

JULIE MARKANT, PH.D.
Department of Psychology
2007 Percival Stern Hall, Box 52
New Orleans, LA 70118
Email: jmarkant@tulane.edu

ACADEMIC APPOINTMENTS

- Assistant Professor** 2015 –
Department of Psychology
Tulane Brain Institute
Tulane University, New Orleans, LA
- Postdoctoral Research Associate** 2010 – 2015
Department of Cognitive, Linguistic, & Psychological Sciences,
Brown University, Providence, RI
Mentor: Dima Amso, Ph.D.

EDUCATION

- Ph.D. in Child Psychology** 2010
Minor in Neuroscience
Institute of Child Development
University of Minnesota, Minneapolis, MN
Mentor: Kathleen M. Thomas, Ph.D.
- M.A. in Child Psychology** 2007
Institute of Child Development
University of Minnesota, Minneapolis, MN
- B.A. with Distinction** 2002
Concentration in Biopsychology
Cornell University, Ithaca, NY

PROFESSIONAL EXPERIENCE

- Lab Manager/Research Associate** 2002 – 2005
Infant Perception Lab
Department of Brain & Cognitive Sciences
University of Rochester, Rochester, NY
Supervisor: Richard N. Aslin, Ph.D.

AWARDS AND HONORS

Doctoral Dissertation Fellowship, Graduate school, University of Minnesota	2009 – 2010
Pre-doctoral Fellowship, Graduate School, University of Minnesota	2005 – 2006
Phi Beta Kappa Society	2002

GRANTS AND RESEARCH SUPPORT

Completed Intramural Support at Tulane

Source	University Senate Committee on Research Fellowship
Date	2015 – 2016
PI	Markant
Direct Costs	\$10000

Tulane Student Grant Support

Source	Tulane Honors Summer Research Program
Date	Summer 2016
PI	Matt Coleman, Markant as mentor
Direct Costs	\$1000

Support Prior to Tulane

Source	NICHD T32-HD007151
Date	2006 - 2009
PI	Dan Kersten, Ph.D.
Role	Trainee
Title	Univ. of Minnesota pre-doctoral training grant in cognitive sciences

Source	University of Minnesota Graduate School
Date	2009
PI	Markant
Direct Costs	\$2500
Title	Selective Attention and Individual Differences in Infant Learning

Source	University of Minnesota Center for Neurobehavioral Development
Date	2009
PI	Markant
Direct Costs	\$2000
Title	Selective Attention and Individual Differences in Infant Learning

Source University of Minnesota Institute of Child Development
Date 2009
PI Markant
Direct Costs \$800
Title Selective Attention and Individual Differences in Infant Learning

PUBLICATIONS

*Denotes graduate mentee; underline denotes undergraduate mentee

Journal Articles

Coleman, M., Offen, K., & **Markant, J.** (2018). Exercise similarly facilitates men and women's selective attention task response times but differentially affects memory task performance. *Frontiers in Psychology, 9*(1405), 1-19. doi: 10.3389/fpsyg.2018.01405

Cruse, A., Offen, K., & **Markant, J.** (2018). Spatial selective attention biases are shaped by long-term musical training and short-term exposure to tones. *Brain and Cognition, 125*, 106-117. doi: 10.1016/j.bandc.2018.06.006

Markant, J. & Scott, L.S. (2018). Attention and perceptual learning interact in the development of the other-race effect. *Current Directions in Psychological Science, 27*(3), 163-169. doi: 10.1177/0963721418769884

Nussenbaum, K., Amso, D., & **Markant, J.** (2017). When increasing distraction helps learning: Distractor number and content interact in their effects on memory. *Attention, Perception, and Psychophysics, 79*, 2606-2619. doi: 10.3758/s13414-017-1399-1

Markant, J., Ackerman, L., Nussenbaum, K., & Amso, D. (2016). Selective attention neutralizes the adverse effects of socioeconomic status on memory in 9-month-old infants. *Developmental Cognitive Neuroscience, 18*, 26-33. doi: 10.1016/j.dcn.2015.10.009

Markant, J. & Amso, D. (2016). The development of selective attention orienting is an agent of change in learning and memory efficacy. *Infancy, 21*(2), 154-176. doi: 10.1111/infa.12100

Markant, J., Oakes, L.M., & Amso, D. (2016). Visual selective attention biases contribute to the other-race effect among 9-month-old infants. *Developmental Psychobiology, 58*(3), 355-365. doi: 10.1002/dev.21375

Markant, J., Worden, M.S., & Amso, D. (2015). Not all attention orienting is created equal: Recognition memory is enhanced when attention orienting involves distractor suppression. *Neurobiology of Learning and Memory, 120*, 28 -40. doi: 10.1016/j.nlm.2015.02.006

Amso, D., Haas, S., & **Markant, J.** (2014). An eye tracking investigation of developmental change in bottom-up attention orienting to faces in cluttered natural scenes. *PLoS ONE*, *9*(1), e85701. doi: 10.1371/journal.pone.0085701

Amso, D., Haas, S. **Markant, J.**, Tenenbaum, E., & Sheinkopf, S. (2014). Bottom-up attention orienting in young children with autism. *Journal of Autism and Developmental Disorders*, *44*(3), 664-673. doi: 10.1007/s10803-013-1925-5

Hodel, A.S., **Markant, J.**, Van Den Heuvel, S.E., Cirilli Raether, J.M., & Thomas, K.M. (2014). Developmental differences in effects of task pacing on implicit sequence learning. *Frontiers in Psychology*, *5*, 153. doi: 10.3389/fpsyg.2014.00153

Markant, J. & Amso, D. (2014). Leveling the playing field: Attention mitigates the effects of individual variability in intelligence. *Cognition*, *131*(2), 195-204. doi: 10.1016/j.cognition.2014.01.006

Markant, J., Cicchetti, D., Hetzel, S. & Thomas, K.M. (2014a). Contributions of COMT Val¹⁵⁸Met to cognitive stability and flexibility in infancy. *Developmental Science*, *17*(3), 396-411. doi: 10.1111/desc.12128

Markant, J., Cicchetti, D. Hetzel, S. & Thomas, K.M. (2014b). Relating dopaminergic and cholinergic polymorphisms to spatial attention during infancy. *Developmental Psychology*, *50*(2), 360-369. doi: 10.1037/a0033172

Markant, J. & Amso, D. (2013). Selective memories: Infants' encoding is enhanced in selection via suppression. *Developmental Science*, *16*(6), 926-940. doi: 10.1111/desc.12084

Amso, D. & **Markant, J.** (2011). Self-regulation: A comprehensive overview of an interdisciplinary topic. *PsychCRITIQUES*, *56*(48).

Book Chapters

Markant, J. & Thomas, K.M. (2013). Postnatal brain development. In P.D. Zelazo (Ed.), *Oxford Handbook of Developmental Psychology* (pp. 129-163). New York, NY: Oxford University Press.

Manuscripts Under Review

Manuscripts In Preparation

King*, J. & **Markant, J.** (in preparation). Developing selective attention skills influence children's learning from meaningful distraction.

Markant, J., Hodel, A., Cicchetti, D., & Thomas, K.M. (in preparation). *COMT* genotype and infant attention and learning predict early childhood executive functions.

PRESENTATIONS

Research Presentations

*Denotes graduate mentee; underline denotes undergraduate mentee

Noonan*, C. & **Markant, J.** (2019). Approving infant-directed messages enhance gaze cueing in six-month-old infants. In C. Noonan and **J. Markant** (Co-Chairs), *Gaze Following in Infancy: Contextual Influences and Developmental Implications*. Symposium submitted to the Society for Research in Child Development, Baltimore, MD.

Keenan*, B., Offen, K., & **Markant, J.** (2019). High-value reward biases 9-12-month-old infants' visual search performance. Poster submitted to the Society for Research in Child Development, Baltimore, MD.

King*, J. & **Markant, J.** (2019). Age and selective attention interact to influence children's learning from meaningful distraction. Poster submitted to the Society for Research in Child Development, Baltimore, MD.

Keenan*, B & **Markant, J.** (2018). Reward learning biases selective attention among 9-to-12-month-old infants. Poster to be presented at the International Society for Developmental Psychobiology, San Diego, CA.

King*, J. & **Markant, J.** (2018). Children's learning from distraction varies by selective attention ability. Poster to be presented at the International Society for Developmental Psychobiology, San Diego, CA.

Tholen, K. & **Markant, J.** (2018, August). Examining the relationship between working memory and selective attention among musicians and non-musicians. Poster presented at the Tulane University Research Program in Neuroscience Summer Program, New Orleans, LA.

Noonan*, C. & **Markant, J.** (2018, July). Gaze cueing in six-month-olds following emotional infant-directed messages. Poster presented at the International Congress on Infant Studies, Philadelphia, PA.

Coleman, M., Markant, D., Offen, K., & **Markant, J.** (2018, February). The interaction of positive prediction error and active learning on memory. Poster presented at the Tulane University Health Sciences Research Day, New Orleans, LA.

- Dean of the School of Science and Engineering Award for Excellence in Research and Presentation by an Undergraduate Student

King*, J. & **Markant, J.** (2017, November). Distractor suppression and memory performance in school-aged children. Poster presented at the International Society for Developmental Psychobiology, Washington, DC.

Markant, J., Hodel, A., Offen, K., LaCoursiere, C., Hercules, H.J., & Thomas, K.M. (2017, April). *Socioeconomic status in infancy predicts concurrent learning outcomes and early childhood working memory performance.* Poster presented at the Society for Research in Child Development, Austin, TX.

Markant, J., Hodel, A., Offen, K., Sherman, S.J., Senich, K.L., Cicchetti, D., & Thomas, K.M. (2017, April). *COMT genotype and infant attention and learning predict early childhood executive functions.* Poster presented at the Society for Research in Child Development, Austin, TX.

Noonan*, C., & **Markant, J.** (2017, April). *Meaningfully distinct infant-directed faces influence gaze-cueing in six-month-olds.* Poster presented at the Society for Research in Child Development, Austin, TX.

Offen, K., **Markant, J.**, Hodel, A.H., Hercules, H.J., LaCoursiere, C., & Thomas, K.M. (2017, April). *Socioeconomic status in infancy moderates the relationship between birth weight and early childhood IQ in a low-risk sample.* Poster presented at the Society for Research in Child Development, Austin, TX.

Markant, J., Hodel, A., Offen, K., Sherman, S.J., Senich, K.L., Cicchetti, D., & Thomas, K.M. (2016, November). *Infant cognition and COMT genotype predict early childhood executive functions.* Paper presented at the International Society for Developmental Psychobiology, San Diego, CA.

Cruse, A. & **Markant, J.** (2016, August). Visual spatial selective attention and musical experience. Poster presented at the Tulane University Research Program in Neuroscience Summer Program, New Orleans, LA.

Gunther, K., **Markant, J.**, Martino, R., & Amso, D. (2016, May). *The relation between attention orienting in infancy and executive control in early childhood.* Poster presented at the International Congress on Infant Studies, New Orleans, LA.

- Nussenbaum, K., **Markant, J.**, & Amso, D. (2016, April). *Increasing distractor set size reduces conceptual interference during target encoding*. Poster presented at the Cognitive Neuroscience Society, New York, NY.
- Talge, N.M., Tudor, B., **Markant, J.**, & Kileny, P.K., (2016, June). *Auditory brainstem responses and their association with autism spectrum disorder: A systematic review*. Poster presented at the Society for Pediatric & Perinatal Epidemiologic Research Meeting, Miami, FL.
- Ackerman, L., **Markant, J.**, & Amso, D. (2015, March). *Selective attention mitigates the relationship between socioeconomic status and memory in infancy*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.
- Andrews, L., MacDonald, J., **Markant, J.**, & Nyhus, E. (2015, March). *Selective attention and memory: Event-related potentials and the IOR effect*. Poster presented at the Cognitive Neuroscience Society, San Francisco, CA.
- LaPlante, M., Hodel, A., Senich, K., Friesen, **Markant, J.**, & Thomas, K.M. (2015, March). *Relationship between infant attention & temperament and later executive functions*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.
- Sherman, S.J., Hodel, A.S., **Markant, J.**, & Thomas, K.M. (2015). *Effects of genes on individual differences in executive function development in preschool-aged children*. Poster presented at the University of Minnesota Undergraduate Research Symposium, University of Minnesota.
- Andrews, L., MacDonald, J., **Markant, J.**, & Nyhus, E. (2014, November). *Selective attention and memory: Event-related potentials and the IOR effect*. Poster presented at the Society for Neuroscience, Washington, D.C.
- Markant, J.** & Amso, D. (2014, November). *An attentional but not racial bias underlies the other-race effect in infancy*. Paper presented at the International Society for Developmental Psychobiology, Washington, D.C.
- Markant, J.**, Oakes, L.M., & Amso, D. (2014, July). *Selection via suppression counteracts the other-race effect among 9-month-old infants*. Poster presented at the International Conference on Infant Studies, Berlin, Germany.

Markant, J. & Amso, D. (2013, April). *Attention modulates the effects of intelligence on recognition memory during the school years*. Paper presented at the Society for Research in Child Development, Seattle, WA.

Markant, J. & Amso, D. (2013, October). *Selective attention moderates 4-month-olds' categorization*. Poster presented at the Cognitive Development Society, Memphis, TN.

Markant, J. & Amso, D. (2013, September). *Attention moderates the effects of memory encoding and subsequent item recognition: Evidence from combined eye tracking and fMRI*. Poster presented at the Flux Congress on Integrative Developmental Cognitive Neuroscience, Pittsburgh, PA.

Markant, J., Worden, M.S., & Amso, D. (2013, November). *Attention moderates the effects of memory encoding and subsequent item recognition: Evidence from combined eye tracking and fMRI*. Poster presented at the Society for Neuroscience, San Diego, CA.

Amso, D., Tenenbaum, E., Haas, S., **Markant, J.,** & Sheinkopf, S. (2012, November). *Influences on gaze direction in autism*. Poster presented at the International Society of Developmental Psychobiology, New Orleans, LA.

Markant, J. & Amso, D. (2012, June). *Selective attention promotes category learning among 9-month-old infants*. Poster presented at the International Conference on Infant Studies, Minneapolis, MN.

Markant, J., Cicchetti, D., Hetzel, S.R., & Thomas, K.M. (2012, June). *COMT polymorphisms contribute to individual differences in infants' sensitivity to novel information*. Poster presented at the International Conference on Infant Studies, Minneapolis, MN.

Markant, J., Cicchetti, D., Hetzel, S.R., & Thomas, K.M. (2011, November). *Genetic contributions to cognitive flexibility in infancy*. Paper presented at the International Society of Developmental Psychobiology, Washington, DC.

Markant, J. & Amso, D. (2011, October). *Selective attention promotes learning and memory across development*. In J. Markant & D. Amso (Co-Chairs), *Attention and memory interactions across development*. Symposium conducted at the Cognitive Development Society, Philadelphia, PA.

Markant, J. & Thomas, K.M. (2011, October). *Selective attention constrains infants' learning of competing information*. Poster presented at the Cognitive Development Society, Philadelphia, PA.

Van Den Heuvel, S.E., Hodel, A.S., **Markant, J.**, & Thomas, K.M. (2011, March). *Effects of procedural variations on implicit sequence learning in preschool-aged children: Role of task pace and accuracy feedback*. Poster presented at the Society for Research in Child Development, Montreal, QC Canada.

Markant, J. (2010, April). *Selective attention and individual differences in infant learning*. Poster presented at the Doctoral Dissertation Fellowship Research Showcase, University of Minnesota.

Hodel, A.S., **Markant, J.**, & Thomas, K.M. (2010, March). *Development of covert attention in low-risk preterm infants*. Poster presented at the International Conference on Infant Studies, Baltimore, MD.

Kummer, K.K., **Markant, J.**, Cicchetti, D., Hetzel, S., Van Den Heuvel, S.E., Hodel, A.S., & Thomas, K.M. (2010, March). *Genetic polymorphisms contributing to individual differences in infants' selective attention*. Poster presented at the International Conference on Infant Studies, Baltimore, MD.

Markant, J., Hodel, A.S., Van Den Heuvel, S.E., & Thomas, K.M. (2010, March). *Stability of spatial selective attention among 7-month-old infants*. Poster presented at the International Conference on Infant Studies, Baltimore, MD.

Quinn, A. **Markant, J.**, Hodel, A.S., Van Den Heuvel, S.E., & Thomas, K.M. (2010, March). *Cognitive and behavioral correlates of infants' birth weight and rate of growth*. Poster presented at the International Conference on Infant Studies, Baltimore, MD.

Hodel, A.S., Cirilli, J., **Markant, J.**, & Thomas, K.M. (2009, April). *Implicit sequence learning in preschool-aged children: A comparison of fixed- and self-paced paradigms*. Poster presented at the Society for Research in Child Development, Denver, CO.

Markant, J., Hodel, A.S., & Thomas, K.M. (2009, April). *The role of eye movements in spatial learning*. Poster presented at the Society for Research in Child Development, Denver, CO.

Markant, J., Grubba-Derham, J.J., Cirilli, J., & Thomas, K.M. (2007, March). *Domain-specific development of implicit sequence learning*. Poster presented at the Society for Research in Child Development, Boston, MA.

Aslin, R.N., Fiser, J., Lathrop, A., Rothkopf, C., & **Markant, J.** (2006, July). *An infant's eye view of the world: Implications for learning in natural contexts*. Paper presented at the International Conference on Infant Studies, Kyoto, Japan.

Lathrop, A.L., **Markant, J.**, & Aslin, R.N. (2005, April). *Eye movements as a measure of pattern learning in six-month-old infants*. Poster presented at the ESRC Symposium on the Development of Object Knowledge, Yale University.

Invited Presentations

Markant, J. (2018). *Learning from distraction during development*. Invited talk presented at Department of Psychology, Louisiana State University, Baton Rouge, LA.

Markant, J. (2017). *Truth to a psychologist*. Guest lecture, Lies, Damned Lies & Big Data. Tulane University, New Orleans, LA.

Markant, J. (2017). *Development of attention networks*. Guest lecture, Developmental Neuroscience, Tulane Medical School, New Orleans, LA.

Markant, J. (2017). *Attention and memory interactions across development*. Invited talk presented at Child and Adolescent Psychiatry Grand Rounds, Tulane University, New Orleans, LA.

Markant, J. (2016). *Selective attention and memory across development*. Invited talk presented at the Tulane University Neuroscience Seminar Series, New Orleans, LA.

Markant, J. (2015). *Basic statistics*. Guest lecture, Lab in Developmental Psychology, Brown University, Providence, RI.

Markant, J. (2014). *Selective attention and memory across development*. Invited talk presented at Department of Psychology, Bowdoin College, Bowdoin, Maine.

Markant, J. (2013). *Brain and cognitive development*. Guest lecture – Mind, Brain, & Behavior, Brown University, Providence, RI.

Markant, J. & Amso, D. (2012). *Attention and memory interactions across development.* Invited talk presented at the Mortimer D. Sackler Winter Conference on Developmental Psychobiology, Ko Olina, Oahu, Hawaii.

Markant, J. (2009). *Look and learn: The role of eye movements in implicit spatial learning.* Talk presented at the Center for Cognitive Sciences Spring Research Day, University of Minnesota, Minneapolis, MN.

Markant, J. (2008). *Covert attention and learning across development.* Talk presented at the Center for Cognitive Sciences Spring Research Day, University of Minnesota, Minneapolis, MN.

Markant, J. (2007). *Domain-specific development of implicit sequence learning.* Talk presented at the Center for Cognitive Sciences Spring Research Day, University of Minnesota, Minneapolis, MN.

MEDIA MENTIONS

2018 “*Lab uses face-processing data to investigate early learning,*” Tulane New Wave, 5/22/18

<https://news.tulane.edu/news/lab-uses-face-processing-data-investigate-early-learning>

2017 “*Neuroscience majors TURN to research,*” Tulane New Wave, 8/9/17

http://news.tulane.edu/news/neuroscience-majors-turn-research?utm_source=nwemail

2017 “*Building a smarter child: Experts reveal what really works,*” The New Orleans Advocate, 5/8/17

http://www.theadvocate.com/new_orleans/entertainment_life/article_7cd775ba-1fcd-11e7-b4ac-5b07cd5bedcc.html

2017 “*Raising consciousness,*” Tulane Alumni Magazine, March 2017

https://issuu.com/tulaneuniversity/docs/131339061559792378_tulane_march_2017

2016 “*Visual attention: Its role in memory and development,*” Psychological Science Agenda, January 2016

<http://www.apa.org/science/about/psa/2016/01/visual-attention.aspx>

RESEARCH MENTORSHIP

Doctoral Research Supervisor

Brianna Keenan, Psychology, Tulane University

2017 –

Jill King, Neuroscience, Tulane University

2017 –

Claire Noonan, School Psychology, Tulane University 2015 –

Undergraduate Research Supervisor

Current

Rachel Aber; Neuroscience	2018 -
Kimberly Cortez; Neuroscience & Spanish	2018 -
Jackie Kandalatt; Neuroscience & International Relations	2018 -
Savannah McNair; Neuroscience & Psychology	2018 -
Julia Nauman; Neuroscience & Psychology	2017 -
Emilee Saxon; Neuroscience	2018 -
Caitlin Strozewski; Neuroscience	2017 -
Kaitlyn Tholen; Neuroscience	2017 -
Leah Vaidya; Mathematics & Chemistry	2018 -

Past

Christina Attia (Neuroscience, 2016 - 2018), Matt Coleman (Neuroscience, 2015 - 2018), Monica Holler (Neuroscience & Psychology, 2016 - 2018), Samantha Loberg (Psychology, 2017), Jeffrey Nagler (Neuroscience, 2016), Samuel Shovers (Neuroscience, 2017), Dara Tucker (Neuroscience, 2017 - 2018), Maya Vasishth (Neuroscience, 2017 - 2018)

Dissertation Committees Chaired

Claire Noonan (Psychology, in progress)

Dissertation Committee Member

Max Anderson (Psychology, 2018), Lisa Chinn (Psychology, in progress)

Comprehensive Exam Committees Chaired

Claire Noonan (Psychology, 2017)

Jill King (Neuroscience, 2018)

Comprehensive Exam Committee Member

Max Anderson (Psychology, 2016), Nick Fears (Psychology, 2017), Emily Lewis (Psychology, in progress), Blair Youmans (Psychology, in progress)

Master's Thesis Committees Chaired

Claire Noonan (Psychology, 2016). *Six-month-old infants' scanning of meaningfully distinct audiovisual infant-directed faces.*

Brianna Keenan (Psychology, in progress)

Master's Thesis Committee Member

Emily Lewis (Psychology, 2017), Blair Youmans (Psychology, 2018)

Undergraduate Honors Thesis Committees Chaired

Alyssa Cruse; Neuroscience	2016 – 2017
Matt Coleman; Neuroscience	2017 – 2018
Monica Holler; Neuroscience & Psychology	2017 – 2018
Kaitlyn Tholen; Neuroscience	2018 – 2019

Undergraduate Honors Thesis Committee Member

Silas Buck (Neuroscience, 2017), Lauren DeBlanc (Psychology, 2018)

TEACHING EXPERIENCE

Tulane University

Undergraduate

PSYC 3210 Child Psychology: Fall 2015, Spring 2016, Fall 2016, Fall 2017

Graduate

PSYC 7420 Developmental Neuroscience: Spring 2017, Spring 2018

Brown University

Undergraduate

CLPS 1680B Seminar on Developmental Disorders: Spring 2014

University of Minnesota

Undergraduate

CPSY 2301 Introduction to Child Psychology (co-instructor): Spring 2008

CPSY 4343 Cognitive Development (co-instructor): Fall 2009

CPSY 4303 Adolescent Development (teaching assistant): Spring 2009

CPSY 4329 Biological Foundations of Development (teaching assistant): Fall 2007

CPSY 4347W Senior Project (teaching assistant; writing intensive): Spring 2010

PROFESSIONAL SERVICE

Tulane University

Member, Colloquium Committee, Psychology Department	2015 –
Member, Early Childhood Committee, Psychology Department	2016 –
Member, Strategic Growth Committee, Psychology Department	2016 – 2017

Ad Hoc Reviewer

Journals: *Child Development*, *Cognition*, *Developmental Cognitive Neuroscience*, *Development and Psychopathology*, *Developmental Psychobiology*, *Developmental Psychology*, *Developmental Science*, *Experimental Brain Research*, *European Journal of Cognitive Psychology*, *Infancy*, *Journal of*

Cognition and Development, Journal of Experimental Child Psychology, PLOS One, Psychological Science, Research in Developmental Disabilities, Vision Research

Refereed Meetings: *Cognitive Science Society, International Congress on Infant Studies Biennial Meeting, Society for Research on Child Development*

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

Flux Congress for Integrative Developmental Cognitive Neuroscience	2013 –
International Congress on Infant Studies	2010 –
International Society for Developmental Psychobiology	2011 –
Society for Research in Child Development	2007 –
Brown University Institute for Brain Sciences	2010 – 2015
Center for Cognitive Sciences, University of Minnesota	2005 – 2010
Center for Neurobehavioral Development, University of Minnesota	2005 – 2010