avinash Bala and Terry Takahashi regarding detection of changes to pupil diameter to measure auditory sensitivity in human infants, aging adults, and those with hearing deficits.

CHC Newsletter (2021). Features Baldwin’s collaborative research with the US Geological Survey regarding analysis of CCTV footage of human behavior during major earthquakes.

Around the O (2020). Features Baldwin’s collaborative research with Kelly Robles, Margaret Sereno, Richard Taylor, and Nicole Liauw regarding children and adults’ preferences for fractal images of different kinds.

Oregon Quarterly (2020). Features Baldwin’s research regarding human knowledge acquisition.

Discovery Health “The Baby Human” (2004). Features Baldwin’s research regarding infant statistical learning in the action domain in one episode, and infant action segmentation in another episode.

Parenting Magazine (1999). Features Baldwin’s expertise regarding how to pro-actively prepare young children for stressful activities such as a visit to the doctor for immunizations.

Canadian Broadcasting Corporation’s “The Knowledge Network” (1990). Features Baldwin’s research regarding ways in which early social understanding fuels infants’ knowledge acquisition.

OPEN SCIENCE PRODUCTS

Garofolo, N., Scott, E., Tanaka, Y., Wallner, S., DeWald, D., Pennington, M., & Baldwin, D. (2022). On-line dwell-time: Open-source code and documentation for measuring attentional patterns as events unfold in time. Open Science Framework.

HomeBank open-source repository registered user.

Datbrary open-source repository data contributor.

DesignSafeCI open-source repository data contributor.

COMPLETED BUT UNPUBLISHED MATERIAL

Baird, J. A., **Baldwin, D. A.**, & Malle, B. F. (1999). Parsing the behavior stream: Evidence for the psychological primacy of intention boundaries. Unpublished manuscript, University of Oregon.

Baldwin, D. A. (1998). Intentional understanding and the path to knowledge. Unpublished manuscript, University of Oregon.

Baldwin, D. A. (1987). Linguistic advances during the single word period: Using language for mental impact. Unpublished manuscript, Stanford University.

Baldwin, D. A. (1989). Infants' contribution to the achievement of joint reference. Doctoral dissertation, Stanford University, Stanford, CA.

CONFERENCE PRESENTATIONS AND INVITED ADDRESSES

Baldwin, D., Measelle, J., Dewald, D., Green, T., Wieringa, F., Sophonneary, P., Kroeun, H., & Whitfield, K.C. (2024). Maternal Wellbeing and Responsiveness Complement Benefits of Thiamine Supplementation for Breastfed Cambodian Infants' Neuro-Cognitive Development. If accepted, paper to be presented at the American Society for Nutrition, Chicago, IL.

Ho, D., Measelle, J., Baldwin, D., Green, T., Wieringa, F., Sophonneary, P., Kroeun, H., & Whitfield, K. C., (2024). Infant Responsiveness to Maternal Play Bids in the Context of Poor Nutritional Health. If accepted, paper to be presented at the American Society for Nutrition, Chicago, IL.

Weinstein, N., & Baldwin, D. (2024). Talk to be presented as part of a symposium entitled "An Understudied Outgroup: Children's Cognitive and Behavioral Attitudes Towards Disabled Peers," Cognitive Development Society.

Measelle, J., Wieringa, F., **Baldwin, D.**, Green, T., Sophonneary, P., Kroeun, H., & Whitfield, K. C. (2023). *Maternal Thiamine Supplementation Improves Infant Cognition: Moderating Effects of Infant Inflammation*. Paper presented at the Micronutrient Forum, The Hague, Netherlands.

Baldwin, D., Measelle, J., Sanchirico, A., Weinstein, N., Green, T., Wieringa, F., Sophonneary, P., Kroeun, H., & Whitfield, K. C. (2023). *Breastfed Cambodian Infants' Cognitive Encoding and Discrimination at 24 and 52 Weeks Benefits from Maternal Thiamine Supplementation*. Paper presented at the MicroNutrient Forum, The Hague, Netherlands.

Baldwin, D., Measelle, J., Dewald, D., Green, T., Wieringa, F., Sophonneary, P., Kroeun, H., & Whitfield, K. C. (2023). *Support for Maternal Depression and Infant Sleep*

Difficulty are Needed to Sustain Benefits of Maternal Thiamine Supplementation for Breastfed Cambodian Infants' Cognitive Development. Paper presented at the Micronutrient Forum, The Hague, Netherlands.

Fortin, S., Razamandratsima, Y., Razakandrainy, A., Randremanana, R., Ralison, C., **Baldwin, D.**, Measelle, J., Mouquet-Rivier, C., Wieringa, F. R. (2023). *Fortified Complementary Foods and Responsive Feeding Differently Impact Early Motor and Cognitive Development in Children in Rural Madagascar: A Cluster-Randomized Controlled Trial.* Paper presented at the Micronutrient Forum, The Hague, Netherlands.

Baldwin, D. (2023). *Learning to love writing in public (with peers) for the public (at large).* Invited talk at the Calderwood Seminar Master Class, Calderwood Seminar Conference, Boston, MA.

Baldwin, D., Measelle, J., Sanchirico, A., Whitfield, K. (2023). *Maternal Thiamine Supplementation During the Exclusive Breastfeeding Period Promotes Infants' Cognitive Encoding and Discrimination at 24 and 52 Weeks Relative to Placebo.* Talk presented at the American Society for Nutrition, Boston, MA.

Baldwin, D. (2023). *Unmasking the "Batman and Robin" of cognitive development.* Talk presented at the Jean Piaget Society, Madrid, Spain.

McBride, S., Bellizzi, J., Ake, A., Sumy, D. F., Gin, S., Stewart, C., Santos-Hernandez, J., Ohlendorf, S. J., Cochrane, E., S., Ball, J. L., Becker, J. S., Vinnell, L. J., Johnston, D. M., , & **Baldwin, D.** (2022). *Analyzing behavioral responses captured on video to the Hunga Tonga–Hunga Ha'apai eruption, atmospheric shockwaves, and tsunamis.* American Geophysical Union.

Labonté, J., Kroeun, H., Green, T. J., Wieringa F. T., Sophonneary, P., Measelle, J. R., **Baldwin, D.**, Karakochuk, C. D., Luhovyy, B., & Whitfield, K. C., (2022). *Food taboos are common among women during early lactation in rural Cambodia.* International Society for Research in Human Milk and Lactation, Panama.

Baldwin, D. (2022). *Characterizing human response to earthquakes and earthquake-early-warning.* Invited talk presented to the Technical Partner Forum of the Oregon Hazards Lab.

S. Lew, A. Saing, **Baldwin, D.**, & Measelle, J. (2022). *Possible Benefits of Maternal Thiamine Supplementation for Mother-Infant Joint Attention in Cambodia.* Poster presented at the UO Undergraduate Research Symposium.

Gin, S., DeWald, D., **Baldwin, D. A.**, Measelle, J., Anderson, E., Fisher, S., Morville, N., Nunez Silva, D., Elliot, T., Kroeun, H., Prak, S., & Whitfield, K. C. (2022). *Secondary Engagement at 12 and 24 Weeks: Window on Neuro-Cognitive Development?* Paper presented at the International Congress of Infant Studies, Ottawa, Canada.

DeWald, D. J., Johns, B., **Baldwin, D. A.**, Measelle, J., & Whitfield, K. C. (2022).

Validating a Novel Dyadic Task for Assessing Early Neuro-Cognitive Development. Paper presented at the International Congress of Infant Studies, Ottawa, Canada.

Rudolph, J., **Baldwin, D. A.**, Measelle, J., Kroeun, H., Prat, S., & Whitfield, K.C. (2022). *Maternal Thiamine Supplementation Enhances Breastfed Cambodian Infants Social Responsiveness at 24 Weeks: Evidence from the Primary Engagement Task.* Paper to be presented at the International Congress of Infant Studies, Ottawa, Canada.

Baldwin, D. (2022). *The development of referential communication: lessons from preverbal infants and apes.* Discussant, Symposium at the International Congress on Infant Studies, Ottawa, Canada.

Zhang, X., Zhao, X., **Baldwin, D.**, Wood, M., Cova, T., McBride, S., Bellizzi, J., & Luco, N. (2022). *Modeling and Interpreting Protective Action Decision-Making During Earthquakes Using Machine Learning.* Paper presented at the Natural Hazards Workshop Researchers Meeting 2022.

Baldwin, D., Gin, S., McBride, S., & DeGroot, R. (2021). *Evaluating Rocket's Earthquake Safety Activity Book for Enhancing Shared Awareness of Earthquake Safety in Children and Parents.* Paper presented at the annual meeting of the American Geophysical Union, New Orleans, LA.

Baldwin, D., Gin, S., Bellizzi, J., Sumy, D., McBride, S., DeGroot, R. (2021). *Video Analysis of Earthquake-Related Behavior: Understanding Influences of Social and Physical Context.* Talk presented at the annual meeting of the American Geophysical Union, New Orleans, LA.

McBride, S., Smith, H., ... **Baldwin, D.** ... Wood, M. (2021). *Developing Evidence-Based Guidelines for Protective Actions and Earthquake Early Warning Systems.* Talk presented at the annual meeting of the American Geophysical Union, New Orleans, LA.

Baldwin, D. (2021). *A new lens on learning.* Invited colloquium at the University of Sheffield.

Baldwin, D., Measelle, J., Gallivan, L., Sanchirico, A., Weinstein, N., Kroeun, H., Sophonneary, P., Whitfield, K. (2021). *Thiamine supplementation for lactating mothers benefits language processing in infants at risk of thiamine deficiency.* Boston University Conference on Language Development.

Baldwin, D. & Gin, S. (2021). *Video analysis of earthquake-related behavior: Understanding influences of social and physical context.* JCCEO Community Symposium.

Baldwin, D., Measelle, J., Gallivan, L., Sanchirico, A., Weinstein, N., Kroeun, H., Sophonneary, P., & Whitfield, K. (2021). *Maternal thiamine supplementation promotes infants' language processing at 24 weeks,* NUTRITION 2021 LIVE ON-LINE, American Society of Nutrition.

Measelle, J., **Baldwin, D.**, ... & Whitfield, K. (2021). *Neurocognitive benefits of maternal thiamine supplementation for breastfed Cambodian infants*. NUTRITION 2021 LIVE ON-LINE, American Society of Nutrition.

Baldwin, D., Measelle, J., Rudolph, J.... & Whitfield, K. (2021). *Benefits of maternal thiamine supplementation for enhancing Cambodian infants' social responsiveness at 24 weeks*. NUTRITION 2021 LIVE ON-LINE, American Society for Nutrition.

Whitfield, K., Measelle, J., **Baldwin, D.** (2021). *Thiamine status of supplemented, lactating mothers in rural Cambodia: A randomized controlled trial*. NUTRITION 2021 LIVE ON-LINE, American Society for Nutrition.

Measelle, J., & **Baldwin, D.** (2021). *Recent Developments in Thiamine Research*, New York Academy of Sciences Second Global Thiamine Summit, March 9 (virtual).

Measelle, J., & **Baldwin, D.** (2021). *Thiamine Supplementation Trial in Cambodia: Supporting Early Cognitive Development*. Dissemination Meeting for Cambodia Ministry of Health and Helen Keller International (virtual).

Rudolph, J., Measelle, J., & **Baldwin, D.** (2021). *Investigating possible benefits of maternal thiamine supplementation for enhancing social alertness in infants at risk for thiamine deficiency*. Presented at the annual meeting of the National Council of Undergraduate Research.

Sanchirico, A., **Baldwin, D.**, Measelle, J., & Whitfield, K. (2021). *Thiamine supplementation benefits language development in infants at risk for thiamine deficiency*. Presented at the Virtual Biennial meeting of the Society for Research in Child Development.

Baldwin, D. (2020). *S.H.A.R.E.: An Open Science Resource*. Annual U.S. Geological Survey Showcase (virtual).

Baldwin, D. (2020). *Improving Human Responding During Earth-Shaking Events*. Talk presented at the annual meeting of the American Geophysical Union, San Francisco, CA (virtual).

Kosie, J., & **Baldwin, D.** (2020). *Pupillometry provides nuanced information about the role of motionese in infants' processing of dynamic activity*. ICIS Biennial Congress, Glasgow, Scotland.

Whitfield, K., Measelle, J., **Baldwin, D.**, Bala, A., Weinstein, N. (2020). *Thiamine supplementation among lactating rural Cambodian women and links with infant attention, memory and language development at 24 weeks postnatal*. Poster presented at the Micronutrient Forum 5th Global Conference 2020: Building New Evidence and Alliances for Improving Nutrition, Bangkok, Thailand.

Baldwin, D. (2019). *Eye of the beholder; beholder of the eye*. Faculty blitz talk, Department of Psychology, University of Oregon.

Weinstein, N., & **Baldwin, D.** (2019). *Social understanding: Bridging the gap between research and reality*. Poster presented at the 49th Annual Meeting of the Jean Piaget Society. Portland, OR.

Kosie, J., & **Baldwin, D.** (2018). *The need for a diverse audiovisual corpus of infant-directed behavior*. DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science, Phoenix, AZ.

Kosie, J., & **Baldwin, D.** (2018). Tuning to the task at hand: Processing goals shape adults' attention to unfolding activity. Cognitive Science Society, Madison, WI.

Baldwin, D. (2018). Mobilizing attention to understand, learn, and remember. Talk presented in a symposium on "Learning representations of event and reward structures," Learning and Memory 2018, Huntington Beach, CA.

Kosie, J., & **Baldwin, D.** (2017). Event novelty and task demands shape adults' attention to unfolding activity. Poster accepted for presentation at the Event Representations in Brain, Language, and Development Workshop. Nijmegen, NL.

Kosie, J., & **Baldwin, D.** (2017). Dwell-time patterns show that preschoolers privilege goal structure over motion trajectory. Poster presented at the biennial meeting of the Cognitive Development Society, Portland, OR.

Ross, R. & **Baldwin, D.** (2017). Executive function skills predict event processing and recall in preschoolers. Paper presented at the biennial meeting of the Cognitive Development Society, Portland, OR.

Baldwin, D. (2017). How does the mind render streaming experience as events? Theme speaker presented at the 2nd International Conference on Interdisciplinary Advances in Statistical Learning in Bilbao, Spain, June 28-30.

Kosie, J., & **Baldwin, D.** (2017). Tying it all together: Observers increasingly tune in to structure across repeated viewings of novel activity. Talk to be presented at the 2nd International Conference on Interdisciplinary Advances in Statistical Learning in Bilbao, Spain, June 28-30.

Baldwin, D. (2017). How does the mind render streaming experience as events? Invited colloquium presented at the University of California, Santa Cruz.

Baldwin, D. (2017). Pragmaction. Talk presented in a symposium entitled "Pragmatic implicature as social inference: Evidence from language and action" at the biennial meeting of the Society for Research in Child Development, Austin, TX, April 6-8.

Baldwin, D., & Kosie, J. (2017). Motionese enhances the wave. Talk presented in a symposium entitled “Investigating Infant-directed Actions: Quantifications, Mechanisms, and Learning” at the biennial meeting of the Society for Research in Child Development, Austin, TX, April 6-8.

Baldwin, D. (2017). Give babies a reason to live. Talk presented at the Center for Advanced Study in the Behavioral Sciences, Stanford, CA.

Baldwin, D. (2017). Give babies a reason to live. Invited talk presented to the LEGO-funded Centre for the Study of Play, Education, and Development, Cambridge University, UK.

Bala, A., Keller, C., Whitchurch, E., **Baldwin, D. A.**, & Takahashi, T. (2016, October). Pupillary dilation as a hearing screening in adults and infants. Poster, Portland, OR.

Baldwin, D. (2016). New efforts to buffer developmental costs of early adversity. Stanford University Social Psychology Group, Stanford, CA.

Baldwin, D. (2016). New efforts to buffer developmental costs of early adversity. Stanford University Developmental Psychology Group, Stanford, CA.

Baldwin, D. (2016). Event processing for language. Talk presented in a Cognitive Science Society preconference workshop entitled “Learning to Talk about Events: Grounding Language Acquisition in Intuitive Theories and Event Cognition.” Philadelphia, PA.

Baldwin, D. (2016). Characterizing event-processing fluency. Talk presented in an invited symposium at the Cognitive Science Society, Philadelphia, PA.

Baldwin, D., & Pederson, E. (2016). Attentional enhancement at event boundaries. Poster presented at the Cognitive Science Society, Philadelphia, PA.

Ross, R., Child, L., & **Baldwin, D.** (2016). ADHD modulates the link between event processing and recall. Poster presented at the Cognitive Science Society, Philadelphia, PA.

Kosie, J., & **Baldwin, D.** (2016). Filling in the gaps: Event segmentation is robust to missing information. Poster presented at the Cognitive Science Society, Philadelphia, PA.

Kosie, J., & **Baldwin, D.** (2016). A Twist on event processing: Reorganizing attention to cope with novelty in dynamic activity sequences. Poster presented at the Cognitive Science Society, Philadelphia, PA.

Kosie, J.E. & Baldwin, D. (2016). Tuning in to what’s important: Learners systematically direct attention to causally relevant junctures in novel activity streams. Poster presented at the 57th Annual Meeting of the Psychonomic Society, Boston, MA.

Wallin, J., & **Baldwin, D.** (2016). Raising the curtain on gestures: Visibility has no apparent impact. Poster presented at the 7th Conference of the International Society for Gesture Studies, Paris, France.

Baldwin, D. (2016). Event processing: Targeting predictable unpredictability. Invited colloquium presented at Cornell University, Ithaca, NY.

Baldwin, D. (2015). Research in children's museums: Small is beautiful. Participant in invited symposium at the biennial meeting of the Cognitive Development Society, Columbus, OH.

Baldwin, D. (2015). Riding the wave: Predictability monitoring in language and action. Invited colloquium at the Cognition & Language Workshop, Stanford University, Stanford, CA.

Baldwin, D. (2015). Riding the wave: Event processing as predictability monitoring. Keynote address at the annual joint meeting of the International Conference on Development and Learning and EpiRob, Brown University, Providence, RI.

Baldwin, D. (2015). Invited address at the attention and learning preconference to ICDL-EpiRob, Brown University, Providence, RI.

Baldwin, D. (2014). Gaining fluency in the structure of events. Keynote address at the Action Processing Preconference to the International Conference on Infant Studies, Berlin, Germany.

Baldwin, D. (2014). Flexibility and fluent event processing. Symposium talk presented at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.

Baldwin, D. (2014). Discussant in a symposium entitled "Representing the Event for Purposes of Language: Infants' Categorization of Path, Manner, and Ground in Motion Events" at the biennial meeting of the International Conference on Infant Studies, Berlin, Germany.

Baldwin, D. (2014). Event processing trades on executive skill. Symposium talk in the symposium entitled "Individual strategies in segmenting and remembering events" presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

Baldwin, D. (2013). Delving into the development of event processing. Symposium talk presented at the biennial meeting of the Cognitive Development Society, Memphis, TN.

Baldwin, D. (2013). Delving into the development of event processing. Talk to the Social and Developmental Lunch groups at the University of Wisconsin-Madison.

Baldwin, D. (2013). The Eventfulness of Development. Invited lecture at the Brain Development and Learning Conference, Vancouver, British Columbia.

Olofson, E. L., & **Baldwin, D.** (2013). Infants (Who Habituate) Selectively Encode the Recipient in Object Transfer Events. Annual meeting of the Association for Psychological Science, Washington, D. C.

Maier, R., & **Baldwin, D.** (2013). Repeat After Me: Echoing Speech Boosts Learning of Grammatical Constructions. Biennial meeting of the Society for Research in Child Development, Seattle, WA.

Baldwin, D. (2012). Dwelling on action. Cognitive Science Society, Sapporo, Japan

Baldwin, D. (2012). Indexing how knowledge shapes action processing. International Conference on Infant Studies, Minneapolis, MN

Sage, K. & **Baldwin, D.** (2012). Where infants dwell: Breakpoints, causal violation, and the more social the better. Paper presented in symposium entitled “Goals, beliefs, and causality” at the International Conference on Infant Studies. Minneapolis, MN.

Sage, K., Ross, R., & **Baldwin, D.** (2012). Assessing infants’ hierarchical action segmentation. Poster presented at the International Conference on Infant Studies. Minneapolis, MN.

Baldwin, D. (2012). Development and expertise in action processing. Cognitive Neuroscience Society, Chicago, IL

Mendoza, J.K., Aguiar, N.A., & **Baldwin, D.** (2012). The Impact of Structure Discovery on Adults’ Preferences for Music and Dance. Poster presented at the 12th International Conference on Music Perception and Cognition-8th Triennial Conference of the European Society for the Cognitive Sciences of Music, Thessaloniki, Greece.

Mendoza, J.K., Gerken, L. & **Baldwin, D.** (2011, August). Developing a window on infants’ structure extraction. Society for Music Perception and Cognition Conference, Rochester, NY.

Mendoza, J.K. & **Baldwin, D.** (2011, June). Indexing infants' rule discovery. Neurosciences and Music – IV: Learning and Memory, Edinburgh, Scotland, UK.

Sage, K. D., & **Baldwin, D.** (2011). Do social cues help infants glean structure from action? Biennial meeting of the Cognitive Development Society, Philadelphia, PA.

Kosie, J. & **Baldwin, D.**, & Sage, K. D. (2011). Preschoolers’ response to goal-related information within an unfolding stream of intentional action. Biennial meeting of the Cognitive Development Society, Philadelphia, PA.

Baldwin, D. (2011). Event processing in humans and machines. Talk at the annual review meeting of the Office for Naval Research, Washington, D.C.

Sage, K. D., & **Baldwin, D.** (2011). Disentangling the social and pedagogical in infants’ learning about tool use. Paper to be presented in a symposium on Social

Influences and the Effects of Pedagogy on Early Learning at the biennial meeting of the Society for Research on Child Development, Montreal, CA.

Baldwin, D. (2011). Dwell-time: New insights into action processing. Invited colloquium presented to the Psychology Department at Washington University in St. Louis, MO.

Baldwin, D. (2011). Dwell-time: New insights into action processing. Invited talk to be presented at a conference on Social Perception, McMaster University, Hamilton, Ontario, CA.

Baldwin, D. (2010). Dwelling on action. Talk to be presented at a McDonnell Foundation- sponsored workshop on Causal Learning, Probabilistic Models, and Social Development, Stanford University, Stanford, CA.

Baldwin, D. (2010). Action on action: Understanding how humans discern meaning in motion. Public lecture presented at UO & COCC Friday Distinguished Lecture Series.

Baldwin, D. (2009). Action redescription: How humans discern meaning in motion. Invited plenary address to the European Society for Philosophy and Psychology, Budapest, Hungary.

Baldwin, D. (2009). Analyzing action. Invited talk at the Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany.

Braun, K.D., & **Baldwin, D.** (2009). The effect of pedagogy on infants' ability to understand and use tools. Poster presented at the biennial meeting of the Cognitive Development Society, San Antonio, Texas.

Loucks, J. & **Baldwin, D.** (2009). Development of the featural/configural distinction in human action discrimination. Poster presented at the biennial meeting of the Cognitive Development Society, San Antonio, Texas.

Meyer, M., Hard, B. M., & **Baldwin, D.** (2009). Children's processing of action boundaries. Poster presented at the biennial meeting of the Cognitive Development Society, San Antonio, Texas.

Baldwin, D. (2008). Action analysis: From segment discovery to skilled discrimination. Paper presented at the Social Cognition Workshop, MIT.

Olofson, E., & **Baldwin, D.** (2008). Infants process action for gist. Presented at the biennial meeting of the International Society of Infant Studies, Vancouver, B. C., Canada.

Meyer, M., Hard, B., Brand, R., & **Baldwin, D.** (2008). Naturalistic acoustic packaging: Mothers coordinate action and speech in input to infants. Presented at the biennial meeting of the International Society of Infant Studies, Vancouver, B. C., Canada.

Meyer, M., **Baldwin, D.**, Saffran, J., & Andersson, A. (2007). Tracking statistical regularities across categories guides discovery of segmental structure in dynamic human action. Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Meyer, M., & **Baldwin, D. A.** (2007). The effect of ontological status on noun learning in a disambiguation paradigm. Poster presented at Society for Research in Child Development, Boston, MA.

Baldwin, D. (2007). Redescribing action. Invited talk at Stanford University, Stanford CA.

Baldwin, D. (2007). Redescribing action. Invited talk at the University of Western Australia, Perth, Australia.

Olofson, E. & **Baldwin, D. A.** (2007). Two-year-olds use novel verbs to construe human action as intentional. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Baldwin, D. (2006). Redescribing action. Invited address at the University of California, Los Angeles, CA.

Baldwin, D. (2006). The new, the newer, the outrageously new. Invited address at the University of California, Los Angeles, CA.

Baldwin, D. (2006). Redescribing action. Invited address at Northwestern University, Evanston, IL.

Neuhaus, E., & **Baldwin, D.** (2006). Temperament differences in children with and without autism spectrum disorders. Poster presented at the Society for Research in Psychopathology.

Baldwin, D. (2006). Action on action. Invited address at the annual meeting of the Western Psychological Association, Palm Springs, CA.

Brand, R. & **Baldwin, D.** (2005,). Motionese and motherese: Two avenues for supporting infant action processing. In K. Rohlfing (Chair), *Multimodal motherese: The symbiosis between speech and action facilitates cognitive development*.

Baldwin, D. (2005). Reading intentions/interpreting interventions. Conference on The Origins and Functions of Causal Thinking II—Causation, Agency and Intervention, California Institute of Technology, Pasadena, CA.

Baldwin, D. (2005). Making sense of action. Invited address presented at a meeting of the John Merck Scholars called to celebrate the first Merck Scholar Nobel laureate, New York, New York.

Pederson, E., Loucks, J., & **Baldwin, D.** (2004). Action processing and the linguistic representation of events. Talk presented at the Events Conference hosted by Eric Pederson and Russell Tomlin, University of Oregon.

Baldwin, D. A. (2003). Socio-cognitive foundations of language acquisition, and how they may be acquired. Symposium talk presented at the annual meeting of the Cognitive Development Society in a symposium entitled “New perspectives on language acquisition,” chaired by Susan Goldin-Meadow, Park City, Utah.

Baldwin, D. A. (2003). Action on action. Invited address at the University of California, Berkeley.

Baldwin, D. A. (2003). Action on action. Invited address at the University of Pittsburgh.

Baldwin, D. A. (2002). What infants understand of names and their uses. Invited paper presented as part of a conference entitled “The Relation between Symbol Use and Symbolic Representation” organized by Dr. Laura Namy and sponsored by the Emory Cognition Project, Atlanta, Georgia, October.

Baldwin, D. A. (2002). Consciousness at play in human knowledge acquisition. Invited address in a symposium entitled “The origins of consciousness” chaired by Roger Mellgren at the annual meeting of the American Psychological Association, Chicago, IL, August.

Baldwin, D. A. (2002). Language learning capitalizes on social skill. Paper presented as part of a symposium entitled “What do children need to learn language?” chaired by Dr. Lisa Gershkoff-Stowe at the International Congress for the Study of Child Language Symposium on Research in Child Language Disorders, Madison, Wisconsin, July.

Baldwin, D. A. (2002). Infants’ ability to recover the structure that actors produce. Paper presented at a conference on Cognition, Development, and Evolution, organized by Dario Mastripietri, Susan Goldin-Meadow, and Amanda Woodward, University of Chicago, May.

Baldwin, D. A. (2002). Processing action to recover intention-relevant structure. Paper presented as part of a symposium entitled “From action to intention” chaired by Dr. Bennett Bertenthal at the International Conference on Infant Studies in Toronto, Ontario, April.

Baldwin, D. A., & Brand, R. A. (2002). The ease of re-enacting motionese. Paper presented as part of a symposium entitled “Nonverbal aspects of parental input to young children” chaired by Dr. Jana Iverson at the International Conference on Infant Studies, Toronto, Ontario, April.

Baldwin, D. A. (2002). Discussant for symposium chaired by Dr. Renee Baillargeon at the International Conference on Infant Studies, Toronto, Ontario, April.

Saylor, M., & **Baldwin, D.** (2002). Infants' emerging comprehension of absent reference. Poster to be presented at the International Conference on Infant Studies in Toronto, Ontario, April.

Baldwin, D. A. (2001). Language learning and the emergence of interpersonal understanding. Invited address at the University of Pennsylvania, Philadelphia, November.

Baldwin, D. A. (2001). Discerning intentions: Characterizing the cognitive system at play, Invited address at the University of Pennsylvania, Philadelphia, November.

Baldwin, D. A. (2001). Language learning: A window on emerging intentional understanding. Paper presented as part of a symposium entitled "Intentionality," chaired by Robyn Fivush & Phillip Zelazo at the annual meeting of the Cognitive Development Society, Virginia Beach, VA, October.

Baldwin, D. A. (2001). Language, communication, and intentional understanding in infants. Paper presented at a conference at New York University organized by Bruce Homer & Catherine Tamis- Lomonda, October.

Baldwin, D. A., & Brand, R. (2001). Modifications in mothers' infant-directed action. Paper presented as part of a symposium chaired by Dr. Angeline Lillard, entitled "Motionese: How parents' actions may "speak" to infants" at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Baldwin, D. A. (2001). Early interpersonal understanding: Its value, Its genesis. Paper presented as part of a symposium chaired by Dr. Merrill Garret, entitled "Evaluating precursor systems for human language in apes and children", at the annual meeting of the American Association for the Advancement of Science, San Francisco, CA.

Baldwin, D. A. (2001). Parsing dynamic action. Paper presented as part of an invited symposium chaired by Dr. Richard Aslin at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Baldwin, D. A. (2001). The rise of intentional understanding in human development: Analogies to the ontogenesis of language. Invited address presented at a conference entitled "The Rise of Language out of Pre-language" organized by Drs. Tom Givon and Joan Bybee at the University of Oregon.

Baldwin, D. A. (2001). Infants' action processing skills and the emergence of communicative understanding. Invited address at a conference entitled "Communication and cognitive development in the first 3 years" hosted by Bruce Holmes and Catherine Tamis-LeMonda, New York University, October.

Baldwin, D. A. (2001). Language learning: A window on emerging intentional understanding. Paper presented in an invited symposium on Intentionality, chaired by Phillip David Zelazo and Robyn Fivush at the annual meeting of the Cognitive Development Society in Virginia Beach, VA, October.

Saylor, M., & **Baldwin, D. A.** (2001). Understanding talk about absent things from 12 to 31 months. Poster presented at the annual meeting of the Cognitive Development Society in Virginia Beach, VA, October.

Baldwin, D. A. (2000). The development of early interpersonal understanding. Invited address at the University of Warwick, Warwick, England.

Sabbagh, M., McCandliss, B., Carlson, S., Scherf, S., Girardi, G., Ontai, L., Ashburn, L., & **Baldwin, D.** (2000). Neural correlates of rapid word learning in 19- to 24-month-olds. Paper presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Baldwin, D. A. (2000). Probing the origins of early pragmatic understanding. Paper presented at a conference entitled "Finding the Words...", organized by Drs. Eve Clark & Anne Fernald, Stanford University, Stanford, CA.

Baldwin, D. A. (2000). Charaterizing early interpersonal understanding. Invited address, Stanford University, Stanford, CA.

Saylor, M. M., Baird, J. A., & **Baldwin, D. A.** (2000). Infants' parsing of dynamic human behavior. Poster presented as part of a poster symposium chaired by Drs. Amanda Woodward and Beate Sodian, International Conference on Infant Studies, Brighton, England.

Baldwin, D. A. (1999). The emergence of interpersonal understanding. Invited address at the University of California, Berkeley, Berkeley, CA.

Baldwin, D. A. (1999). The emergence of interpersonal understanding. Invited address at the University of California, Santa Cruz, Santa Cruz, CA.

Baldwin, D. A. (1998). Early-emerging interpersonal skills power knowledge acquisition. Distinguished Scientific Early Career Award Address delivered at the 106th Convention of the American Psychological Association, San Francisco, CA, August 14, 1998.

Saylor, M., Sabbagh, M., & **Baldwin, D. A.** (1998). Young children recruit multiple sources of information to learn words. Paper presented at the 23rd Annual Boston University Conference on Language Development, Boston, MA.

Moses, L. J., & **Baldwin, D. A.** (1998). Social referencing in children and chimpanzees. Invited address presented at the Cognitive Specializations Conference, New Iberia Research Center, New Iberia, LA.

Baird, J.A., Saylor, M., & **Baldwin, D. A.** (1998). Action parsing in infancy and the origins of intentional understanding. Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Baldwin, D. A. (1998). Probing the origins of early pragmatic skill. Paper presented as part of a symposium entitled "The Pragmatics of Word Learning" chaired by Lori Markson and Gil Diesendruck at the biennial meeting of the Society for Research in Child Development, Albuquerque, New Mexico.

Sabbagh, M., & **Baldwin, D. A.** (1997). Low-cost constraints: What social understanding means for semantic development. Talk presented in a symposium chaired by Roberta Golinkoff at the biennial meeting of the Society for Research in Child Development, Washington, D.C.

Sabbagh, M., & **Baldwin, D. A.** (1997). Infants' ability to distinguish objects on the basis of feature information and form-function correspondences. Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, D.C.

Baldwin, D. A., Baird, J. A., & Hoerger, M. L. (1997). The development of intentional understanding. Paper presented at the Conference on Developmental Processes in Early Social Understanding, Ann Arbor, Michigan.

Baldwin, D. A. (1997). Early pragmatic understanding. Invited address presented in a panel discussion chaired by Michael Tomasello at the Stanford Child Language Research Forum, Stanford, CA.

Baldwin, D. A. (1996). Interpersonal inference and the discovery of meaning. Invited address at the University of Arizona, Tucson, AZ.

Baldwin, D. A., Bill, B., & Ontai, L. L. (1996). Infants' tendency to monitor others' gaze: Is it rooted in intentional understanding or a result of simple orienting? Paper presented at the International Conference on Infant Studies, Providence, Rhode Island.

Baldwin, D. A. (1996). What is fixed and what is flexible in early referential understanding? Invited address at the Second Annual West Coast Conference on Theory of Mind, University of California at Berkeley.

Baldwin, D. A., & Moses, L. J. (1996). Distinguishing social referencing from social responsiveness. Talk presented at the XIVth Biennial International Society for the Study of Behavioral Development in a symposium entitled "Infants' Social Understanding" chaired by Diane Poulin-Dubois and Gergely Csibra, Quebec City, Canada.

Moses, L. J., & **Baldwin, D. A.** (1995). Social referencing and understanding of mind in infancy. Paper presented in a symposium chaired by L. Moses & C. Moore at the biennial meeting of the Society for Research in Child Development, Indianapolis, Indiana.

Baldwin, D. A. (1995). Understanding relations between constraints and a socio-pragmatic account of meaning acquisition. Paper presented in a symposium chaired by D. Baldwin & M. Callanan at the biennial meeting of the Society for Research in Child Development, Indianapolis, Indiana.

Baldwin, D. A. (1995). Interpersonal inference and the discovery of meaning. Boyd McCandless Address presented at the annual meeting of the American Psychological Association, New York City, NY.

Baldwin, D. A. (1994). Implications of early referential understanding for language and conceptual development. Invited address given to the workshop on "The Transition from Infancy to Early Childhood" at the University of Chicago, Chicago, Illinois.

Baldwin, D. A. (1994). Implications of early referential understanding for language and conceptual development. Invited address to the Department of Psychology at the University of Michigan, Ann Arbor, Michigan.

Baldwin, D. A., & Moses, L. J. (1993). Infants' ability to consult others' attentional focus to help in interpreting emotional displays. Poster presented at the West Coast Attention Conference, Eugene, Oregon.

Baldwin, D. A. (1993). Infants' ability to recognize when speech is referential and when it's not. Paper presented in a symposium chaired by D. Baldwin & C. Echols at the biennial meeting of the Society for Research in Child Development, New Orleans, Louisiana.

Baldwin, D. A. (1993). Interpersonal inference as a route to reducing the indeterminacy of meaning. Invited address given at the conference on "Early Cognition and the Transition to Language" sponsored by the University of Texas at Austin Center for Cognitive Science, Austin, Texas.

Baldwin, D. A. (1992). Early referential understanding. Paper presented at the UBC Interdisciplinary conference on language.

Baldwin, D. A. (1992). Infants' understanding of cues to word reference. Paper presented at the biennial meeting of the International Society for Infant Studies, Miami, Florida.

Desjardins, R., & **Baldwin, D. A.** (1992). Infants' use of language to guide reasoning about the object world. Paper presented at the biennial meeting of the International Society for Infant Studies, Miami, Florida.

Baldwin, D. A. (1992). Early referential understanding. Paper presented in a symposium chaired by C. Pratt at the 7th Australian Developmental Conference, Brisbane, Australia.

Baldwin, D. A. (1991). Early referential understanding: The linguistic relevance of nonverbal cues. Paper presented at the Eleventh Biennial meeting of the International Society for the Study of Behavioral Development, Minneapolis, Minnesota.

Werker, J. F., & **Baldwin, D. A.** (1991). Speech perception and lexical comprehension. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Baldwin, D. A. (1991). Infants' contribution to the achievement of joint reference. Paper presented in a symposium chaired by G. Butterworth at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Baldwin, D. A. (1990). Infants' contribution to joint reference. Paper presented at the biennial meeting of the International Society for Infant Studies, Montreal, Quebec.

Baldwin, D. A., Markman, E. M., & Melartin, R. (1989). Infants' inferential abilities: Evidence from exploratory play. Paper presented at the biennial meeting of the Society for Research in Child Development, Kansas City, MO.

Baldwin, D. A. (1988). Linguistic changes during the single-word period: Using language for mental impact. Paper presented at the 5th Australian Developmental Conference, Sydney, Australia.

Baldwin, D. A. (1988). Priorities in children's expectations about object label reference: Form over color. Paper presented at the 5th Australian Developmental Conference, Sydney, Australia.

Baldwin, D. A., Markman, E. M., & Melartin, R. (1988). Exploratory play as evidence of inductive reasoning in infancy. Paper presented at the XXIVth International congress in Psychology, Sydney, Australia.

Baldwin, D. A. (1987). Children's expectations about the meanings of object labels: Color similarity vs. form similarity. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Baldwin, D. A. (1986). A first step: Establishing the mappings between objects and object labels. Paper presented at the annual meeting of the Stanford-Berkeley Cognitive Psychology Conference, Stanford, CA.

Baldwin, D. A. (1986). Color similarity in children's classifications and extension of object labels. Paper presented at the annual meeting of the Stanford Child Language Research Forum, Stanford, CA.

Baldwin, D. A. (1985). Exploring children's expectations about word meanings. Paper presented at the biennial meeting of the Society for Research in Child Development, Toronto, Ontario, Canada