

Psychology Department
Wellesley College
106 Central Street
Wellesley, MA 02481

Tel: 781-283-3736
Email: jpyers@wellesley.edu
Web: <http://www.wellesley.edu/Psychology/Pyers/index.html>

JENNIE E. PYERS

EDUCATION

- Ph.D. **University of California, Berkeley**, Developmental Psychology, 2004
Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands, Visiting Researcher, Language & Cognition, 2001-2002
Columbia University, New York, Exchange Scholar, Psychology, Fall 2000
- A.B. **Smith College**, Northampton, MA, Art History, Film Studies, 1995
University of Hamburg, Germany, 1993-1994

ACADEMIC EMPLOYMENT

- July 2012 – present **Associate Professor**. Department of Psychology, Wellesley College
July 2006 – June 2012 **Assistant Professor**. Department of Psychology, Wellesley College
2004 – 2006 **Postdoctoral Fellow**. Center for Research in Language, University of California, San Diego, and the Laboratory for Cognitive Neuroscience at the Salk Institute for Biological Sciences (2004-2005), and the Laboratory for Language and Cognitive Neuroscience at San Diego State University (2005-2006).

AWARDS & FELLOWSHIPS

- NIDCD, R01 Co-investigator, *Effects Of Input Quality On ASL Vocabulary Acquisition In Deaf Children***, recommended for funding, awaiting budget allocations
NIDCD, R21 Co-investigator, *American Sign Language Vocabulary Acquisition*, 2017-2020, \$275,000
Radcliffe Institute for Advanced Studies, Academic Ventures Exploratory Seminar, The Origins of Language: A Collaborative, Cross-linguistic Approach. 2017, \$18,000
NIDCD, R01 Subaward, *Language Modality and the Brain*, 2017-2017, \$60,000
McDonnell Foundation, Scholar Award, 2015-2021, \$600,000
Brachman-Hoffman Small Grant, 2012-2013, \$5000
Brachman-Hoffman Small Grant, 2010-2011, \$5000
American Association of University Women, postdoctoral fellowship, 2009-2010, \$45,000, declined
Marion Cabot Putnam Memorial Fellowship, Radcliffe Institute for Advanced Study, \$72,000, 2009-2010
American Psychological Foundation/Council for Undergraduate Research Award, \$6,000, 2008
Wellesley College Faculty Award, ~\$25,000, 2006-2019
Women in Cognitive Science Travel Award, \$3000, 2005
NIH Postdoctoral Fellowship, University of California, San Diego, 2004-2006
Individual National Research Service Award, NIH Predoctoral Fellowship, 2001-2004
Eugene Cota-Robles Fellowship, University Merit Scholarship, University of California, Berkeley, 1998-2000

EDITORIAL ACTIVITY

Ad hoc reviewer for *British Journal of Developmental Psychology*; *Cognition*; *Cognitive Development*; *Cognitive Science*; *Developmental Psychology*; *Developmental Science*; *Gesture*; *First Language*; *Journal of Deaf Studies and Deaf Education*; *Journal of Experimental Psychology*;

Journal of Experimental Child Psychology; Journal of Pragmatics; Journal of Speech, Language, and Hearing Sciences; Language, Interaction, Acquisition; Language, Learning, and Development; Psychological Science; Sign Language and Linguistics; Trends in Cognitive Science; Topics in Cognitive Science, the National Science Foundation, the Israeli Science Foundation, The Netherlands Organization for Scientific Research, and The Endangered Languages Documentation Programme
Abstract reviewer for the Boston University Conference on Language Development conference, the Cognitive Science Society, the Society for Research in Child Development conference, the Theoretical Issues in Sign Language Research conference, and the International Conference on Sign Language Acquisition.

ADMINISTRATIVE EXPERIENCE

College: Elected to the Agenda Committee (set the agenda for faculty meetings), the Board of Appeals (reviewed requests to appeal negative reappointment, promotion, and tenure decisions), the Committee for Curriculum and Academic Planning (recommended policy concerning curriculum and instruction, and reviewed the annual curriculum), and the Brachman Hoffman Grant Selection Committee (two terms); appointed to the Academic Affairs Committee to the Board of Trustees (advised trustees on issues related to academic planning), the Academic Review Board (considered petitions from students and faculty for exceptions to academic legislation), the Medical Professionals Advisory Committee, and the Institutional Review Board. Chaired the Ruhlman Student Conference Committee; served as the college's representative to the Seven Colleges Conference. Consulted with the college to approve American Sign Language as a foreign language.

Department: Served on the Space Committee (developed plans for renovations to department research space), the Budget Committee, the Outreach Committee, the Research Committee, the Assessment Committee, four faculty search committees (three in Psychology, including the Faculty Director for the Child Study Center, one in Cognitive and Linguistic Sciences) and the Reappointment and Promotions Committee (Psychology and Cognitive and linguistic Sciences). Chaired the Child Study Center Executive Director search committee. Served as interim director of the honors program (2 years).

External: Co-Chair of the Millie Brother Scholarship for Children of Deaf Adults, Board member Wellesley Community Children's Center (1 year). Member of the Organizing Committee of the International Conference for Sign Language Acquisition to be held in Boston in 2021.

ASSOCIATION MEMBERSHIPS

American Association for the Advancement of Science, Association for Psychological Science, Cognitive Development Society, Council for Undergraduate Research, International Society for Gesture Studies, Psychonomic Society, Sign Language and Linguistics Society, Society for Research in Child Development

RESEARCH INTERESTS

Cognitive development; social cognition; spatial cognition; cognitive control; language specific and language general effects on cognition thorough the lifespan; the interaction among perception, language, and cognition; the role of cognition in language change and language emergence; modality-specific effects on sign language acquisition; sign languages; the role of gesture in signed and spoken languages; understanding bilingualism through the study of bimodal (sign-speech) bilinguals.

TEACHING

Undergraduate courses taught: Introduction to Psychology (2006-present), Developmental Psychology (2006-present), Mindreading in Children (2006-present), Language Acquisition (2007-present), Research Methods in Developmental Psychology (2008-present), First Year Seminar: Mind and Media (2020).

Theses and Senior Projects supervised: *The Roles Of Language And Executive Function On Preschoolers' Understanding Of False-Belief*, Madeline Harms (Ph.D in Psychology from University of Minnesota; Visiting Lecturer at Gustavus Adolphus); *The Role Of Gestural Input On Children's Exploratory Play*, Kate Zmich (Director of Community Programs, Smith Memorial Playground); *Children's Understanding Of The Knowledge Gained Through Hearing And Through Seeing*, Ellyn Schmidt (Ph.D. student in School Psychology, Northeastern University); *The Emergence Of Referential Shift In Nicaraguan Sign Language*, Annemarie Kocab (Ph.D. in Psychology from Harvard; postdoctoral fellow); *Language And Social Cognition: A Study Of Vocabulary Size And Deaf Infants*, West Resendes, Harvard University (JD from Yale Law School; Law Fellow at the ACLU); *Children's Developing Ability To Interpret Iconicity*, Rachel Magid (Ph.D. in Brain and Cognitive Science, MIT); *Investigating The Relationship Between Age Of Acquisition Of A Second Language And Lexical Retrieval Ability In Bilinguals*, Andrea Takahesu-Tabori (Ph.D. student in Psychology at UC Irvine), *The Effects Of Learning American Sign Language On College Students? Spatial Cognition*, Samantha Melvin, Wesleyan University (postbac researcher at Columbia University); *The Effect Of E-Readers On Children's Recall Of Physical Events And Mental-State Events*, Rosa Guzman (Ph.D. student at the Harvard Graduate School of Education), *The Effect Of Iconicity Type On Preschooler's Gesture Learning: A Role For Embodiment?* Jenny Chen (Medical Student at University of Toledo)

Dissertation committees: Kathryn Hobbs (Harvard University), Fran Conlin (Boston University), Jon Henner (Boston University), Deanna Gagne (University of Connecticut)

PUBLICATIONS UNDER REVIEW (*indicates student authors)

Pyers, J., & Emmorey, K., (submitted). *Is there an iconic motivation for the morphophonological distinctions between noun-verb pairs in American Sign Language?*

Pyers, J., *Magid, R., Gollan, T., & Emmorey, K. (submitted). *Gesture helps only if you need it: The role of gesture and short-term memory in lexical retrieval.*

Richardson, H., Koster-Hale, J., Caselli, N., *Magid, R., Benedict, R., Olson, H., Pyers, J., & Saxe, R. (submitted). *Language facilitates theory of mind development: Behavioral and fMRI evidence from individuals with delayed access to language*

Secora, K., Emmorey, K., Pyers, J., & Perniss, P (under revision). *Perspective-taking in gestured spatial descriptions and the role of inhibitory control.*

*Takahesu-Tabori, A., & Pyers, J.E. (submitted). *Understanding the differential effects of age of acquisition, language proficiency, and translation knowledge on bilingual lexical access*

Caselli, N., Lieberman, A., & Pyers, J. (submitted). *Iconicity: A threat to ASL recognition or a window into human language acquisition?* In C. Enns, J. Henner, & L. McQuarrie (Eds). *Discussing bilingualism in deaf children: Essays in honor of Robert Hoffmeister*. Routledge Press.

PUBLICATIONS (PEER REVIEWED)

Pyers, J., & Senghas, A., (accepted) *Lexical iconicity is differentially favored under transmission in a new sign language: The effect of type of iconicity.* *Sign Language and Linguistics*.

Caselli, N., Lieberman, A., & Pyers., J. (accepted). *The ASL-CDI 2.0: An updated, normed adaptation of the MacArthur Bates Communicative Development Inventory for American Sign Language.* *Behavioral Research Methods*.

Caselli, N. K., & Pyers, J. E. (2020). Degree and not type of iconicity affects sign language vocabulary acquisition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 46(1), 127–139.

Caselli, N., & Pyers, J. (2017). The road to language learning is not entirely iconic: Iconicity, neighborhood density, and frequency facilitate sign language acquisition, *Psychological Science*, 7, 979-987.

- *Magid, R., & Pyers, J. (2017). "I use it when I see it": The role of development and experience in Deaf and hearing children's understanding of iconic gesture, *Cognition*, *162*, 73-86.
- Shield, A., Pyers, J., Martin, A., & Tager-Flusberg, H. (2016). Relations between language and cognition in native-signing children with autism spectrum disorder. *Autism Research*, *9*(12), 1304-1315.
- Pyers, J., Perniss, P., & Emmorey, K. (2015). Viewpoint in the visual-spatial modality: The coordination of spatial perspective. *Spatial Cognition and Computation*, *15*, 143-169.
- *Kocab, A., Pyers, J.E., & Senghas, A. (2015). Referential shift in Nicaraguan Sign Language: A transition from lexical to spatial devices. *Frontiers in Psychology*, *5*.
- *Schmidt, E., & Pyers, J.E. (2014). First-hand sensory experience plays a limited role in children's early understanding of seeing and hearing as sources of knowledge: Evidence from typically hearing and deaf children. *British Journal of Developmental Psychology*, *32*, 454-467.
- Pyers, J., Shusterman, A., Senghas, A., Spelke, E., & Emmorey, K. (2010). Evidence from an emerging sign language reveals that language supports spatial cognition. *Proceedings of the National Academy of Science*, *107*, 12116–12120.
- Pyers, J., Gollan, T., & Emmorey, K. (2009). Bimodal bilinguals reveal the source of tip of the tongue states. *Cognition*, *112*, 323-329.
- Pyers, J., & Senghas, A. (2009). Language promotes false-belief understanding: Evidence from Nicaraguan Sign Language. *Psychological Science*, *20*, 805-812.
- Emmorey, K., Luk, G., Pyers, J., & Bialystok, E. (2008). The source of cognitive control in bilinguals: Evidence from bimodal bilinguals. *Psychological Science*, *19*, 1201-1206.
- Pyers, J., & Emmorey, K. (2008). The face of bimodal bilingualism: Bilinguals produce ASL grammar while speaking English. *Psychological Science*, *19*, 531-536.
- Pyers, J. (2006). Indicating the body: Expression of body part terminology in American Sign Language. *Language Sciences*, *28*, 280-303.
- de Villiers, J., & Pyers, J. (2002). Complements to cognition: A longitudinal study of the relationship between complex syntax and false-belief understanding. *Cognitive Development*, *17*, 1037-1060.
- Slobin, D. I., Hoiting, N., Anthony, M., Biederman, Y., Kuntze, M., Lindert, R., Pyers, J., Thumann, H., Weinberg, A. (2001). Sign language transcription at the level of meaning components: The Berkeley Transcription System (BTS). *Sign Language & Linguistics*, *4*, 63-96.

PUBLICATIONS (OTHER)

- Gagne, D., Goico, S., Pyers, J., & Coppola, M. (2019). False belief understanding requires language experience, but its precursor abilities do not. In M. Brown and B. Dailey (Eds.) *Proceedings of the 43rd Annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.
- Senghas, A., Pyers, J., Zola, C., Quincoses, C. (2018). Different patterns of iconic influence in the creation vs. transmission of the Nicaraguan Sign Language lexicon. In C. Cuskley, M. Flaherty, L. McCrohon, H. Little, A. Ravignani, T. Verhoef (eds.), *The Evolution of Language: Proceedings of the 12th International Conference (EVOLANG12)*. 445-448.
- Pyers, J. & deVilliers, P. (2013). Theory of mind in deaf children: Illuminating the relative roles of language and executive functioning in the development of social cognition, in S. Baron-Cohen, H. Tager-Flusberg, & M. Lombardo (Eds.) *Understanding other Minds*, 3rd Edition. Oxford University Press (345-363).
- Martin, A., Senghas, A., Pyers, J. (2013). Age of acquisition effects on mental rotation: Evidence from Nicaraguan Sign Language. In *Proceedings of the 37th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.
- Pyers, J., (2012). Sign languages, in V. Ramachandran (Ed.) *Encyclopedia of human behavior*, (2nd ed.): Vol. 3 (425-434). Academic Press.

- *Schmidt, E., & Pyers, J. (2011). Children's understanding of the link between sensory perception and knowledge. In L. Carlson, C. Hoelscher, & T. Shipley (Eds.) *The proceedings of the 33rd annual meeting of the Cognitive Science Society* (3016-3021). Austin, TX: Cognitive Science Society.
- Pyers, J., & Emmorey, K. (2009). The face of bimodal bilingualism: Bilinguals produce ASL grammar while speaking English, reprinted In M. Bishop & S. Hicks (Eds.). *Hearing, mother-father Deaf* (44-53). Washington D.C.: Gallaudet University Press. (Reprinted from *Psychological Science*, 2009, 19, 531-536).
- Pyers, J., & Senghas, A. (2007). Referential shift in Nicaraguan Sign Language: A comparison with American Sign Language. In R. Pfau, P. Perniss, & M. Steinbeck (Eds.) *Visible variation: Comparative studies on sign language Structure* (279-302). Amsterdam: Mouton de Gueyer.
- Pyers, J. (2006). Constructing the social mind: Language and false-belief understanding. In S. Levinson & N. Enfield (Eds.). *The roots of human sociality* (207-228). New York: Oxford.
- Senghas, R., Senghas, A., & Pyers, J. (2004). The emergence of Nicaraguan Sign Language: Questions of development, acquisition, and evolution. In S. T. Parker, J. Langer, & C. Milbrath (Eds.), *Biology and knowledge revisited: From neurogenesis to psychogenesis* (287-306). Mahwah, NJ: Lawrence Erlbaum Associates.
- Pyers, J. (2003). The expression of mental states in American Sign Language. In A. Baker, B. van den Bogaerde, & O. Crasborn (Eds.), *Crosslinguistic perspectives on sign language research* (249-261). Hamburg: Signum Press.
- Slobin, D. I., Hoiting, N., Kuntze, K., Lindert, R., Weinberg, A., Pyers, J., Anthony, M., Biederman, Y., Thumann, H. (2003). A cognitive/functional perspective on the acquisition of "classifiers." In K. Emmorey (Ed.), *Perspectives on classifiers in signed languages* (271-296) Mahwah, NJ: Lawrence Erlbaum Associates.
- de Villiers, P. A., & Pyers, J. (2002). Language of the deaf –Sign language. In R. Kent (Ed.), *MIT encyclopedia of communication disorders* (339-343). Cambridge, MA: MIT Press.
- de Villiers, P. A., & Pyers, J. (2001). Complementation and false-belief representation. In M. Almgren, et al. (Eds.), *Research on child language acquisition* (984-1005). Somerville, MA: Cascadilla Press.
- Slobin, D. I., Hoiting, N., Anthony, M., Biederman, Y., Kuntze, M., Lindert, R., Pyers, J., Thumann, H., & Weinberg, A. (1998). Sign language transcription. Chapter 11 of MacWhinney, B. (2000). *The CHILDES Project: Tools for analyzing talk (3rd ed.): Vol. 1. Transcription format and programs*. Mahwah, NJ: Lawrence Erlbaum Associates.
<http://childes.psy.cmu.edu/sign.pdf>
- de Villiers, J. G., & Pyers, J. (1997). Complementing cognition: The relationship between language and theory of mind. In A. Stringfellow, D. Cahana-Amitay, E. Hughes, & A. Zukowski (Eds.), *Proceedings of the 21st annual Boston University conference on language development* (136-147). Somerville, MA: Cascadilla Press.
- Gale, E., de Villiers, P., de Villiers, J., & Pyers, J. (1996). Language and theory of mind in oral deaf children. In A. Stringfellow, D. Cahana-Amitay, E. Hughes, & A. Zukowski (Eds.), *Proceedings of the 20th annual Boston University conference on language development, Volume 1*. (213-224). Somerville, MA: Cascadilla Press.

PAPERS IN PROGRESS

- Gleason, T., *Haley, M., & Pyers, J. (in preparation). *Imagination in the context of deafness*.
- *Kocab, A., Senghas, A., & Pyers, J. (in preparation). *Facial gestures as a source of sign language nonmanual markers: Evidence (and counter-evidence) from Nicaraguan Sign Language*.

CONFERENCE PRESENTATIONS & POSTERS

- Emmorey, K., & Pyers, J. (2020, April). *Is there an iconic motivation for the morphophonological distinctions between noun-verb pairs in American Sign Language?* Paper presented at the 13th International Conference on the Evolution of Language, Brussels, Belgium.
- Caselli, N., Lieberman, A., & Pyers, J. (2020, March) *The ASL-CDI 2.0: An updated, normed adaptation of the MacArthur Bates Communicative Development Inventory for American Sign Language.* Paper presented at 19th Annual Early Hearing Detection & Intervention Meeting, Kansas City, MO.
- Takahesu-Tabori, A., & Pyers, J. (2019, November). *Different sources of facilitation and interference in bilingual language production: Effects of AOA, proficiency, and translation knowledge on L2 lexical access.* Poster presented at the 60th annual meeting of the Psychonomics Society, Montreal, Quebec.
- Caselli, N., & Pyers, J., (2019, November). *Iconicity in ASL acquisition: Receptive and expressive vocabulary acquisition.* Paper presented at the 44th annual meeting of the Boston University Conference on Language Development, Boston, MA.
- Caselli, N., Pyers, J., & Lieberman, A. (2018, November). *ASL Vocabulary Assessment.* Paper presented at the 43rd Annual Boston University Conference on Language Development, Boston, MA.
- Gagne, D., Goico, S., Pyers, J., & Coppola, M. (2018, November). *False belief understanding requires language experience, but its precursor abilities do not.* Poster presented at the 43rd Annual Boston University Conference on Language Development, Boston, MA.
- Caselli, N., Pyers, J., Lieberman, A. (2018, November). *American Sign Language Vocabulary Assessment.* Paper presented at the Sign Language Acquisition and Assessment conference, Haifa, Israel.
- Richardson, H., Koster-Hale, J., Caselli, N., *Magid, R., Benedict, R., Holson, H., Pyers, J., Saxe, R. (2018, November). *How language facilitates theory of Mind development: Behavioral and fMRI evidence from individuals with delayed access to language.* Paper presented at the annual meeting for the Society for Neuroscience, San Diego, CA.
- Senghas, A., Pyers, J., Z*ola, C., & Quincoses, C. (2018, April). *Different patterns of iconic influence in the creation vs. Transmission of the Nicaraguan Sign Language lexicon.* Paper presented at the 12th International Conference on the Evolution of Language. Turin, Poland.
- Senghas, A., *Zola, A., & Pyers, J. (2017, July). *The role of iconicity type in the creation versus acquisition of an emerging sign language lexicon.* Poster presented at the workshop “Types of iconicity in language use, development and processing”. Nijmegen, The Netherlands.
- Pyers, J., Senghas, A., Goldin-Meadow, S., & Gentner, D. (2017, June). *The emergence of spatial language in Nicaraguan Sign Language: A transition from analogical to categorical forms?* 6th meeting of Formal and Experimental Advances in Sign Language Theory. Reykjavik, Iceland.
- Emmorey, K., & Pyers, J. (2017, April). *Cognitive biases in construing iconic mapping.* Paper presented at the 11th International Symposium on Iconicity in Language and Literature, Brighton, United Kingdom.
- Pyers, J., & Caselli, N. (2017, April). *The effect of iconicity type on the acquisition of signs.* Paper presented at the 11th International Symposium on Iconicity in Language and Literature, Brighton, United Kingdom.
- Pyers, J., *Chen, J., *Williams, K., *den Elzen, H., Gleason, T. (2017, April). *Motor representations shape children’s iconic gesture production.* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Caselli, N., & Pyers, J. (2016, November). *American Sign Language vocabulary acquisition by native Deaf signers.* Paper presented at the 41st Annual Boston University Conference on Language

- Development, Boston, MA.
- *Chen, J., Magid, R., & Pyers, J., (2016, November). *The effect of iconicity type on preschoolers' gesture learning: A role for embodiment?* Poster presented at the 41st Annual Boston University Conference on Language Development, Boston, MA.
- *Chen, J., Magid, R., Pyers, J., (2016, November). *Type of iconicity affects learnability: The role of embodiment.* Poster presented at the Annual Meeting of the Psychonomic Society, Boston, MA.
- Pyers, J., & Perniss, P., (2016, November). *Iconicity, space, and conceptual representation in ASL-English bilinguals.* Paper presented at the invited symposium, I. Benet & S. Goldin-Meadow (chairs) Language By Mouth and Hand at the annual meeting of the Psychonomic Society, Boston, MA.
- Senghas, A., Zola, C., Plançon, E., & Pyers, J., (2016, July) *Iconicity in an emerging sign language: Comparing language generation and maintenance.* Poster presented at the 7th Conference of the International Society for Gesture Studies.
- Pyers, J., Senghas, A., Plançon, E., Zola, C., & *Reynoso, N. (2016, January). *The differential role of iconicity in the creation and maintenance of an emerging sign language lexicon.* Poster presented at the annual meeting of the Linguistic Society of America (LSA), Washington DC.
- Pyers, J., Gagne, D., Senghas, A., & Coppola, M. (2016, January). *Leveraging first-hand experience to assess theory of mind development in deaf populations with limited sign language ability Presentation.* Paper presented at the 12th meeting of Theoretical Issues in Sign Language Research. Melbourne, Australia.
- Pyers, J., Senghas, A., Goldin-Meadow, S., & Genter, D. (2016, January). *Tracing the emergence of spatial categories in Nicaraguan Sign Language.* Poster presented at the 12th meeting of Theoretical Issues in Sign Language Research. Melbourne, Australia.
- Pyers, J., Senghas, A., Goldin-Meadow, S., & Genter, D. (2015, November). *The emergence of spatial language and spatial categorization in Nicaraguan Sign Language.* Paper presented at the 40th Annual Boston University Conference on Language Development, Boston, MA.
- Shield, A., Martin, A., & Pyers, J. (2015, October). *The link between language and theory of mind: Evidence from deaf children with autism.* Poster presented at the biennial meeting of the Cognitive Development Society, Columbus, OH.
- Pyers, J., Lu, J., Magid, R., & Emmorey, K. (2015, July). *The relationship between spatial cognition and the acquisition of spatial language in ASL.* Paper presented at the 2nd International Conference on Sign Language Acquisition. Amsterdam, The Netherlands.
- Shield, A., Martin, A., & Pyers, J. (2015, May). *Native exposure to sign language does not attenuate the social-cognitive deficits of ASD.* Poster presented at the International Meeting for Autism Research (IMFAR), Salt Lake City, UT.
- Secora, K., Pyers, J., Perniss, P., & Emmorey, K. (2015, March). *Perspective taking in manually produced spatial descriptions and the role of inhibitory control.* Paper presented at the 37th annual convention of the German Society of Linguistics Workshop on Perspective Taking, Leipzig, Germany.
- *Guzman, R., & Pyers, J. (2015, March). *The effect of e-readers on children's recall of physical events and mental-state events.* Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Pyers, J., *Chen, J., *Brown, F., & Gleason, T. (2015, March). *The development of preschool children's iconic gestures: The role of experience.* Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Pyers, J., Gagne, D., Senghas, A., Coppola, M. (2014, November). *A novel, reliable method for investigating Theory of Mind in low-verbal populations: An experiential false-belief task.* Poster presented at the 39th Annual Boston University Conference on Language Development, Boston, MA.

- *Takahesu Tabori, A., Pyers, J., Gollan, T. H. (2014, November). *Small differences in second language age of acquisition increase tip-of-the-tongue rates in bilinguals*. Poster presented at the 39th Annual Boston University Conference on Language Development, Boston, MA.
- Pyers, J., Emmorey, K. & Gollan, T. H. (2014, July). *Unlike gestures, production of ASL signs impairs word retrieval for ASL-English bilinguals*. Paper presented at the 6th meeting of the International Society of Gesture Studies, San Diego, CA.
- Hobbs, K., *Resendes, W., Pyers, J. & Carey, S. (2013, October). *The development of early theory of mind and language*. Poster presented at the biennial meeting of the Cognitive Development Society, Memphis, TN.
- *Kocab, A., Pyers, J.E., & Senghas, A. (2013, July). *From gesture to language: The emergence of nonmanual markers in Nicaraguan Sign Language*. Poster presented at the 11th meeting of Theoretical Issues in Sign Language Research, London, UK.
- *Magid, R., & Pyers, J.E. (2013, July). *Does iconicity help children learn language? Evidence from Deaf and hearing preschoolers*. Poster presented at the 11th meeting of Theoretical Issues in Sign Language Research, London, UK.
- Hobbs, K., *Resendes, W., Pyers, J. & Carey, S. (2013, April). *Is there a role for language in early Theory of Mind reasoning?* Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- *Magid, R., & Pyers, J. (2013, April). *Sensitivity to iconicity is not uniform*. Presented at symposium, M. Novak & J. Pyers (chairs), Iconicity in Gesture and Sign, at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Hobbs, K., *Resendes, W., Pyers, J. & Carey, S. (2013, January). *Early theory of mind in deaf and hearing children*. Poster presented at the Budapest CEU Conference on Cognitive Development, Budapest, Hungary.
- *Magid, R., & Pyers, J. (2012, November). *Deaf and hearing preschoolers' use of iconicity: A modality-independent facilitative effect*. Paper presented at the 37th Annual Boston University Conference on Language Development, Boston, MA.
- Martin, A., Senghas, A., & Pyers, J. (2012, November). *Effects of delayed first-language acquisition on spatial cognitive skills: Evidence from signers of Nicaraguan Sign Language*. Paper presented at the 37th Annual Boston University Conference on Language Development, Boston, MA.
- *Magid, R., & Pyers, J. (2012, July). *Iconicity facilitates word learning in preschoolers*. Poster presented at the 5th meeting of the International Society of Gesture Studies, Lund, Sweden.
- *Kocab, A., Senghas, A., & Pyers, J. (2012, July). *Facial gestures as a source of sign language nonmanual markers: Evidence (and counter-evidence) from Nicaraguan Sign Language*. Paper presented at the 5th meeting of the International Society of Gesture Studies, Lund, Sweden.
- Pyers, J., *Magid, R., Emmorey, K., & Gollan, T. (2011, November). *The effect of spontaneous production of translation equivalents on lexical retrieval in ASL-English Bilinguals*. Poster presented at the annual meeting of the Psychonomic Society, Seattle, WA.
- Pyers, J., *Lu, J., *Magid, R., Gentner, D., Emmorey, K., (2011, November). *Acquisition of spatial language in American Sign Language is linked to spatial cognition*. Paper presented at the 36th Annual Boston University Conference on Language Development, Boston, MA.
- *Schmidt, E., & Pyers, J. (2011, October). *Understanding the link between sensory perception and knowledge: A comparison of hearing and deaf children*. Paper presented at the biennial meeting of the Cognitive Development Society, Philadelphia, PA.
- *Schmidt, E., & Pyers, J. (2011, July). *Children's understanding of the link between sensory perception and knowledge*. Poster presented at the 33rd annual meeting of the Cognitive Science Society, Boston, MA.
- Pyers, J., *Drennan, L., & Shusterman, A. (2011, April). *Differences in visual perspective taking abilities in older and younger signers of Nicaraguan Sign Language*. Poster presented at the

- biennial meeting of the Society for Research in Child Development, Montreal, Quebec.
- *Kocab, A., Pyers, J., & Senghas, A. (2011, April). *The emergence of grammatical markers for questions in Nicaraguan Sign Language: Child or adult driven?* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec.
- Pyers, J., Emmorey, K., & Choi, S. (2010, September). *Spatial categorization in a spatial language.* Paper presented at the 10th international conference on Theoretical Issues in Sign Language Research, West Lafayette, IN.
- Pyers, J., Kocab, A., & Senghas, A. (2010, September). *The emergence of referential shift marking in Nicaraguan Sign Language.* Paper presented at the 10th international conference on Theoretical Issues in Sign Language Research, West Lafayette, IN.
- Pyers, J., *Dikanovic, M., *Grossmith, S, *Magid, R., Gollan, T., & Emmorey, K. (2010, July). *Individual differences in the role of gesture in lexical retrieval.* Paper presented at the 4th meeting of the International Society for Gesture Studies, Frankfurt an der Oder, Germany.
- Pyers, J., *Dikanovic, M., *Grossmith, S, *Magid, R., Gollan, T., & Emmorey, K. (2010, May). *Individual differences in the role of gesture in lexical retrieval.* Poster presented at the annual meeting of the American Psychological Society, Boston, MA.
- Pyers, J., *Kocab, A., & Senghas, A. (2009, April). *The emergence of referential shift in a new sign language in Nicaragua: The role of cognition in the development of grammar.* Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Gale, E., de Villiers, P., Schick, B., Hoffmeister, R., & Pyers, J. (2009, April). *Deception in oral and signing deaf children: Not delayed nor dependent on complex language.* Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Pyers, J., Perniss, P., & Emmorey, K. (2008, February). *Viewpoint in the visual spatial modality.* Paper presented at the 30th annual convention of the German Society of Linguistics workshop on *Gestures: A comparison of signed and spoken languages*, Bamberg, Germany.
- Luk, G., Pyers, J., Emmorey, K., & Bialystok, E. (2007, November). *The source of cognitive control in bilinguals: Evidence from bimodal bilinguals.* Poster presented at the annual meeting of the Psychonomic Society, Long Beach, CA.
- Shusterman, A., Pyers, J., Senghas, A., Emmorey, K., & Spelke, E. (2007, October). *Does spatial language guide spatial representation? Evidence from Nicaraguan Sign Language.* Presented at symposium, B. Dessalegn (chair), Attention to language: The interaction between language and cognition, at the fifth annual meeting of the Cognitive Development Society, Santa Fe, NM.
- Pyers, J. & Emmorey, K. (2007, June). *Two-faced: How knowledge of a sign language affects facial gesture.* Paper presented at the 3rd International Society for Gesture Studies Conference *Integrating Gestures*, Evanston, IL.
- Pyers, J., Shusterman, A., Senghas, A., Emmorey, K., & Spelke, E. (2007, March) *Does spatial language guide spatial representation? Evidence from Nicaraguan Sign Language.* Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Pyers, J., & Emmorey, K. (2006, December). *The face of bimodal-bilingualism.* Paper presented at the 9th international conference on Theoretical Issues in Sign Language Research, Florianapolis, Brazil.
- Pyers, J., & Emmorey, K. (2005, November). *The eyebrows have it: Evidence for the activation of two grammars in ASL-English bilinguals.* Poster presented at the 46th annual meeting of the Psychonomic Society, Toronto, Canada.
- Pyers, J., & Senghas, A. (2004, September). *From seeing to knowing: The emergence of language for expressing mental states in Nicaraguan Sign Language.* Poster presented at the 8th International conference on Theoretical Issues in Sign Language Research Conference, Barcelona, Spain.

- Pyers, J. (2003, April). *Emerging complements: The relationship between false belief and language in adult signers of Nicaraguan Sign Language*. Paper presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Pyers, J., & de Villiers, P. (2003, April). *Theory of mind and understanding emotions: What is the role of complex language?* Poster session presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Pyers, J. (2002, June). *The role of causal explanations in emergent false-belief understanding: Evidence from a developing sign language in Nicaragua*. Presented at symposium, J. de Villiers (chair), The Language of Mental State Explanations: Conceptual, Semantic and Syntactic Issues in Normal and Delayed Development. 23rd Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Pyers, J. (2001, July). *Three stages in the understanding of false belief in Nicaraguan signers: The interaction of social experience, language emergence, and conceptual development*. Invited symposium, R. Senghas (Chair), The Emergence of Nicaraguan Sign Language: Questions of development, acquisition, and evolution. 31st Annual Meeting of the Jean Piaget Society, Berkeley, CA.
- Pyers, J. (2000, July). *The expression of mental states in American Sign Language*. Poster presented at the Seventh International Conference on Theoretical Issues in Sign Language Research, Amsterdam, The Netherlands.
- de Villiers, P.A., & Pyers, J. (1999, April). *Oral-deaf children understand false pictures but not false belief*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.
- de Villiers, P.A., & Pyers, J. (1999, July). *The development of false-belief understanding in oral deaf children*. Presented at symposium, J. de Villiers (chair), Language Acquisition, Point of View, and Possible Worlds. Study of Child Language, San Sebastian, Spain.

INVITED PRESENTATIONS

- Pyers, J. (2019, April). *The Power of Sign Language*. Brainwaves conversation series, Rubin Museum, New York, NY.
- Pyers, J. (2019, April). *The role of iconicity in the creation and acquisition of a sign language*. Yale Developmental Psychology Current Works Speaker Series, Yale University, New Haven CT.
- Pyers, J. (2019, March). *Language for the Social Mind*. Invited talk for the Integrative Science Symposia, *The Consequences of the Evolution of Language on the Mind*, International Congress for Psychological Science, Paris, France.
- Pyers, J. (2017, October). *How cognition shapes language emergence: Perspectives from an emerging sign language*, Current work in Developmental Psychology Series, Boston College, Boston, MA.
- Pyers, J. (2017, September). *Social-cognitive forces in the emergence of language: perspectives from an emerging sign language*. Keynote address at the *Minds, Mechanisms, and Interaction in the Evolution of Language Workshop*, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.
- Pyers, J. (2016, May). *Evolutionary, cross-linguistic, and developmental perspectives on the relationship between spatial language and spatial cognition: Insights from sign languages*. Cognition and Language Workshop. Stanford University, Pao Alto, CA.
- Pyers, J. (2015, October). Invited Discussant in the *Cultural Diversity in Social Learning Workshop*. Ohio State University, Columbus, OH.
- Pyers, J. (2015, July). *Mindreading as a foundation for literacy*. Teaching Literacy Skills to Students who are Deaf or Hard of Hearing and Use ASL, The Learning Center for the Deaf, Framingham, MA.

- Pyers, J. (2015, July). *The emergence of spatial categories in learners of an emerging sign language in Nicaragua*. Language and Cognition Group, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.
- Pyers, J. (2015, June). *The specific nature of the relationship between language and theory of mind: Insights from deaf populations*. Social Science Librarian's Bootcamp, Tufts University, Somerville, MA.
- Pyers, J. (2015, March). *Bilinguals fluent in a signed and a spoken language shed light on the nature of bilingualism*. Language and Cognition Series, Harvard University, Cambridge, MA.
- Pyers, J. (2014, June). *The science in our stories: Unifying codas across generations and across cultures*. Keynote address at the annual meeting of Children of Deaf Adults International, Tempe, AZ.
- Pyers, J. (2013, May). *What kind of role does language play in theory of mind development?* Invited Talk. Social Cognitive Neuroscience Laboratory, MIT, Cambridge, MA.
- Pyers, J. (2013, April). *Articulation, attention, and inhibition: Distinct experiences in two types of bilinguals*. Invited Talk. Graduate Seminar in Bilingualism, Harvard Graduate School of Education, Cambridge, MA.
- Pyers, J. (2013, April). *The interdependence of theory of mind and language: Insights from deaf children and deaf signers of an emerging sign language*. Invited Talk, Developmental Science Colloquium Series, Boston University, Boston, MA.
- Pyers, J. (2013, March). *How is our understanding of others shaped by our language experience? Insights from the study of deaf and hearing-impaired populations*. Invited Talk, Institute of Cognitive Science Series, Carleton University, Ottawa, ON.
- Pyers, J. (2013, January). *The role of mental-state language in supporting children's social and emotional development*. Invited Talk, Wellesley College Child Study Center, Wellesley, MA.
- Pyers, J. (2012, June). *The cognitive demands of acquiring a visual-spatial language: The challenge of iconicity*. Invited Talk, Multimodality and Language Learning Workshop, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.
- Pyers, J. (2012, April). *Understanding how language helps our children think*, Invited Talk, Wellesley College Child Study Center, Wellesley, MA.
- Pyers, J. (2012, April). *Articulation, attention, and inhibition: common and distinct experiences in two types of bilinguals*, Invited Talk, Cognitive Science Colloquium, University of Connecticut, Storrs, CT.
- Pyers, J. (2012, April). *The relationship between spatial language and spatial cognition: insights from sign languages*, Invited Talk, Developmental Brown Bag, University of Connecticut, Storrs, CT.
- Pyers, J. (2012, April). *Relations between language and cognition*. Invited Talk, The Language and Cognition in Young Children series, The Learning Center for the Deaf, Framingham, MA.
- Pyers, J. (2012, April). *Untangling the bilingual language experience: Bilinguals fluent in a signed and spoken language shed light on the nature of bilingualism*. Invited Talk, The Linguistics and Language Processing Seminar Series, Brown University, Providence, RI.
- Pyers, J., (2012, March). *Understanding the nature of bilingualism: Insights from bilinguals fluent in a signed and a spoken language*. Invited Talk, Department of Speech, Language, and Hearing Sciences, University of Kansas, Lawrence, KS.
- Pyers, J. (2012, February). *Spatial language and spatial cognition: insights from the study of sign languages*. Invited Talk, Department of Psychology, Developmental Brown Bag, University of Chicago.
- Pyers, J. (2012, February). *Understanding the multiple roles of language in theory of mind development: insights from the study of deaf and hearing-impaired populations*. Invited Talk, Eunice Kennedy Shriver Center, University of Massachusetts, Boston.
- Pyers, J. (2011, June). *Understanding the relationship between the acquisition of spatial language and the development spatial cognition in children learning American Sign Language*. Invited Talk,

Department of Linguistics, University of Connecticut.

- Pyers, J. (2011, June). *What can sign languages tell us about the relationship between spatial language and spatial cognition?* Invited Talk, Department of Psychology, Wesleyan University.
- Pyers, J. (2010, November). *The interaction between spatial language and spatial cognition in signers: evolutionary, cross-linguistic, and developmental perspectives.* NSF Science of Learning Center on Visual Language and Visual Learning, Gallaudet University.
- Pyers, J. (2009, December). *The acquisition of spatial language in American Sign Language: Understanding the ties to cognitive development.* Radcliffe Institute for Advanced Study.
- Pyers, J. (2009, September). *Interactions between language and theory of mind: Evidence from learners of an emerging sign language in Nicaragua.* Invited Talk, Culture And The Mind: Folk Psychology, Folk Epistemology, And Cultural Transmission, University of Sheffield, U.K.
- Pyers, J. (2009, April). *How learners of an emerging sign language in Nicaragua can inform the relationship between language and cognitive development.* Department of Linguistics, Massachusetts Institute of Technology
- Pyers, J. (2009, January). *Using sign language to answer questions about the nature of language,* Invited talk, All India Institute of Speech and Hearing, Mysore, India.
- Pyers, J. (2008, April). *The impact of auditory deprivation and knowledge of a sign language on human cognition,* Invited talk, Perception, Conception and Action: Grounding Thoughts in Experience (and Vice Versa) speaker series, Department of Brain and Cognitive Science, Massachusetts Institute of Technology.
- Pyers, J. (2008, February). *How learners of an emerging sign language in Nicaragua can inform the relationship between language and cognitive development,* Invited talk, Current Work in Developmental Psychology Speaker Series, Psychology Department, Yale University.
- Pyers, J. (2007, March). *The role of language in an understanding of other people's minds: Evidence from an emerging sign language in Nicaragua.* Invited talk, Psychology Department and Linguistics Department, Gallaudet University.
- Pyers, J. (2007, February). *The relationship between language and false-belief understanding in learners of Nicaraguan Sign Language.* Invited talk, Developmental Talk Series, Harvard University.
- Pyers, J. (2006, December). *How Nicaraguan Sign Language informs our understanding of language emergence and human cognition.* Invited talk, Linguistics Department, Harvard University.
- Pyers, J. (2006, April). *Nicaraguan Sign Language: What we can learn about language emergence and human cognition.* Invited talk, Neurosciences Institute, La Jolla, CA.
- Pyers, J. (2005, May). *Building belief: The relationship between language and theory of mind understanding in learners of an emerging sign language in Nicaragua.* Invited talk, Behavior, Evolution, and Culture Series, University of California, Los Angeles.
- Pyers, J. (2005, February). *Emerging mental states: The relationship between language and theory of mind understanding in learners of an emerging sign language in Nicaragua.* Invited talk, Center for Research in Language Speaker Series, University of California, San Diego.
- Pyers, J. (2004, October). *Language liberating the mind: The acquisition of false-belief understanding in learners of an emerging sign language.* Invited talk, The Wenner-Gren Foundation's conference on The Roots of Human Sociality, Duck, NC.
- Pyers, J. (2003, October). *Emerging mental states: How learners of an emerging language talk about the mind.* Invited talk, Early Infant Cognition Lab, University of California, Berkeley.
- Pyers, J. (2002, December). *She didn't know, or it was switched: The use of physical causality to talk about false belief.* Invited talk, Sign Language Research Group, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.

- Pyers, J. (2002, March). *An introduction to theory of mind: a developmental perspective*. Invited talk, The Interaction Group, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.
- Pyers, J. (2002, May). *Using non-verbal measures of false-belief understanding with language-delayed adults*. Invited talk, Workshop on measuring false-belief understanding, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany.
- Pyers, J. (2002, January). *The interaction between language and cognition: Evidence from a developing sign language in Nicaragua*. Invited talk, Sign Language Research Group, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.
- Pyers, J. (2001, April). *The role of language in cognitive development: An examination of false-belief understanding in learners of an emerging language*. Invited lecture, Smith College Psychology Series.

PRESS COVERAGE

ABC News, Discover Magazine, The Economist, Marie Claire, New Scientist, RadioLab, Scientific American Mind, Süddeutsche Zeitung, Tanto Salute, Times of India, Today's Scientist, USA Today, The Week

LANGUAGES

English (fluent native), American Sign Language (fluent native), German (conversational), Nicaraguan Sign Language (conversational)