

CURRICULUM VITAE  
Gedeon O. Deák, Ph.D.

March, 2014

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**Professional Appointments**

Professor, University of California, San Diego Dept. of Cognitive Science & Human Development Program	2012 –
Visiting Invited Professor, Southwest University, China	Summer 2011
Associate Professor, University of California, San Diego Dept. of Cognitive Science & Human Development Program	2005 – 2012
Assistant Professor, University of California, San Diego Dept. of Cognitive Science & Human Development Program	1999 – 2005
Assistant Professor, Vanderbilt University Department of Psychology and Human Development	1995 – 1999

**Educational History**

Ph.D.	University of Minnesota (Child Psychology)	1995
B.A. cum laude	Vassar College (Psychology)	1990

**Awards, Fellowships, and Honors**

*Research Awards*

Kavli Foundation For Mind and Brain (\$30,000 D.C.) [Returned] “Left to Its Own Devices: Is Left Hemispheric Specialization for Speech Special?” [Carson Dance, P.I. co-investigator: Sarah Creel]	2013 – 2014
UCSD Academic Senate grant (\$12,000 D.C.) [P.I.] “Behavioral and Electrophysiological Correlates of Toddler's Language Skills”	2013 – 2014
National Science Foundation (DLS) (\$146,387 D.C.) [P.I.] “Synchrony of EEG and Action in Real-Time Toddler-Parent Social Interaction” [co-investigator: Scott Makeig]	2012 – 2013
National Institutes of Health NICHD (\$148,053 D.C. to UCSD) “The Path to Language and Literacy: A Cross-Linguistic Longitudinal Approach” [Margaret Friend, P.I.; co-investigators: D. Poulin-Dubois; P. Zesiger]	2011 – 2013
UCSD Academic Senate grant (\$23,494 D.C.) [P.I.]	2011 – 2012

“Toddlers’ Physiology, Emotion, and Motion During Social Interactions”	
UCSD Academic Senate grant (\$9,948 D.C.) [P.I.] “Children’s Cognitive Control and its Relation to Understanding Sentences and Stories”	2010 – 2011
National Science Foundation/SLC (\$80,000 D.C.) [co-P.I.] “Temporal dynamics of infant-parent attention and affect” [co-P.I.s: Gwen Littlewort; Marian Bartlett]	2009 – 2013
National Science Foundation/SLC (\$45,000 D.C.) [co-P.I.] “The Toddlers’ Rapid Auditory Processing (TRAP) test” [co-P.I.s: April Benasich; Paula Tallal]	2009 – 2013
National Science Foundation (HSD) (\$750,000) [P.I.] “From social routines to early language: Tracking neural, cognitive, and family influences from infancy into preschool” [co-investigators: Sarah Creel, Scott Makeig, Howard Poizner]	2008 – 2011
National Science Foundation/SLC (\$28,300 D.C.) [co-P.I.] Temporal Dynamics Learning Center Award [P.I: Gary Cottrell] “Just-in-time parenting: Longitudinal Effects of Caregivers’ Sensitivity To Infant Affect and Attention” [co-P.I: Marian Stewart Bartlett]	2008 – 2009
National Science Foundation/SLC (\$8,200 D.C.) [co-P.I.] Temporal Dynamics Learning Center Award [P.I: Gary Cottrell] “Rapid Auditory Processing in toddlers: Piloting a new behavioral test” [co-P.I.s: April Benasich; Paula Tallal]	2008 – 2009
UCSD Academic Senate Bridge Funding (\$21,956 D.C.) [P.I.] “Longitudinal Study of the Transition From Infant Attention-Sharing to Early Language”	2008 – 2009
National Science Foundation (SLC) (\$149,948 total) [co-P.I.] “From attention-training to language learning: Brain and behavioral measures” [co-investigator: April Benasich]	2008 – 2009
National Science Foundation/SLC (\$20,000 D.C.) [co-P.I.] Temporal Dynamics Learning Center Award [P.I: Gary Cottrell] “Practice and testing effects on children’s word and fact learning” [co-P.I: Hal Pashler; co-investigator: Mike Mozer]	2007 – 2008
Kavli Institute for Mind and Brain (\$32,220 D.C.) [co-P.I.] “Developing adaptive minds: Neural and behavioral dynamics of cognitive flexibility in childhood” [co-P.I.s: Nicholas Cepeda & Rita Ceponiene; co-investigators: Alan Lincoln, & Jeanne Townsend]	2006 – 2009
National Science Foundation (HSD) (\$749,747 total) [P.I.] “The emergence of social attention-sharing infancy: Behavioral and computational tests of a new theory” [co-investigators: Jochen Triesch & Kang Lee]	2005 – 2008
UCSD Academic Senate grant (\$18,010 D.C.) [P.I.] “How human infants learn social interaction skills”	2005

NAAR [National Alliance for Autism Research] (\$120,000 D.C.) “The MESA project: Modeling the Emergence of Shared Attention” [P.I.: Jochen Triesch; co-investigator: Javier Movellan]	2003 – 2005
M.I.N.D. Institute (\$112,000 D.C.) [P.I.] “Neural models of the development & dysfunction of shared attention: Testing parameters of social learning that underlie autistic behavior” [co-investigators: Jochen Triesch & Javier Movellan]	2002 – 2003
National Science Foundation (\$198,035 total) [P.I.] “The growth of flexible problem solving: Learning to adapt to changing verbal and non-verbal tasks”	2001 – 2003
Hellman Fellowship (\$6,800 D.C.) [P.I.] “Cognitive flexibility in preschool children”	2001 – 2002
University of California Academic Senate (\$4,480) [P.I.] “Input factors and acquisition of semantically related words”	2000 – 2001
Nicholas Hobbs Society (\$15,080) [co-P.I.] “Forms of gaze & verbalization that elicit & direct infant attention” [co-P.I.: Tedra Walden; co-investigator Kate Short-Meyerson]	1998 – 1999
Vanderbilt University Research Council (\$2,970) [P.I.] “How flexible problem-solving develops”	1998 – 1999
Spencer Foundation (\$40,000) [P.I.] “How children learn systems of words: Understanding and facilitating the acquisition of semantic relations”	1997 – 1999
Vanderbilt University Research Council (\$8,200) [P.I.] “The development of inductive inference: Detection of indeterminacy & property generalization across ontological kinds”	1997 – 1998
Vanderbilt University Research Council (\$5,700) [P.I.] “Processes of inductive inference in young children”	1996 – 1997

#### *Conference Grants*

National Science Foundation (\$33,900 ) [co-investigator] “Learning to Attend, Attending to Learn: Neurological, Behavioral and Computational Perspectives” [Rachel Wu, P.I.]	2013
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#### *Training and Center Grants*

NSF Science of Learning Center [co-investigator] “Temporal Dynamics of Learning Center” (\$18.8M) [Gary Cottrell and Andrea Chiba, co-directors]	2011 – 2015
NSF Science of Learning Center [affiliate] “Temporal Dynamics of Learning Center” (\$5M) [Gary Cottrell and Andrea Chiba, co-directors]	2006 – 2010
National Science Foundation REU Supplement (\$6,000) [P.I.] “Emergence of social attention-sharing infancy: Quasi-naturalistic infant-parent behaviors in two kinds of interactions”	2006 – 2007
National Institutes of Health (NIDCD T3 DC007361-01) [affiliate]	2005 – 2010

“Neurocognitive approaches to communication disorders”  
[Donna Thal, SDSU, PI]

National Science Foundation IGERT Program [affiliate] 2003 – 2009  
“Vision and learning in humans and machines”  
[G. Cottrell, G. Boynton, V. de Sa, K. Dobkins & D. Kriegman, co-PIs]

*Fellowships and Honors*

Hellman Fellow	2001 – 2002
Nicholas Hobbs Society	1998 – 1999
National Academy of Education Post-doctoral Fellow	1997 – 1999
Doctoral Dissertation Fellowship, U of MN	1994 – 1995
Eva O. Miller Doctoral Fellowship, U of MN (declined)	1994 – 1995
APA Dissertation Research Award	1994
APS Student Research Competition winner	1994
NICHHD Graduate Training Fellowship	1991 – 1994
U of MN Graduate School fellowship	1990 – 1991

**Research Interests**

Categorization and inductive generalization in preschool and school-aged children  
Complex transactional-sequential models of infant-adult dyadic action and interaction  
Development of flexible categorization and problem-solving  
Dynamic semantic and pragmatic processing in children’s ongoing discourse comprehension  
EEG and motion dynamics during infant-parent social interactions  
Embodied models of social learning & infant behavioral development  
Joint attention and infants-caregiver communication; ontogeny of social cognition  
Logical competence and metacognition in preschool children  
Physiological & behavioral dynamics of arousal, affect, and attention in infant social interactions  
Word learning and naming by preschool and school-aged children

**Publications**

*Submitted or In Revision*

Deák, G.O., & Boddupalli, G. (in revision) *Flexible reasoning about object functions by preschool children.*

Gupta, R., & Deák, G.O. (re-submitted). *Disarming smiles: Irrelevant happy faces slow post-error responses.*

Holt, A.E., & Deák, G.O. (submitted). *Which executive functions predict the development of children’s task-switching efficiency?*

Liao, Y., Hong, L., & Deák, G.O. (submitted). *‘I blame because I care’: Values and the attribution of intent for an action’s side-effect.*

Liao, Y., Akalin Acar, Z., Makeig, S., & Deák, G. O. (Submitted). *EEG imaging of toddlers during dyadic turn-taking: Mu-rhythm modulation while producing or observing social actions.*

Narasimham, G., Deák, G.O., & Cepeda, N.J. (in revision). *Does development of rule-switching flexibility “scale up?” evidence from a new test, the 3DCCS.*

*Published or In Press*

Deák, G.O. (to appear). Interrelations of language and cognitive development. *Encyclopedia of Language Development*, P. Brooks & V. Kampe, Eds. SAGE.

Deák, G.O. (to appear). Slow mapping in lexical development. *Encyclopedia of Language Development*, P. Brooks & V. Kampe, Eds. SAGE.

Holt, A.E. & Deák, G.O. (in press). Children’s task-switching: Missing our cue? *Journal of Cognition and Development*.

Deák, G.O. (2014). Development of adaptive tool-use in early childhood: Sensory-motor, social, and conceptual factors. In J. Benson (Ed.), *Advances in Child Development and Behavior*, 46, 149-181. <http://dx.doi.org/10.1016/B978-0-12-800285-8.00006-6>.

Deák, G.O., Krasno, A., Triesch, J., Lewis, J., & Sepeda, L. (2014). Watch the hands: Human infants can learn gaze-following by watching their parents handle objects. *Developmental Science*, 17, 270–281. doi: 10.1111/desc.12122.

Deák, G.O. (2013). Word learning. In H. Pashler (Ed.), *Encyclopedia of the Mind*. SAGE.

Deák, G.O., & Narasimham, G. (2013). Young children’s flexible use of semantic cues to word meanings: Converging evidence of individual and age differences. *Journal of Child Language*. <http://dx.doi.org/10.1017/S030500091200075X>

Deák, G.O., Triesch, J., Krasno, A., de Barbaro, K., & Robledo, M. (2013). Learning to share: The emergence of joint attention in human infancy. In B. Kar (Ed.), *Cognition and Brain Development: Converging Evidence from Various Methodologies* (pp. 173-210). Washington, DC: American Psychological Association.

Deák, G.O., & Toney, A.J. (2013). Young children’s fast mapping and generalization of words, facts, and pictograms. *Journal of Experimental Child Psychology*, 115, 273-296. <http://www.sciencedirect.com/science/article/pii/S0022096513000441>

de Barbaro, K., Johnson, C., & Deák, G.O. (2013). Twelve-month ‘social revolution’ emerges from mother-infant sensory-motor coordination: A longitudinal investigation. *Human Development*, 56, 223-248.

de Barbaro, K., Forster, K., Johnson, C.M., & Deák, G.O. (2013). Methodological considerations for bridging micro- and macro-behavioral data in studies of social interaction. *IEEE Transactions on Autonomous Mental Development*, 5(3), 258-270. 0.1109/TAMD.2013.2276611

Ellis, E., Robledo, M., & Deák, G. O. (2013). Contingency learning in infancy and its relation to later vocabulary. *Language Learning and Development*, 10, 36-50. <http://dx.doi.org/10.1080/15475441.2013.799988>

Rohlfing, K.J., & Deák, G.O. (Eds.) (2013). *Transactions on Autonomous Mental Development*. [Special Issue: ‘Microdynamics of interaction: Capturing and modeling early social learning’]

Rohlfing, K.J., & Deák, G.O. (2013). Microdynamics of interaction: Capturing and modeling infants’ social learning. *IEEE Transactions on Autonomous Mental Development*, 5(3), 189-191. 0.1109/TAMD.2013.2278456

- Jasso, H., Triesch, J., Lewis, J., & Deák, G.O. (2012). A unified account of gaze-following. *IEEE Transactions on Autonomous Mental Development*, 4(4), 257-272  
10.1109/TAMD.2012.2208640
- Long, C., Deák, G. & Li, H. (2012). Category label effects on Chinese children's inductive inferences: Modulation by perceptual detail and category specificity. *Journal of Experimental Child Psychology*, 111, 230-245.
- de Barbaro, K., Chiba, A., & Deák, G.O. (2011). Micro-analysis of infant looking in a naturalistic social setting: Insights from biologically based models of attention. *Developmental Science*, 14, 1150-1160.
- Liao, Y., Gramman, K., Feng, W., Deák, G.O., & Li, H. (2011). This ought to be good: Brain activity accompanying positive and negative expectations and outcomes. *Psychophysiology*, 48, 1412-1419.
- Liao, Y., Li, H., & Deák, G.O. (2011). Can unpredicted outcomes be intended? The role of outcome-beliefs in children's judgments of intention. *Cognitive Development*, 26, 106-117.
- Deák, G.O. (2011). Early domain-specific knowledge? Non-linear developmental trajectories further erode a house of sand. *Journal of Cognition and Development*, 12, 163-168.
- de Barbaro, K., Johnson, C.M., Forster, D., & Deák, G.O. (2010). Temporal dynamics of multimodal multiparty interactions: a microgenesis of early social interaction. In A. Spink, F. Grieco, O. Krips, L. Loijens, L. Noldus, & P. Zimmerman (Eds.), *Proceedings of the 7th International Conference on Methods and Techniques in Behavioral Research*, 247-249. [<http://dl.acm.org/citation.cfm?id=1931344>]
- Jao, R.J., Robledo, M. & Deák, G.O. (2010). The emergence of referential gaze and perspective-taking in infants. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp. 284-289). Austin, TX: Cognitive Science Society.
- Lewis, J., Deák, G.O., Jasso, H., & Triesch, J. (2010). Building a model of infant social interaction. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp. 278-283). Austin, TX: Cognitive Science Society.
- Robledo, M., Deák, G.O. & Kolling, T. (2010). Infants' visual processing of faces and objects: Age-related changes in interest, and stability of individual differences. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (pp. 2482-2487). Austin, TX: Cognitive Science Society.
- Zhang, T., Zheng, X., Zhang, L., Shu, W., Deák, G., & Li, H. (2010). Older children's misunderstanding of uncertain belief after passing the false belief task. *Cognitive Development*, 25, 158-165.
- Simmering, V., Spencer, J., Deák, G., & Triesch, J. (2010). To model or not to model? A dialogue on the role of computational modeling in developmental science. *Child Development Perspectives*, 4, 152-158.
- Li, F., Cao, B., Li, Y., Li, H. & Deák, G., (2009). The law of large numbers in children's diversity-based reasoning. *Thinking and Reasoning*, 15, 388-404.
- Deák, G. O. (2008). Stumbling towards integration. *Autonomous Mental Development Newsletter*, 5(1), 3-5. IEEE CIS.

Deák, G. (2008). Forward. In K. Cartwright (Ed.). *Flexibility in literacy processes and instructional practice: Implications of developing representational ability for literacy teaching and learning*. NY: Guilford Press [invited]

Deák, G.O., & Holt, A.E. (2008). Language learning. In H. Roediger (ed.), J. Byrne (series ed.), *Learning and memory: A comprehensive reference. Volume IV: Cognitive psychology*. Holland: Elsevier. [invited]

Deák, G.O., Walden, T.A.,<sup>1</sup> Yale, M., & Lewis, A. (2008). Driven from distraction: How infants respond to parents' attempts to elicit and re-direct their attention. *Infant Behavior and Development*, 31, 34-50.

Jasso, H, Triesch, J, & Deák, G. (2008) A reinforcement learning model of social referencing. *Proceedings of the 7th International Conference on Development and Learning (ICDL '08)*, Monterey, California. [IEEE 978-1-4244-2662-1/08]

Kim, H., Jasso, H., Deák, G., & Triesch, J. (2008). A robotic model of the development of gaze following. *Proceedings of the 7th International Conference on Development and Learning (ICDL '08)*, Monterey, California. [IEEE 978-1-4244-2662-1/08]

Deák, G. (2007). Review of 'Weaving a lexicon' (Hall and Waxman, Eds.) *Journal of Child Language*, 34, 909-916. [invited]

Deák, G.O., Bartlett, M.S., & Jebara, T. (2007). How social agents develop: New trends in integrative theory-building. *Neurocomputing*, 70, 2139-2147.

Deák, G.O., Bartlett, M.S., & Jebara, T. (Eds.) (2007). *Neurocomputing*, 70 [Special Issue 13: Selected papers from the Third International Conference on Development and Learning], 2139-2302.

Triesch, J., Jasso, H., & Deák, G.O. (2007). Emergence of mirror neurons in a model of gaze following. *Adaptive Behavior*, 15, 149-165.

Deák, G.O. (2006). Do children really confuse appearance and reality? *TRENDS in Cognitive Sciences*, 10, 546-550.

Deák, G.O. (2006). Representing object functions: The cognitive basis of tool-use by children. *Proceedings of the Fifth International Conference on Development and Learning (ICDL'06)*, Indiana University-Bloomington.

Deák, G.O. & Enright, B. (2006). Choose and choose again: Appearance-reality errors and the logic of questioning. *Developmental Science*, 9, 323-333.

Deák, G.O., & Triesch, J. (2006). The emergence of attention-sharing skills in human infants. In K. Fujita & S. Itakura (Eds.), *Diversity of cognition* (pp. 331-363). University of Kyoto Press.

Jasso, H. & Triesch, J. & Deák, G. O. (2006). Using eye direction cues for gaze following - a developmental model. *Proceedings of the Fifth International Conference on Development and Learning (ICDL'06)*, Indiana University-Bloomington.

Jasso, H. & Triesch, J., Teuscher, C., & Deák, G. O. (2006). A reinforcement learning model explains the development of gaze following. In *Proceedings of the Seventh International Conference on Cognitive Modeling (ICCM 2006)*, Trieste, Italy.

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<sup>1</sup> Authorship is shared equally by the first two authors.

Triesch, J., Jasso, H., & Deák, G. O. (2006) Emergence of mirror neurons in a model of gaze following. *Proceedings of the Fifth International Conference on Development and Learning*.

Triesch, J., Teuscher, C., & Deák, G. (2006). Gaze following: How (not) to derive predictions from a computational model. *Developmental Science*, 9, 156–157.

Triesch, J., Teuscher, C., Deák, G., & Carlson, E. (2006). Gaze-following: Why (not) learn it? *Developmental Science*, 9, 125-147.

Deák, G.O., Ray, S.D., & Pick, A.D. (2004). Effects of age, reminders, and task difficulty on young children's rule-switching flexibility. *Cognitive Development*, 19, 385-400.

Flom, R., Deák, G.O., Phill, C. & Pick, A.D. (2004). Nine-month-olds' shared visual attention as a function of gesture and object location. *Infant Behavior and Development*, 27, 181-194.

Deák, G.O. (2003). Categorization and concept learning. In J. W. Guthrie (Ed.), *Encyclopedia of Education*, 2nd Ed. New York: Macmillan.

Deák, G.O. (2003). The development of cognitive flexibility and language abilities. In R. Kail (Ed.), *Advances in Child Development and Behavior*, Vol. 31 (pp. 271-327). San Diego: Academic Press. [peer-reviewed]

Deák, G.O., & Narasimham, G. (2003). Is perseveration caused by inhibition failure? Evidence from preschool children's inferences about word meanings. *Journal of Experimental Child Psychology*, 86, 194-222.

Deák, G.O., Ray, S.D., & Brenneman, K. (2003). Children's perseverative appearance-reality errors are related to emerging language skills. *Child Development*, 74, 944-964.

Deák, G.O., & Wagner, J.H. (2003). "Slow mapping" in children's learning of semantic relations. *Proceedings of the Annual Conference of the Cognitive Science Society*, 25, 318-323.

Triesch, J., Carlson, E., Deák, G., & Movellan, J. (2003). Investigating the emergence of shared attention through an embodied computational modeling approach: a progress report. *Proceedings of the International Joint Conference on Neural Networks*, 2788. IEEE 0-7803-7898-9/03 [Abstract]

Deák, G.O., Ray, S.D., & Pick, A.D. (2002). Matching and naming objects by shape or function: Age and context effects in preschool children. *Developmental Psychology*, 38, 503-518.

Fasel, I., Deák, G.O., Triesch, J., & Movellan, J. (2002). Combining embodied models and empirical research for understanding the development of shared attention. *Proceedings of the International Conference on Development and Learning*, 2, 21-27. Los Alamitos, CA: IEEE Computer Society Press.

Deák, G.O., Fasel, I., & Movellan, J.R. (2001). The emergence of shared attention: Using robots to test developmental theories. In C. Balkenius et al. (Eds.), *Proceedings of the 1<sup>st</sup> International Workshop on Epigenetic Robotics: Modeling Cognitive Development in Robotic Systems*. Lund University Cognitive Studies, 85, 95-104.

Deák, G.O., Yen, L., & Pettit, J. (2001). By any other name: When will preschoolers produce multiple labels for a referent? *Journal of Child Language*, 28, 787-804.

Deák, G.O. (2000). Chasing the fox of word learning: Why "constraints" fail to capture it. *Developmental Review*, 20, 29-80.

Deák, G.O. (2000). The growth of flexible problem solving: Preschool children use changing verbal cues to infer multiple word meanings. *Journal of Cognition and Development, 1*, 157-192.

Deák, G.O., Flom, R., & Pick, A.D. (2000) Effects of gesture and target on 12- and 18-month-olds' joint visual attention to objects in front of or behind them. *Developmental Psychology, 36*, 511-523.

Duschl, R.A., Deák, G.O., Ellenbogen, K.M., & Holton, D.L. (1999). Explanations: To have and hold, or to have and hone? Developmental and educational perspectives on theory change. *Science and Education, 8*, 525-541.

Deák, G. (1998). Flexible feature creation: Child's play? *Behavioral & Brain Sciences, 21*, 23.

Deák, G.O. & Maratsos, M. (1998). On having complex representations of things: Preschoolers use multiple words for objects and people. *Developmental Psychology, 34*, 224-240.

Deák, G. & Maratsos, M. (1997). Reference and representation: What polymy tells us about children's conceptual structures. In E. Clark (Ed.), *Proceedings of the 28th Annual Child Language Research Forum*. Cambridge: University Press.

Deák, G. & Bauer, P.J. (1996). The dynamics of preschoolers' categorization choices. *Child Development, 67*, 740-767.

Deák, G. (1995). Review of D. Lewkowicz & R. Lickliter (Eds.), "The development of intersensory perception: Comparative perspectives" *Child Development Abstracts & Bibliography, 69*, 104-105.

Deák, G. & Bauer, P.J. (1995). The effects of task comprehension on preschoolers' and adults' categorization choices. *Journal of Experimental Child Psychology, 60*, 393-427.

Freeman, K. & Deák, G. (1995). Systems learning symbol systems: Commentary on MacWhinney and Smith. In Nelson, C. (Ed.), *Minnesota Symposium on Child Psychology, Vol. 28*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Maratsos, M. & Deák, G. (1995). Hedgehogs, foxes, and the acquisition of verb meaning. In M. Tomasello & W. Merriman (Eds.), *Beyond names for things: Children's acquisition of verbs*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Amsel, E., Savoie, D., Deák, G., & Clark, M. (1991). Preschoolers' understanding of gravity. *Proceedings of the Annual Conference of the Cognitive Science Society, 13*, 600-606.

#### *In Preparation*

De Barbaro, K. Johnson, C.M., Forster, D., & Deák, G.O. (in revision). *Sensorimotor decoupling contributes to 12 month social "revolution": A longitudinal investigation of mother-infant-object interactions*.

Deák, G.O., Krasno, A., Jasso, H., & Triesch, J. *What leads to shared attention? Sequential analysis of naturalistic infant-parent micro-behaviors*.

Deák, G.O., Legare, C., Wona, L., & Choi, S. *Individual, age, and cross-cultural differences in cognitive flexibility: Comparing American, South African, and Korean preschool children*.

Deák, G., Overton, J.A., & Danly, J. *A longitudinal study of the emergence of infants' responsiveness to maternal attention-recruiting gestures*.

Holt, A.E., Ceponiene, R., & Deák, G.O. *ERP and behavioral indices of task-switching: Relations to rule memory and response inhibition in children and adults*.

Holt, A., & Deák, G. *Resolution of ambiguous pronouns by children: Age differences in use of pronoun features, and relation to cognitive flexibility.*

Jao, J., & Deák, G.O. *How and when do infants know that others can only be looking at things they can see? A longitudinal, cross-task investigation at 14-18 months.*

Liao, Y., Makeig, S., Acar, Z., & Deák, G. *EEG Imaging of Toddlers During "Live" Dyadic Turn-Taking: Mu-Rhythm Modulation And Source- Clusters In Natural Action Observation and Execution.*

Overton, J.A., Chiba, A., & Deák, G.O. *Maternal sensitivity and infant affect: Longitudinal stability of modulating effects on infants' emerging ability to follow maternal joint-attention bids.*

Robledo, M., & Deák, G.O. *Emergence of gaze- and point-following from 4 to 12 months: Longitudinal trends and relation to social abilities.*

Zavala, C., de Barbaro, K., Chiba, A., Khandrika, S., & Deák, G.O. *Stability of infant cortisol and  $\alpha$ -amylase from 6 to 12 months, and patterns of social attention with caregivers.*

## **Presentations**

### *Invited Presentations*

Deák, G.O. (2014, March). *Learning to attend; Attending to learn.* California State University, San Bernadino, Department of Psychology, San Bernadino, CA.

Deák, G. (2012, November). *Invited discussant: Special session: Studying early language learning using robotic partners.* International Conference on Development and Learning, San Diego, CA.

Deák, G.O. (2012, October). *Play time: How we learn to share and take turns.* University of California, Riverside, Developmental Brown Bag. Riverside, CA.

Deák, G. (2012, April). *Learning to be with: Investigating the origins of social skills.* Science of Learning Centers Trainee Meeting (iSLC), San Diego, CA.

Deák, G. (2011, June). *The REAL social network: Re-integrating brain and body into social neuroscience.* Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2011, July). *Cognitive flexibility in children: Cue comprehension or inhibitory control?* Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2011, March). *Perspectives on embodied, emergent social development in infancy.* UCSD/Osaka Joint Meeting on Autonomous Mental Development, San Diego, CA.

Deák, G.O., & Wu, Y. (2011, January). *The real social network: Re-integrating brain and body into social neuroscience.* Temporal Dynamics Learning Center Annual meeting, San Diego, CA.

Deák, G. (2010, December). *How infants learn social skills: A model supported by behavioral, computational, ethnographic, and electrophysiological investigations.* International Conference on Cognitive Development, Allahabad, India.

Deák, G. (2010, October). *Flexible cognition in children: What is it? What develops?* University of California, Irvine, Department of Education, Irvine, CA.

Deák, G. (2010, October). *Interdisciplinary investigations into infants' induction of interpersonal interactions.* Brown University, Developmental Psychology group, Providence, RI.

Deák, G. (2010, February). *Learning social cues that support social learning*. University of California, Irvine, Cognitive Science Department, Irvine, CA.

Deák, G. (2009, November). *Understanding the emergence of typical attention-sharing behaviors in infancy*. Children's Hospital Autism Grand Rounds, San Diego, CA.

Deák, G.O. (2009, October). *Learning social cues that support social learning*. DELTA Center Pre-conference, Cognitive Development Society Biennial Meeting, San Antonio, TX.

Deák, G.O. (2009, October). *Emergence of joint attention: A theory is close at hand*. University of Texas at Austin, Psychology Department.

Deák, G.O. (2009, October). *Are children fast word-learners?* University of Texas at Austin, Psychology Department.

Deák, G. (2008, December). *Task switching: What develops?* Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2008, February). *Becoming social: How babies learn to share*. ProjectOne Conference, San Diego, CA.

Deák, G., and the MESA project (2008, November). *Becoming social: How babies learn to share*. Temporal Dynamics Learning Center meeting, San Diego, CA.

Deák, G. (2008, February). *Becoming social: How babies learn to share*. DNR workshop, M.I.T. Dept. of Brain and Cognitive Sciences, Cambridge MA.

Deák, G., & Triesch, J. (2007, October). *Where do social skills come from? Behavioral and Computational approaches to modeling the emergence of shared attention*. Poster presented at the National Science Foundation Human Social Dynamics grantees meeting, Arlington VA.

Deák, G. (2007, May). *Cognitive flexibility in children: Age, individual, and cultural differences*. Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2007, May). *How to think about cognitive development*. Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2007, May). *Social attention in human infants: The origins of attention-sharing*. Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2007, May). *Specialized learning in preschool children? No evidence from word learning*. Southwest China University, School of Psychology, Chongqing, China.

Deák, G. (2006, October). *Cognitive flexibility in childhood: Age, individual, and cultural differences*. University of California, Los Angeles Psychology Department, Los Angeles, CA.

Deák, G. (2006, September). *'Do I see what you see?' How infants learn to share attention*. Claremont Graduate Programs Cognitive Colloquium, Claremont, CA.

Deák, G. O., Triesch, J., Wong, N., Krasno, A., Jasso, H., & Lee, K. (2006, September). *How infants learn social skills: Interdisciplinary studies of the development of attention-sharing*. National Science Foundation Human Social Dynamics Investigators' Meeting, Arlington, VA.

Deák, G. O. (2006, April). *Cognitive flexibility in childhood: Age, individual, and cultural difference*. University of California, Santa Cruz, Developmental Psychology Seminar.

Deák, G. O. (2005, November). *Cognitive flexibility in childhood: Age, individual, and cultural difference*. University of California, Riverside, Psychology Department Seminar.

Deák, G. O. (2004, January). *Flexible thinking in childhood: Age, individual, and cultural differences*. University of Minnesota, Institute of Child Development, Minneapolis, MN.

Deák, G. O. (2003, December). *Flexible cognition in children*. San Diego State University Brain, Cognition, Development, & Disorders Seminar, San Diego, CA.

Deák, G. O. (2003, September). *The origins of shared meaning and communication in human infants*. Kyoto University Symposium on Diversity of Cognition, Kyoto, Japan.

Deák, G. O., Triesch, J., Movellan, J., & Fasel, I. (2003, February). *Towards an model of the emergence of shared attention in typical and atypical infants*. M.I.N.D. Institute Annual Research Meeting, Davis, CA.

Deák, G. O. (2002, November). *Are children flexible thinkers? The emergence of adaptive inference in language*. UC Santa Barbara Psychology Department, Santa Barbara, CA.

Deák, G. O. (2001, November). *The developmental riddle of induction: How do children know?* Occidental College Cognitive Science Program, Los Angeles, CA.

Deák, G. (2000, November). *Forms of flexibility: The development of adapting problem solving*. UC, Irvine, Vision Sciences Colloquia, Irvine, CA.

Deák, G. (1998, October). *Forms of flexibility: How children adapt inductive generalizations to changing tasks*. UC Santa Cruz Department of Psychology seminar, Santa Cruz, CA.

Deák, G. (1997, November). "What looks like a plexus and has a toggle?" *Riddles of word learning and inductive problem-solving*. Psychology department, University of AK, Fayetteville.

#### *Refereed Meetings*

Zesiger, P., Poulin-Dubois, D., Deák, G., & Friend, M. (2013, September). Direct and indirect assessment of monolingual and bilingual language development. 16th European Conference on Developmental Psychology, Lausanne, Switzerland.

De Barbaro, K., Littlewort, G., Johnson, C., & Deák, G.O. (2013, April). *Learning to attend (together) in naturalistic settings: Development of gaze dynamics and gaze alternations in joint activity*. Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Friend, M., Zesiger, P., Deák, G., DeAnda, S., Conboy, B., & Poulin-Dubois, D. (2013, April). *Bilingual language development: Why direct assessment matters*. Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Liao, Y., Makeig, S., Acar, Z., & Deák, G. (2013, April). *EEG imaging of toddlers during "live" dyadic turn-taking: mu-rhythm modulation and source-clusters in natural action observation and execution*. Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Robenalt, C.M., Lau, A., Deák, G.O. (2013, April). *Maternal speech at 9 and 12 months: What predicts infant vocabulary?* Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

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

De Barbaro, K., Johnson, C.M., Forster, D., & Deák, G. (2012, November). *Sensorimotor dynamics of mother-infant-object interactions: longitudinal changes in micro-behavioral patterns across the first year*. Poster presented at the International Conference on Development and Learning, San Diego, CA.

Liao, Y., Makeig, S., Acar, Z., & Deák, G. (2012, June). *EEG Imaging of Toddlers During "Live" Dyadic Turn-Taking: Mu-Rhythm Modulation And Source- Clusters In Natural Action Observation and Execution*. Human Brain Mapping, Beijing, China.

De Barbaro, K., Johnson, C., Forster, D., & Deák, G.O. (2012, June). *A 12 Month Social "Revolution" Emerges From Changes In Infant Sensorimotor Coordination: A Longitudinal Study Of Micro-Behavioral Patterns*. International Conference on Infancy Studies, Minneapolis, MN.

Jao, R.J., & Deák, G.O. (2012, June). *The development of referential gaze-following and perspective-taking from 14 to 18 months*. International Conference on Infancy Studies, Minneapolis, MN.

Liao, Y., Makeig, S., Acar, Z., & Deák, G. (2012, June). *EEG Imaging of Toddlers During "Live" Dyadic Turn-Taking: Mu-Rhythm Modulation And Source- Clusters In Natural Action Observation and Execution*. International Conference on Infancy Studies, Minneapolis, MN.

Zavala, C., de Barbaro, K., Chiba, A., Khandrika, S., & Deák, G. (2012, June). *Infants' Attention Patterns to People and Objects: Longitudinal Relations to Cortisol and  $\alpha$ -Amylase*. International Conference on Infancy Studies, Minneapolis, MN.

Liao, Y., Danly, J., Vankov, A., Makeig, S., & Deák, G. (2011, November). *Adult-like changes in mu rhythm activity in young children accompany action observation and execution in a social context*. Society for Neuroscience, Washington, DC.

de Barbaro, K., Johnson, C.M., Forster, D., & Deák, G.O. (2011, April). *Infants' multimodal object exploration in a dyadic context: Longitudinal changes in micro-behavioral patterns*. Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

Holt, A.E., & Deák, G.O. (2011, April). *Predicting educationally relevant flexibility: The role of executive functions in implicit task-switching*. Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

Narasimham, G., Cepeda, N.J., & Deák, G.O. (2011, April). *Development of rule-switching flexibility: Comparing preschoolers' performance on standard, complex & computerized card-sort tests*. Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

Deák, G.O. (2010, September). *Cognitive flexibility in children's word selection, rule-following, and word learning*. Conceptual structure, discourse and language / Embodied and situated language processing meeting, San Diego, CA.

Holt, A.E., & Deák, G.O. (2010, September). *Resolution of ambiguous pronouns by preschoolers: The role of cognitive flexibility*. Conceptual structure, discourse and language / Embodied and situated language processing meeting, San Diego, CA.

de Barbaro, K., Johnson, C.M., Forster, D., & Deák, G.O. (2010, August). *Temporal dynamics of multimodal multiparty interactions: a microgenesis of early social interaction*. Measuring Behavior: 7th International Conference on Methods and Techniques in Behavioral Research, Eindhoven, the Netherlands.

Jao, R.J., & Deák, G. (2010, August). *Infant referential gaze-following: When does intentionality begin?* Poster presented at the 118<sup>th</sup> Annual Convention of the American Psychological Association, San Diego, CA.

Jao, R.J., Robledo, M. & Deák, G. (2010, August). *The emergence of referential gaze and perspective-taking in infants*. Annual Conference of the Cognitive Science Society, Portland, OR.

Lewis, J., Deák, G.O., Jasso, H., & Triesch, J. (2010, August). *Building a model of infant social interaction*. Annual Conference of the Cognitive Science Society, Portland, OR.

Robledo, M., Deák, G.O. & Kolling, T. (2010, August). *Infants' visual processing of faces and objects: Age-related changes in interest, and stability of individual differences*. Annual Conference of the Cognitive Science Society, Portland, OR.

Ellis, E., & Deák, G.O. (2010, June). *Expectancy learning and later vocabulary*. Poster presented at the Symposium on Research in Child Language Disorders, Madison WI.

Deák, G. (2009, October). *Emergence of joint attention: A theory is close at hand*. Joint Attention Conference, Bentley University, Waltham, MA.

Holt, A., & Deák, G. (2009, October). *Resolution of ambiguous pronouns by children: Inflexible use of pronoun lexical features*. Cognitive Development Society Meeting, Austin, TX.

Jao, J., & Deák, G. (2009, October). *Infant comprehension of visual obstruction and referential gaze following from 14 to 18 months*. Poster presented at the Joint Attention Conference, Bentley University, Waltham, MA.

Danly, J., Acuña, J.A., & Deák, G.O. (2009, June). *Infant attention-following at home: a longitudinal study from 4-9 months*. Poster presented at the International Conference on Development and Learning, Shanghai, China.

Liao, Y., Lee, K., Deák, G., & Li, H. (2009, June). *Side-effect effect is influenced by the degree of care about the event*. Poster presented at the International Conference on Development and Learning, Shanghai, China.

Long, C., Lu, X., Li, H., Deák, G.O. (2009, June). *Category label effects in Chinese children's inductive inferences*. Poster presented at the International Conference on Development and Learning, Shanghai, China.

Robledo, M., Ramundo, A., Danly, J., Acuna, J. Deák, G.O. (2009, June). *A longitudinal study of the emergence of attention-sharing in two settings*. Poster presented at the International Conference on Development and Learning, Shanghai, China.

Acuña, J., Chiba, A., & Deák, G.O. 2009, April). *Maternal Sensitivity, Shared Attention, and Infant Affect at 6 and 8 Months*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Danly, J.D., Acuña, J., & Deák, G.O. 2009, April). *A Longitudinal Study of Infant Attention-Following in the Home: Continuity and Subsequent Language Development*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Holt, A.E., & Deák, G.O. (2009, April). *ERP and Behavioral Measures Predict Developing Task-Switch Flexibility in Young Children*. Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Lee, W., Choi, S., & Deák, G.O. 2009, April). *Flexible Word Learning and Rule Switching in Korean and American Preschoolers*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Lewis, J.M., Jasso, H., Deák, G.O., & Triesch, J. (2009, April). *A virtual environment for simulating infant-parent social behaviors and testing infant learning theories*. Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Robledo, M., Danly, J.D., Acuña, J., Ramundo, A.A., & Deák, G.O. (2009, April). *A Longitudinal Study of the Emergence of Attention-Sharing in Different Contexts*. Poster at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Holt, A., & Deák, G. (2009, March). *Resolving conflicting information from first-mention biases and discourse event structure in ambiguous pronoun interpretation in a short story paradigm*. 22nd Annual CUNY Conference On Human Sentence Processing, Davis, CA.

Acuña, J., Deák, G., & Chiba, A. (2008, August). *Maternal sensitivity, infant emotions, and learning to follow pointing cues at 6 and 8 months of age*. Poster presented at the International Conference on Development and Learning, Monterrey, CA.

Jasso, H., Triesch, J., & Deák, G. (2008, August). *A reinforcement learning model of social referencing*. International Conference on Development and Learning, Monterrey, CA.

Kim, H., Jasso, H., Deák, G., & Triesch, J. (2008, August). *A robotic model of the development of gaze following*. International Conference on Development and Learning, Monterrey, CA.

Robledo, M., Ramundo, A., & Deák, G. (2008, August). *Does early infant gaze- and point-following at 6 and 8 months predict social attention skills at 14 months?* Poster presented at the International Conference on Development and Learning, Monterrey, CA.

Acuña, J., Danly, J., & Deák, G. (2008, March). *Do six- and eight-month-old infants follow pointing gestures? A naturalistic longitudinal study*. Poster presented at the XVI International Conference on Infant Studies, Vancouver, Canada.

de Barbaro, K., & Deák, G. (2008, March). *Smart or stressed? Individual differences in infant attention*. Poster presented at the XVI International Conference on Infant Studies, Vancouver, Canada.

Jasso, H., Triesch, J., & Deák, G. (2007, November). *A reinforcement learning model of social referencing*. Poster presented at the Third Annual Computational Cognitive Neuroscience Conference, San Diego, CA.

Holt, A., Ceponiene R., Cepeda N., Townsend J., & Deak G. (2007, November). *ERP and Behavioral Measures of Task-Switch Flexibility*. Society for Neuroscience Annual Meeting, San Diego, CA. [Abstract]

Cepeda, N.J., & Deák, G.O. (2007, April). *Children's word learning: Individual differences in flexible use of semantic cues*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston MA.

Jannicelli, A., & Deák, G.O. (2007, April). *Preschool children learn facts faster than words*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston MA.

Krasno, A. Deák, G., Triesch, J., & Jasso, H. (2007, April). *Watch the hands: Do infants learn gaze-following from parents' object manipulation?* Biennial Meeting of the Society for Research in Child Development, Boston MA.

Triesch, J., Deák, G. O., & Jasso, H. (2007, April). *Computational models of the development of gaze following: What can we learn?* Biennial Meeting of the Society for Research in Child Development, Boston MA.

Triesch, J., Jasso, H., & Deák, G. O. (2007, April). *Emergence of mirror neurons in a model of gaze following*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston MA.

Deák, G., Krasno, A., Jasso, H., & Triesch, J. (2006, June). *Watch the hands: Infants learn gaze-following from parents' manual actions*. Poster presented at the International Conference on Infant Studies, Kyoto, Japan.

Jasso, Triesch, J., Deák, G., & Teuscher, C. (2006, June). *A reinforcement learning model explains the development of gaze following*. Poster presented at the International Conference on Infant Studies, Kyoto, Japan.

Deák, G. O. (2006, May). *Representing object functions: The cognitive basis of tool-use by children*. 5<sup>th</sup> International Conference on Development and Learning, Bloomington, IN.

Triesch, J., Jasso, H., & Deák, G. O. (2006, May) *Emergence of mirror neurons in a model of gaze following*. 5<sup>th</sup> International Conference on Development and Learning, Bloomington, IN.

Jasso, H., Triesch, J., Teuscher, C., & Deák, G. O. (2006, February) *A reinforcement learning model explains the development of gaze following*. Seventh International Conference on Cognitive Modeling (ICCM), Trieste, Italy.

Deák, G. O. (2005, October). *Cognitive flexibility: Three conclusions that refine the concept*. Cognitive Development Society conference, San Diego, CA.

Triesch, J., Jasso, H., & Deák, G. (2005, September). *Modeling the transition from bottom-up to top-down gaze control strategies in the context of gaze following*. International Workshop on Bioinspired Information Processing, Lübeck, Germany.

Cepeda, N. J., Deák, G. O., Sedlik, S., & Weisser, R. (2005, April). *Individual and age differences in preschool children's flexible cognition*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Deák, G. O. (2005, April). *Preschool children can flexibly infer the functions of novel objects*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Deák, G., & Enright, B. (2005, April). *Choose and choose again: Question-answering, logical competence, and appearance-reality errors*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Legare, C., & Deák, G. O. (2005, April). *Flexibility in verbal cognition: Age, individual, and cultural differences*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

You, Y., Deák, G., Jasso, H., & Teuscher, C. (2005, April). *Emergence of shared attention from 3 to 11 months of age in naturalistic infant-parent interactions*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Deák, G., Wakabayashi, Y., Jasso, H., & Triesch, J. (2004, October). *Attention-sharing in human infants from 3 to 11 months of age in naturalistic conditions*. Poster presented at the 3<sup>rd</sup> International Conference on Development and Learning, La Jolla, CA.

Deák, G., Wakabayashi, Y., Sepeta, L., & Triesch, J. (2004, May). *Development of attention-sharing from 5 to 10 months of age in naturalistic interactions*. 14<sup>th</sup> Biennial International Conference on Infancy Studies, Chicago, IL.

Triesch, J., Deák, G., Carlson, E., & Jasso, H. (2004, May). *Towards a theory of the emergence of gaze following: Computational models of infant social attention*. 14<sup>th</sup> Biennial International Conference on Infancy Studies, Chicago, IL.

Deák, G., & Wagner, J. (2003, July). *Slow mapping in children's learning of semantic relations*. 25<sup>th</sup> Annual Conference of the Cognitive Science Society, Boston, MA.

Triesch, J., Carlson, E., Deák, G. & Movellan, J. (2003, July). *Investigating the emergence of shared attention through an embodied computational modeling approach: A progress report*.

International Joint Conference on Neural Networks, Portland, OR. [IEEE abstract: <http://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=1224009&isnumber=27487>]

Deák, G. O. & Narasimham, G. (2003, April). *Flexible Induction of Word Meanings: Contributions of Cognitive and Verbal Abilities*. Presented at the Society for Research in Child Development meeting, Tampa, FL.

Deák, G. O., Triesch, J., Movellan, J., & Fasel, I. (2002, October). *Modeling the emergence of attention sharing: Its typical development, and dysfunction in autism*. Presented at the 2<sup>nd</sup> International Meeting for Autism Research (IMFAR), Orlando, FL.

Fasel, I., Deák, G. O., Triesch, J., & Movellan, J. (2002, June). Combining embodied models and empirical research for understanding the development of shared attention. Presented at the 2<sup>nd</sup> International Conference on Learning and Development, Cambridge, MA.

Deák, G. O. (2001, May). *The case against domain-specific inductive processes: evidence from children's word learning*. Presented at the 31<sup>st</sup> Jean Piaget Society meeting, Berkeley, CA.

Deák, G. O. (2001, April). *Do children have specialized word learning mechanisms? Critical overview and new evidence*. Presented at the Society for Research in Child Development meeting, Minneapolis, MN.

Walden, T., Deák, G., Yale, M., & Lewis, A. (2001, April). *Eliciting and Directing One-year-olds' Visual Attention: A Comparison of Seven Cue Combinations*. Presented at the Society for Research in Child Development meeting, Minneapolis, MN.

Deák, G. O. (1999, April). *Task construal, inhibition, and flexibility: Evidence from preschoolers' word learning*. Presented at the Society for Research in Child Development meeting, Albuquerque, NM.

Hughes-Wagner, J., & Deák, G. (1999, April). *Learning semantic relations between novel words*. Presented at the Society for Research on Child Development meeting, Albuquerque, NM.

Deák, G., Ray, S. D., & Brenneman, K. (1998, July). *The perseverative basis of appearance-reality errors*. Presented at the 28th Jean Piaget Society meeting, Chicago, IL.

Ray, S. D., Deák, G. O., & Pick, A. D. (1997, June). *The development of inductive consistency and flexibility: Sorting and labeling by shape and function*. Presented at the 27th Jean Piaget Society meeting, Santa Monica, CA.

Deák, G. (1997, April). *Constructing and maintaining multiple representations: Evidence from naming and appearance-reality tasks*. Presented at the Society for Research in Child Development meeting, Washington, D.C.

Deák, G. & Yen, L. (1997, April). "What looks like a plexus and has a toggle?" *Riddles of the development of flexible induction*. Presented at the Society for Research in Child Development meeting, Washington, D.C.

Deák, G., Pick, A. D., & Flom, R. (1997, April). *The effects of gesture, target, and relative spatial location on joint attention in 12- and 18-month-olds*. Presented at the Society for Research in Child Development meeting, Washington, D.C.

Deák, G. (1996, June). *Developmental factors in a task-filter model of inductive inference*. Presented at the 26th Jean Piaget Society meeting, Philadelphia, PA.

Deák, G., & Maratsos, M. (1996, April). *Preschoolers produce multiple words for unfamiliar objects*. Presented at the 28th Stanford Child Language Research Forum, Palo Alto, CA.

Deák, G. (1996, March). *Flexible feature selection in young children's inductions about novel objects*. Presented at the 14th Conference on Human Development, Birmingham, AL.

Deák, G. O. & Bauer, P. J. (1995, March). *The role of item identification on preschoolers' inductive inferences about drawings and objects*. Presented at the Society for Research in Child Development meeting, Indianapolis, IN.

Deák, G., Flom, R., Pick, A., Bottolene, A. & Burt, J. (1995, March). *The effects of gesture and target on joint visual attention in 12- and 18-month-olds*. Presented at the Society for Research in Child Development meeting, Indianapolis, IN.

Deák, G. & Pick, A. (1994, July). *What is a penlight? Preschoolers' systematic and flexible use of abstract categorization criteria*. Presented at the APS Student Research Competition Award Symposium, 6th American Psychological Society meeting, Washington, D.C.

Deák, G. (1994, June). *The role of Descartes' framework in explanations for developmental phenomena*. Presented at the 24th Jean Piaget Society meeting; Chicago, IL.

Deák, G. (1994, April). *The flexibility of preschoolers' categorization decisions*. Presented at the 13th Conference on Human Development, Pittsburgh, PA.

Deák, G. & Maratsos, M. (1994, April). *Plurality of reference: Preschoolers apply multiple labels to the same object*. Presented at the 13th Conf. on Human Development, Pittsburgh, PA.

Deák, G. & Bauer, P. J. (1993, June). *Preschoolers' information use in categorization decisions*. Presented at the 23rd Jean Piaget Society meeting, Philadelphia, PA.

Deák, G. & Bauer, P. J. (1993, March). *The effects of task clarity on preschoolers' and adults' categorization choices*. Presented at the Society for Research in Child Development meeting, New Orleans, LA.

Deák, G. & Pick, A. D. (1993, March). *Flexibility and systematicity in young children's categorization choices*. Society for Research in Child Development meeting, New Orleans, LA.

#### *Non-Refereed Meetings*

Jourdain, L., Lau, A., Robenalt, C., Woo, J., & Deák, G. (2012, April). *Does maternal speech content at 9 and 12 months predict language and social skills in the second year?* Sandynneck Conference, San Diego, CA.

Deák, G. (2012, March). *From joint attention to language: Results from a longitudinal investigation*. Center for Research in Learning Seminar, San Diego, CA.

Liao, Yu., Makeig, S., & Deák, G. (2012, February). *EEG and action analysis of toddlers and parents in a turn-taking game*. Temporal Dynamic of Learning Center Annual Meeting, San Diego, CA.

Liao, Y., Danly, J., Vankov, A., Makeig, S., & Deák, G.O. (2011, May). *Adult-like changes in mu rhythm activity in young children accompany action observation and execution in a social context*. Institute of Neural Computation Research Symposium, San Diego, CA.

De Barbaro, K., Johnson, C.M., Forster, D., Littlewort, G., & Deák, G.O. (2011, January). *Sequential analyses of multimodal, multiparty interactions: A microgenesis of early social development*. Temporal Dynamics of Learning Center All-Hands Meeting, San Diego, CA.

Robledo, M., Deák, G.O., Tallal, P., & Benasich, A. (2010, June). *Rapid Auditory Processing in toddlers: Piloting a new behavioral test*. Temporal Dynamics of Learning Center site visit, San Diego, CA.

Deák, G.O., & Triesch, J. (2010, February). *Where do social skills come from? Monitoring and modeling the emergence of infant attention-sharing*. NSF Human Social Dynamics Principal Investigators' meeting, Arlington, VA.

De Barbaro, K., Johnson, C.M., Forster, D., & Deák, G.O. (2010, January). *Development of "you-me-it" attention in mother-infant interactions: An analysis of temporal dynamics*. Temporal Dynamics of Learning Center All-Hands Meeting, San Diego, CA.

Liao, Y., Danly, J., Vankov, A., Makeig, S., & Deák, G.O. (2010, January). *Behavior and EEG brain dynamics of parent and infant in an imitation game*. Temporal Dynamics of Learning Center All-Hands Meeting, San Diego, CA.

Zavala, C., de Barbaro, K., Chiba, A., & Deák, G.O. (2010, January). *Does stress influence infant attention patterns over time?* Temporal Dynamics of Learning Center All-Hands Meeting, San Diego, CA.

Deák, G.O. (2009, July). *The development of social attention in human infants*. 6th Annual Meeting of the Society for Autonomous Neurodynamics (SAND), San Diego, CA.

Acuña, J., Danly, J., & Deák, G. (2008, May). *Title*. Presented at the Southern California Symposium on Cognitive and Language Development (Sandyneck), Irvine, CA.

Robledo, M., Ramundo, A., Deak, G. (2008, May). *Does early infant gaze & point following at 6 & 8 months predict social attention skills at 14 months?* Presented at the Southern California Symposium on Cognitive and Language Development (Sandyneck), Irvine, CA.

Deák, G.O., & Jannicelli, A. (2007, October). *Preschool children learn facts faster than words*. Poster presented at the Cognitive Development Society meeting, Santa Fe, NM.

Narasimham, G., Deák, G.O., & Cepeda, N.C. (2007, October). Individual differences in rule-switching flexibility: Comparing children's performance on the DCCS and the 3-DCCS. Poster presented at the Cognitive Development Society meeting, Santa Fe, NM.

Jasso, H., Triesch, J., Teuscher, C., & Deák, G. (2006, May). *Modeling the transition from bottom-up to top-down gaze control strategies in the context of gaze following*. Thirteenth Joint Symposium on Neural Computation (JSNC), La Jolla, CA, USA.

You, Y., Deák, G., Jasso, H., Teuscher, C., & Wood, C. (2005, October). *Emergence of shared attention from 3 to 11 months of age in naturalistic infant-parent interactions*. Poster presented at the Cognitive Development Society meeting, San Diego, CA.

Narasimham, G., & Deák, G. O. (2001, October). *Inductive and deductive flexibility in 3- and 4-year-old children: Effects of task and complexity*. Poster presented at the Cognitive Development Society meeting, Virginia Beach, VA

Deák, G. O., Ray, S., & Pick, A. D. (1999, October). *The development of consistent & flexible induction: why preschoolers sort by shape or function*. Poster presented at the Cognitive Development Society meeting, Chapel Hill, NC.

Deák, G. O. (1998, November). *Preschoolers' flexible induction of word meanings: Inhibitory, logical, and metacognitive factors*. Psychonomics Society meeting, Dallas, TX.

## **Courses and Lectures Taught**

### *Lectures*

Science of Learning Centers/Temporal Dynamics Learning Ctr trainees meeting: 2 lectures  
UCSD Center for Human Development: 1 presentation  
UCSD Center for Research in Language: 3 presentations

UCSD Cognitive Science classes: 14 undergraduate and 3 graduate lectures  
 UCSD Cognitive Science: 1 undergraduate (SCANS); 4 graduate (WA; boot-camp)  
 UCSD Human Development Program: 10 undergraduate and 4 graduate lectures  
 UCSD IGERT Vision and Learning training workshop: 5 graduate lectures  
 UCSD Pre-med student group: 1 lecture  
 UCSD Psychology Department: 1 graduate lecture; 1 brown-bag  
 Vanderbilt University: 6 graduate lectures

#### *Graduate Courses*

Categorization and Concept Formation (seminar)  
 Developing Language Comprehension (seminar)  
 Development of Inductive Thinking (seminar)  
 Embodied Models of Development (seminar co-taught with Jochen Triesch)  
 Language Development: The Lexicon (moderated seminar)  
 Problem Solving and Reasoning in Children and Adults (moderated seminar)  
 Theories of Cognitive Development (seminar)

#### *Undergraduate Courses*

Cognitive Development (upper-level survey course)  
 Cognitive Development and Education (upper-level survey course)  
 How the Human Mind Creates Religion and Superstition (freshman seminar)  
 Introduction to Developmental Psychology (survey course)  
 Introduction to Cognitive Science (moderator for survey class with multiple speakers)  
 Laboratory/Seminar in Cognitive Development (mixed lab-seminar course by invitation)  
 Seminar for Cognitive Science And Neuroscience Students (SCANS) (talk series for majors)  
 Semantic and Conceptual Development (senior seminar)  
 Thought and Language in Child Development (senior seminar)

### **Administrative Service**

#### *University of California, San Diego*

Child Care committee (Chair, 2010)	2009 – 2011; 2013-14
Faculty Welfare Committee	2013 –
Hellman Fellowship Review Panel	2008
Library committee	2007 – 2008

#### *Center and Program for Human Development (UCSD)*

Executive committee	1999 –
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#### *Department of Cognitive Science (UCSD)*

Graduate co-advisor	2010 – 2011
Space committee	2008 – 2009
Faculty search committee (chair); 2 searches	2006 – 2007
'Charting the course' ad hoc committee	2006
Development committee	2005 – 2006
Social events committee	2004 – 2005
Colloquium committee	2002 – 2004
Graduate admissions committee	2008 – 2009 (Chair) 2004 – 2005 2000 – 2002
Faculty Senate representative	1999 – 2001; 2010 –
Space committee	1999 – 2001

#### *Education Studies Program (UCSD)*

Faculty search committee	2004 – 2005
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*Peabody College (Vanderbilt)*

Budget committee	1998 – 1999
Instructional faculty, teaching technology initiative	1996 – 1997
Faculty affairs committee	1995 – 1997
Child research participant database creator and chair	1995 – 1999
Department web-page creator	1995 – 1999

**Advising and Mentoring**

Faculty mentor, Thurgood Marshall College Mentorship Program for transfer students (2008 –)

Graduate Advisor: Lucas Chang, Kaya de Barbaro (PhD, UCSD 2011), Jingjing Evans (2002-2003), Anna Holt (PhD, UCSD 2011), Adam Mekrut (PhD candidate, UCSD), Jennifer Hughes Wagner (MA, Vanderbilt Univ), Loulee Yen (MA, Vanderbilt U)

Graduate co-advisor: Erica Ellis (PhD candidate UCSD/SDSU), Hanna Gelfand (2009-2011), Josh Lewis (PhD, UCSD 2011), Gayathri Narisimhan (PhD, Vanderbilt Univ), Shanna Ray (PhD, Vanderbilt U), Shannon Rodrigue (PhD UCSD/SDSU 2006), Monica Sweet (PhD, UCSD 2003), Yu Liao (PhD, Southwest University 2011)

Graduate Thesis Committee Member: Arielle Borovsky, Jenny Collins, Tristan Davenport, Stephanie De Anda, Rachel Flynn (UC-Riverside), Daniel Frysinger, Hanna Gelfand, Jessica Giles, Marisa Grigonis, Kristi Hendrickson, Mitchell Hershbacher, Brooke Ingersoll, Hyundo Kim, Alvin Li, Christopher Lovett, Corrina Most, Jonathan Nelson, Amy Pace, Victoria Romero (Claremont Graduate School), Adam Streed, Walter Talbott, Kate Teffer, Melanie Tumlin, Christine Whalen, Ying Wu

Host to visiting graduate students and postdoctoral researchers: Rashmi Gupta (Allahabad Univ.), Thorsten Kolling (Gothe University, Frankfurt), Yu Liao (Southwest University), Gabriella Óturai (Goethe University), Gong Yinqing (Huzhuo Teachers College), Qin Zhang (Beijing Normal Univ.)

Preuss School (Charter High School: College Preparatory program for under-represented students): Mentor for student research interns (2008 –)

REU (Research Experiences for Undergraduates) advisor for five students CAMP/McNair/STAR advisor to five students

**Professional Service**

Advisory board, Susan Gray School (Nashville, TN), 1997 – 1999

APA Division 7 Dissertation Award Review Committee (2002)

Associate Editor, *IEEE Transactions on Autonomous Mental Development* (2008 – )

Associate Editor, *Child Development Research* (2010 –)

Co-organizer of *Development of Electrophysiology, Affect, and Perception-Action* journal club (with Yu Liao and Kaya de Barbaro, 2011-2012)

Co-organizer or program committee, International Conferences on Development & Learning,

Co-organizer, ICDL 2004 (San Diego, CA)

Co-program committee & reviewer, ICDL 2008 (Monterrey, CA)

Organizing committee & reviewer, ICDL 2005 (Osaka, Japan), ICDL 2006 (Bloomington, IN)

Program committee & reviewer: ICDL 2007 (London, UK)

Publicity chair (North America): ICDL 2009 (Shanghai, PRC), 2012 (San Diego, CA), and Osaka (2013)

Consultant for school proposal by John Moores, III

Discussant/Moderator, Graduate student poster session, India National Academy of Psychology Conference, Delhi, India, December, 2010.

Editorial boards; *Journal of Cognition and Development* (2002 –), *Open Journal of Artificial Intelligence* (2008 –)

Grant special study section, National Institute of Child Health and Development, 2013

Grant study sections, National Science Foundation (Social, Behavioral, and Economic Sciences), Arlington, VA, 2007 – 2008

Grant study section, US Department of Education (OERI, Preschool Curriculum Evaluation Research Award Competition), Washington, DC, 2002

Moderator, “Physiological measures as a window into developmental process.” Break-out session, Temporal Dynamics Learning Center meeting, San Diego, CA.

Panel leader, National Academy of Education Fellows’ retreat, San Diego, March 2003

Panel member: Human Development Program student association’s forum on academic career paths, San Diego, 2012

Panel moderator: Promoting interdisciplinary research in infant studies, International Conference on Infant Studies, Kyoto, June 2006

Presenter: “Current Research in Child Development.” ‘Parents First’ training conference for child service providers, Nashville, Aug. 1998

Presenter: Dean’s Policy Lunch, UCSD:  
Controversies in approaches to reading education (2002)  
“Universal Preschool: Coming soon to a State near you?” (March, 2006)

Presenter: Dean’s Social Science Supper Club, UCSD, October, 2003

Presenter: SCANS (Undergraduate Cognitive Science seminar), UCSD, 2009

Presenter: “Technology designs to support the delivery of undergraduate instruction.” Ernest L. Boyer Technology Summit, Vanderbilt University, Sept. 1996

Presenter: Principles of Cognitive Science for 2<sup>nd</sup> Language Teachers: Chinese School of San Diego (2008)

Presenter, “Advances in Developmental Cognitive Neuroscience.” Pre-conference tutorial, International Conference on Development and Learning (ICDL), San Diego, 2004

Program committee, 17<sup>th</sup> American Society for the Study of Consciousness meeting (San Diego)

Program review and advisory committee, Annual Cognitive Science Society meeting, 2003

Reviewer (ad hoc) of grant proposals for ESRC (UK), NIH, NSF, & Spencer Foundation

Reviewer of textbook proposals for Sage and Harcourt; edited 2 textbook chapters for 4<sup>th</sup> edition of Cole et al’s *Development of Children* textbook

Reviewer for *British Journal of Developmental Psychology*; *Child Development*; *Child Development Research*; *Cognition*; *Cognition, Brain and Behavior*; *Cognitive Development*; *Cognitive Psychology*; *Cognitive Science*; *Current Psychology Letters*; *Developmental Psychology*; *Developmental Science*; *Infancy*; *Infant Behavior and Development*, *International Journal of Humanoid Robotics*; *Journal of Child Language*; *Journal of Cognition and Development*; *Journal of Experimental Child Psychology*; *Nature Protocols*; *Neurocomputing*; *Psychological Bulletin*; *Psychological Bulletin and Review*; *Psychological Methods*; *Psychological Science*; *Psychophysiology*; *Social Neuroscience*; *Transactions on Autonomous Mental Development*, *Topics in Cognitive Science*, *TRENDS in Cognitive Science*

Reviewer, Biennial meetings of the Society for Research in Child Development: 2003, 2007, 2011; Cognitive Science Society 200X, 2014; International Conferences on Development and Learning, yearly 2005—2012; International Society for Infancy Research Annual meeting, 2014

Task Force member, IEEE AMD TMC Developmental Psychology, 2008 —

Technical Committee, IEEE Computational Intelligence Society (Autonomous Mental Development group), 2004 –

### **Membership in Professional Organizations**

Cognitive Development Society

Cognitive Science Society

International Society for Infancy Studies

Society for Research in Child Development

### **Media Coverage**

Feature interviews: KPBS' "These Days" (March, 2007), KPBS TV's "Full Focus"; KUSI Morning show (January, 2003)

Interviewed by: *APA Observer*, Gil Gross 910am, *NBC News*, *New York Times*, *Nashville Tennessean*,

Research featured in: *Children* magazine, *Baby Times* magazine, *San Diego Union-Tribune*, *Science News* (10/24/09: "Gaze Tracking Gets a Hand"), *Seattle Times*; *UCSD Tritons* magazine