

Amy E. Booth
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Academic Positions

- 2009-present **Northwestern University**. Associate Professor. Roxelyn and Richard Pepper
Department of Communication Sciences and Disorders.
- 2003- 2009 **Northwestern University**. Assistant Professor. Roxelyn and Richard Pepper
Department of Communication Sciences and Disorders.
- 2003- 2009 **Northwestern University**. Adjunct Associate Professor. Department of Psychology.
- 2001-2003 **Northwestern University**. Assistant Research Professor, Department of Psychology.
- 1999-2003 **Northwestern University**. Postdoctoral Researcher, Department of Psychology.
- 1998 **Northwestern University**. Visiting Assistant Professor, Department of Psychology.

Education

- August, 1998 **Ph.D. Developmental Psychology**, University of Pittsburgh, PA
- May, 1995 **M.A. Developmental Psychology**, University of Virginia, Charlottesville
- May, 1989 **Sc.B. Psychology**, Brown University, Providence, RI

Grants, Fellowships and Honors

- 2009-2013 **Causal Supports for Early Word Learning**
National Science Foundation #0843252 (\$485,000)
- 2005-2009 **Object Function as Facilitator of Categorization in Infancy**
National Science Foundation #0445871 (\$320,000)
- 2004-2006 **Assessing the Impact of Function of Early Categorization**
NICHD Small Grants Program #1 RO3 HD048759-01 (\$148,500)
- 2005-2007 **Functional Supports for Early Word Learning**
School of Communication Innovations Award (\$5,000)
- 2005-2006 **The Role of Causal Information in Early Word Learning**
NU University Research Grants Committee Grant (\$4,500)
- 2004-2005 **Use of Social Cues to Meaning in Late Talkers and Typical Toddlers**
NU University Research Grants Committee Grant (\$5,000)
- 2000-2003 **National Research Service Award**
National Institutes of Health (\$48,000)
- 1998 **Tim Post Memorial Award** for excellence in research
Department of Psychology, University of Pittsburgh
- 1994-1997 **Graduate Fellowship Award**
National Science Foundation

Publications

1. Graham, S., Booth, A.E., & Waxman, S. (in press). Words are not features of objects: Only consistently applied nouns guide 4-year-olds' inferences about object categories. *Language, Learning and Development*, XX, XXX.
2. Booth, A.E., Schuler, K., & Zajicek, R. (2010). Specifying the role of function in infant categorization. *Infant Behavior and Development*, 33(4), 672-684. NIHMSID: NIHMS238856
3. Ware, E.A. & Booth, A.E. (2010). Form follows function: Learning about function helps children learn about shape. *Cognitive Development*, 25(2), 124-137.
4. Booth, A.E., & Ware, E.A. (2010). Categories, concepts, and causality: A reply to Samuelson and Perone. *Cognitive Development*, 25(2), 154-157.
5. Booth, A.E. (2009). Causal supports for early word learning, *Child Development*, 80(4), 1243-1250. (NIHMSID 158375)
6. Booth, A.E. & Waxman, S.R. (2009). A horse of a different color: Specifying with precision infants' mappings of novel nouns and adjectives. *Child Development*, 80(1), 15-22. (PMCID 2709504)
7. Booth, A.E., MacGregor, K. & Rohlfing, K. (2008). Socio-pragmatics and attention: contributions to gesturally guided word learning in toddlers. *Language Learning and Development*, 4(3), 179-202.
8. Booth, A.E. & Waxman, S.R. (2008). Taking stock as theories of word learning take shape. *Developmental Science*, 11(2), 185-194.
9. Booth, A.E. (2008). The cause of infant categorization? *Cognition*, 106, 984-993.
10. Booth, A.E. & Waxman, S.R. (2006). Deja vu all over again: Re-revisiting the conceptual status of early word learning. *Developmental Psychology*, 42(6), 1344-1346.
11. Booth, A.E. (2006). Object Function and Categorization in Infancy: Two Mechanisms of Facilitation. *Infancy*, 10(2), 145-169.
12. Booth, A.E., & Waxman, S.R. (2005). Conceptual knowledge permeates word learning in infancy. *Developmental Psychology*, 41(3), 491-505.
13. Booth, A.E. & Waxman, S.R (2003a). Mapping words to the world in infancy: on the evolution of expectations for nouns and adjectives. *Journal of Cognition and Development*, 4(3), 357-381.
14. Booth, A.E. & Waxman, S.R (2003b). Bringing theories of word learning in line with the evidence. *Cognition*, 87, 215-218.
15. Waxman, S.R., & Booth, A.E. (2003). The origins and evolution of links between word learning and conceptual organization: New evidence from 11-month-olds. *Developmental Science*, 6(2), 130-137.
16. Booth, A.E., & Waxman, S.R. (2002a). Object names and object functions serve as cues to categories in infancy. *Developmental Psychology*, 38(6), 948-957.
17. Booth, A.E., & Waxman, S.R. (2002b). Word learning is 'smart': evidence that conceptual information affects preschoolers' extension of novel words. *Cognition*, 84, B11-B22.
18. Booth, A.E., Pinto, J., & Bertenthal, B.I. (2002). Perception of the symmetrical pattern of human gait by infants. *Developmental Psychology*, 38(4), 554-563.
19. Waxman, S.R., & Booth, A.E. (2001a). Seeing pink elephants: Fourteen-month-olds' interpretations of novel nouns and adjectives. *Cognitive Psychology*, 43(3), 217-242.
20. Waxman, S.R., & Booth, A.E. (2001b). On the insufficiency of evidence for a domain-general account of word learning. *Cognition*, 78(3), 277-279.
21. Booth, A.E. (2001). The facilitative effect of agent-produced motions on categorization in infancy. *Infant Behavior and Development*, 23(2), 153-174.
22. Johnson, S.C., Booth, A.E., & O'Hearn, K. (2001). Inferring the goals of a non-human agent. *Cognitive Development*, 16(1), 637-656.

23. Waxman, S.R., & Booth, A.E. (2000). Principles that are invoked in the acquisition of words, but not facts. *Cognition*, 77(2), B33-B43.
24. Waxman, S. R., & Booth, A. E. (2000b). Distinguishing count nouns from adjectives: Evidence from 14-month-olds' word extension. In *Proceedings of the 24th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Selected Conference Presentations and Proceedings

1. Alvarez, A. & Booth, A. (June, 2011). Preschoolers' preference for causal information. Poster presented at the International Mind Brain and Education Society meeting, San Diego, CA.
2. Booth, A.E., Schuler, K., & Zajicek, R. (March, 2010). How does function facilitate early categorization? Not by enhancing attention alone. Poster presented at the International Conference on Infant Studies, Baltimore, MD.
3. Patrick, K. & Booth, A.E. (January, 2010). Word learning in children with autism: The role of gestural cues and social referencing. Poster presented at the Applied Behavior Analysis International meeting. Chicago, IL.
4. Ware, E.A. & Booth, A.E. (September, 2009). How learning about causal and non-causal relations between shape and function influences children's categorization. Cognitive Development Society. San Antonio, TX.
5. Booth, A.E. & Gordon, M. (April, 2009). Effects of causal information on the acquisition and retention of novel words by 3-year-olds. Poster presented at the meeting of the Society for Research on Child Development. Denver, CO.
6. Booth, A.E. (July, 2008). Causal supports for early word learning. Poster presented at the 29th annual meeting of the Cognitive Science Society, Washington, DC.
7. Fiske, G. & Booth, A.E., (May, 2008). Social motivation in autism. Poster presented at the International Meeting for Autism Research, London, Great Britain.
8. Ware, E.A. & Booth, A.E. (March, 2007) Form Follows Function: The Role of Function Information in the Development of the Shape Bias. Poster presented at the meeting of the Society for Research on Child Development. Boston, MA.
9. Booth, A.E. (March, 2007). Assessing the impact of function on categorization. Poster presented at the meeting of the Society for Research on Child Development. Boston, MA.
10. Booth, A.E. (July, 2006). Causal properties support categorization in infancy. Poster presented at the 28th Annual Conference of the Cognitive Science Society, Vancouver, Canada.
11. Booth, A.E., MacGregor, K. and Rohlfing, K. (July, 2005). From eye gaze to manipulation: Which gestural cues facilitate word learning? Paper presented at the 10th International Congress for the Study of Child Language, Berlin, Germany.
12. Booth, A.E. & Waxman, S.R. (May, 2004). Two mechanisms by which function facilitates categorization in infancy. Paper presented at the 14th International Conference on Infancy Studies, Chicago, Illinois.
13. Booth, A.E., & Waxman, S.R. (April, 2004). Evidence for the influence of conceptual knowledge on early word learning. Paper presented at the 18th biennial meeting of the Conference on Human Development, Washington, DC.
14. Booth, A.E., Waxman, S.R., Huang, Y., & Hackenberg, J. (April, 2003). Evidence for the influence of conceptual knowledge on early word learning. Paper presented at the biennial meeting of the Society for Research on Child Development, Tampa, Florida.
15. Booth, A.E. (April, 2003). Mechanisms underlying the facilitative effect of object functions on categorization in 18-month-old infants. Poster presented at the biennial meeting of the Society for Research on Child Development, Tampa, Florida.
16. Booth, A.E. & Waxman, S.R. (April, 2002). Object Functions Serve as Cues to Categories for Infants. Paper presented at the 13th Intl. Conference on Infancy Studies, Toronto, Canada.

17. Waxman, S.R., Booth, A.E. & Braun, I. (November, 2001). *The power of early word-learning*. Paper presented at the conference on Early Lexical Acquisition: Normal and Pathological Development.
18. Waxman, S. R., & Booth, A. E. (July 2000). *14-month-old infants expectations for novel count nouns and adjectives: Evidence from word extension*. Poster presented at the 12th International Conference on Infancy Studies, Brighton, England.

Courses Taught

Developmental Psychology, Cognitive Development, Infancy, Typical and Atypical Development in Infants and Toddlers, Cognitive Development in Atypical Learners, Overview of Language Disorders, Language Science II

Grant, Journal, Book, and Conference Reviews

National Science Foundation: Developmental and Learning Sciences (sitting panelist)
Canada Foundation for Innovation

British Journal of Developmental Psychology
Child Development (**Consulting Editor:** Fall, 2008 – Fall, 2011)
Cognition
Cognitive Development
Cognitive Psychology
Developmental Psychology
Developmental Science
Infancy
Infant Behavior and Development
Journal of Child Language
Journal of Cognition and Development
Journal of Experimental Child Psychology
Journal of Experimental Psychology: General
Journal of Speech Language Hearing Research
Language and Cognitive Processes
Language Learning & Development
Psychological Science
Trends in Cognitive Science

Child Development (9th Edition) authored by John Santrock
Chapter plan for Language Development & Language Impairment (Wiley)

Society for Research on Child Development

Administration

2010-2011	Chair , Child language search committee
2010-current	Member , PhD Program Committee
2009-2010	Member , Developmental search committee
2007-current	Member , Language Curriculum Committee
2009-current	Chair , Special Programs Committee
2005-2009	Member , Special Programs Committee

2006 **Member (and interim chair)**, Child language disorders search committee

PhD Students

2006 Elizabeth Ware, Psychology

2008 Gwendolyn Fiske, Communication Sciences and Disorders

Current Aubrey Alvarez, Communication Sciences and Disorders

Professional Associations

Cognitive Development Society

Society for Research on Child Development

International Society for Infant Studies

Cognitive Science Society

Zero to Three