Barbara W. Sarnecka, Ph.D.

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Education

2004	Ph.D., Psychology, University of Michigan, Ann Arbor
2001	M.A., Anthropology, 2001, University of Michigan, Ann Arbor
1992	B.A. with High Distinction, Russian and Japanese, University of Iowa

Appointments

2005-present	Assistant Professor, Department of Cognitive Sciences, University of California - Irvine.
2004-2005	Postdoctoral Fellow, Department of Psychology, Harvard University

Grants, Fellowships & Awards

Pending	*Preschool Math for English-Language Learners: Spanish, English or Dual-Language Instruction?* U.S. Department of Education, Institute for Education Sciences.
Pending	*NSF CAREER: Early Number-Concept Development in Low-Income English-Language Learners: Observation and Intervention.*
Pending	*Early Number-Concept Development in Bilingual and Monolingual Children.* NIH R01.
2009-2010	Special Research Grant, UC Irvine Academic Senate Council on Research, Computing and Libraries (CORCL).
2008-2010	*Number Words and Number Concepts*. NIH R03HD054654.
2009	*Number Words and Number Concepts* supplemental award.
2005-2008	*How Do Preschoolers Learn Numerals?* NIH-F32HD050036 (declined).
2004-2005	NIH-NRSA Post-Doctoral Traineeship, Harvard University.
2004	NSF-ROLE Post-Doctoral Fellowship, Harvard University.
2003	Rackham Dissertation Fellowship, University of Michigan.
2001-2003	US Dept of Education FLAS Fellowship (declined 2nd year).
2000-2001	Culture & Cognition Graduate Fellowship, University of Michigan.
1997-1999	NIH Graduate Fellowship, University of Michigan.

1996-1999 University of Michigan Regents' Fellowship (declined 2nd and 3rd years).

1991 Phi Beta Kappa, University of Iowa.

Peer-Reviewed Journal Articles

10. Slusser, E. & **Sarnecka**, B. W. (under review) *Connecting Numbers to Discrete Quantification: A Step in the Child's Construction of Integer Concepts.* Manuscript submitted for publication.
9. Negen, J. & **Sarnecka**, B.W. (under review). *Number-word learning predicts attention and memory for set sizes in young children.* Manuscript submitted for publication.
8. Lee, M.D. & **Sarnecka**, B.W. (under review) *Number-knower levels in young children: Insights from a Bayesian Model.* Manuscript submitted for publication.
7. Negen, J. & **Sarnecka**, B.W. (under review) *Children's Number-Word Learning and General Vocabulary.* Manuscript submitted for publication.
6. Lee, M.D. & **Sarnecka**, B.W. (2010). A model of knower-level behavior in number concept development. *Cognitive Science, 34,* 51-67.
5. **Sarnecka**, B.W. & Lee, M. D. (2009) Levels of Number Knowledge During Early Childhood. *Journal of Experimental Child Psychology, 103,* 325-337.
4. **Sarnecka**, B.W. & Carey, S. (2008) How counting represents number: What children must learn and when they learn it. *Cognition, 108,* 662-674.
3. Gelman, S.A., Goetz, P.J., **Sarnecka**, B.W., & Flukes, J. (2008). Generic language in parent-child conversations. *Language Learning and Development, 4, 1-31.*
2. **Sarnecka**, B.W., Kamenskaya, V.G., Yamana, Y., Ogura, T., & Yudovina, J.B. (2007). From grammatical number to exact numbers: Early meanings of "one," "two," and "three" in English, Russian, and Japanese. *Cognitive Psychology (55),* 136-168.
1. **Sarnecka**, B.W. & Gelman, S.A. (2004). Six does not just mean a lot: Preschoolers see number words as specific. *Cognition, 92,* 329-352.

Peer-Reviewed Conference Proceedings & Book Chapters

3. Negen, J. & **Sarnecka**, B. W. (in press) Young Children's Number-Word Knowledge Predicts Their Performance on a Nonlinguistic Number Task. *Proceedings of the 31st Annual Meeting of the Cognitive Science Society*. Mahwah, NJ: Erlbaum.
2. Carey, S. & **Sarnecka**, B.W. (2006). The development of human conceptual representations. M. Johnson & Y. Munakata (Eds.), *Processes of Change in Brain and Cognitive Development: Attention and Performance XXI,* 473-496.
1. **Sarnecka**, B.W., Kamenskaya, V.G., Ogura, T., Yamana, Y., & Yudovina, J.B. (2004). Language as lens: Plurality marking and numeral learning in English, Japanese, and Russian. In *Proceedings of the 28th annual Boston University Conference on Language Development.* Somerville, MA: Cascadilla Press.

Other Publications

7. **Sarnecka**, B.W. (2008) SEVEN does not mean NATURAL NUMBER, and children know more than you think. [Commentary]. *Behavioral & Brain Sciences, 31,* 668.
6. **Sarnecka**, B.W. (2006) [Review of the book *Language development across childhood and adolescence* by Ruth A. Berman, Ed.] *Studies in Second Language Acquisition, 28*, 535-537.
5. **Sarnecka**, B., & Cerutti, A. (2005) *Specificity, direction, and unit-of-one: Piecing together the logic of number words.* [Abstract]. 4th Biennial Meeting of the Cognitive Development Society, San Diego, CA. http://www.cogdevsoc.org/meetings.html
4. **Sarnecka**, B.W. (2004) *Language as Lens: Plurality marking and numeral learning in English, Japanese, and Russian*. Unpublished doctoral dissertation, University of Michigan.
3. **Sarnecka**, B.W. (2002). [Review of the book *Human language and our reptilian brain: The subcortical bases of speech, syntax and thought* by Philip Lieberman]. *Journal of Cognition and Culture 2*, 161-162.
2. **Sarnecka**, B.W. (2002). [Review of the book *Language and gesture* by David McNeill, Ed.]. *Journal of Cognition and Culture, 2,* 81-82.
1. **Sarnecka**, B.W. (2001). [Review of the book *The neurolinguistics of bilingualism: An introduction* by Franco Fabbro]. *Journal of Cognition and Culture, 1,* 359-360.

Conference Presentations

13. Negen, J. & **Sarnecka**, B.W. (2010, July). *Analogue Magnitudes and Knower-Levels: Re-Visiting the Variability Argument*. Paper to be presented at the Annual Meeting of the Cognitive Science Society, Portland, Orgeon.
12. Slusser, E.B. & **Sarnecka**, B. W. (2010, March) Children's Use of Morpho-Syntactic Information to Connect Number Words to Discrete Quantification. Paper given as part of symposium *Early Links Among Number, Plural, and Discrete Objects* (Lisa Cantrell, Chair), International Conference on Infant Studies, Baltimore, MD.
11. Negen, J., & **Sarnecka**, B. W. (2009, July). *Young Children's Number-Word Knowledge Predicts Their Performance on a Nonlinguistic Number Task*. Paper presented at the Annual Meeting of the Cognitive Science Society, Amsterdam.
10. Lee, M.D. & **Sarnecka**, B.W. (2009, May). *A model of knower-level behavior in number-concept development.* Paper presented at the Workshop on Probabilistic Models of Cognitive Development, Banff, Canada.
9. Slusser, E.B., & **Sarnecka**, B. W. (2009, April). *Partial meanings of number words*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
8. **Sarnecka**, B. W. (2007, June) Young children figure out how counting works when they grasp the successor function. In M. Wiser, M. LeCorre & H. Wiese (Chairs), *Symbolic and Conceptual Development in Children's Early Understanding of Number*. Symposium conducted at the annual meeting of the Jean Piaget Society, Amsterdam.

7. Slusser, E. B., & **Sarnecka**, B.W. (2007, April). *When do young children connect number words to discrete quantification?* Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
6. **Sarnecka**, B.W., Cerutti, A., & Carey, S. (2005, October). *Unpacking the cardinal principle of counting: A last-word rule + the successor function.* Poster presented at the 4th Biennial Meeting of the Cognitive Development Society, San Diego, CA.
5. **Sarnecka**, B.W., Kamenskaya, V.G., Ogura, T., Yamana, Y., & Yudovina, J.B. (2005, April). *Plurality marking helps children construct small-number concepts: Evidence from English, Japanese, and Russian.* Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
4. **Sarnecka**, B.W., Kamenskaya, V.G., Ogura, T., Yamana, Y., & Yudovina, J.B. (2003, December). *Plurality marking and numeral learning in English, Japanese, and Russian.* Poster presented at the Kyoto University International Symposium on Self, Cognition, and Emotion, Ann Arbor, MI.
3. **Sarnecka**, B.W., Kamenskaya, V.G., Ogura, T., Yamana, Y., & Yudovina, J.B. (2003, October). *Language as lens: Morphological cues guide children's attention to number*. Paper presented at the Boston University Conference on Language Development, Boston, MA.
2. Yamana, Y., Ogura, T. & **Sarnecka**, B.W. (2003, August). *Suu shi kakutoku no nichibei hikaku* (A study on the acquisition of number words: Comparison of Japanese children and American children). Paper presented at the annual meeting of the *Nihon Kyouiku Shinri Gakkai* (Japanese Educational Psychology Association), Osaka, Japan.
1. **Sarnecka**. B.W. (2003, April). Six does not just mean a lot: Preschoolers see number words as specific. In B. W. Sarnecka (Chair), *Number concepts and number language*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Invited Talks

Harvard University, Department of Psychology

Massachusetts Institute of Technology, Dept. of Brain & Cognitive Sciences

University of Arizona, Department of Psychology

University of California-Irvine. Department of Cognitive Sciences

University of California-Los Angeles, Department of Psychology

Professional Service

- Ad-Hoc Reviewer: *British Journal of Developmental Psychology; Child Development; Cognition; Cognitive Science; Developmental Science, Experimental Psychology; Proceedings of Foundations of the Formal Sciences VII; Infant and Child Development;* Israel Science Foundation; *Journal of Child Language; Journal of East Asian Linguistics; Journal of Experimental Child Psychology; Journal of Genetic Psychology; Language Learning & Development;* National Science Foundation; *Psychological Science,* Society for Research in Child Development; *Trends in Cognitive Sciences.*

- Co-Founder**,** *SOCAL Development*. (Cognitive and language development conference held annually in southern California.)
- Consulting Editor, *Journal of Genetic Psychology*
- Advisor, *Early Childhood Research – Integrated Design of Exhibits*, Lawrence Hall of Science, UC-Berkeley.