

BIOGRAPHICAL SKETCH

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NAME Amy E. Booth	POSITION TITLE
eRA COMMONS USER NAME (credential, e.g., agency login) A-BOOTH	Professor of Psychology

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)*

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	MM/YY	FIELD OF STUDY
Brown University	Sc.B.	06/93	Psychology
University of Virginia	M.A.	06/95	Developmental Psych.
University of Pittsburgh	Ph.D.	06/98	Developmental Psych.
Northwestern University	Post-doc	09/03	Cognitive/Dev Psych.

A. Personal Statement

My research focuses broadly on early cognitive development and learning. In much of my work, I have explored interactions between categorization, conceptual knowledge and word learning in infants and young children, but have recently expanded my research to encompass scientific literacy as well. Having held faculty appointments in Communication Sciences and Disorders for most of my career, I have mentored student projects on specific language impairment, dyslexia and autism spectrum disorders, and have conducted all of my research with an eye towards the potential applications of basic science to educational and clinical intervention.

With support from the National Science Foundation, I have been able to take concrete steps towards my translational goals in recent years. In two ongoing projects, I am exploring the origins and outcomes associated with early individual variability in pre-academic skills. One project specifically focuses on individual variability in children’s word-learning skills as a potential mediator between early home language experiences and persistent socioeconomically related disparities in vocabulary and early literacy. The other project focuses on the origins of children’s scientific literacy by examining early interests in, and ability to reason about, causal information over the course of a four-year period from preschool to 2nd grade. Parental input, classroom environment, and intrinsic child characteristics are considered as potential influencing factors.

The goal of both of these projects is to better understand individual variability in key foundational skills so that we can develop innovative approaches to assessment and intervention that will maximize the developmental outcomes for all children, including those facing challenges associated with disorders of thinking, learning and communication.

B. Positions and Honors

Positions and Employment

- 2017- **Vanderbilt University**, Professor, Psychology and Human Development
- 2014-2017 **University of Texas at Austin**, Professor, Psychology
- 2014-2016 **University of Texas at Austin**, Professor, Communication Sciences & Disorders
- 2009-2014 **Northwestern University**, Associate Professor, Communication Sciences & Disorders
- 2003- 2009 **Northwestern University**, Assistant Professor, Communication Sciences & Disorders
- 2003- 2009 **Northwestern University**, Adjunct Assistant Professor, Psychology

Program Director/Principal Investigator (Last, First, Middle):

2001-2003 **Northwestern University**, Assistant Research Professor, Psychology
1999-2003 **Northwestern University**, Postdoctoral Researcher, Psychology.

Other Experience and Professional Memberships

Reviewer, *National Science Foundation*
Committee of Visitors (program review board), 2015
College of Reviewers, 2013-2016
Panelist, 2010-2012
Associate Editor, *Child Development*, 2014-2017
Member, *Society for Research on Child Development*
Member, *Cognitive Development Society*
Member, *American Psychological Society*
Member, *American Educational Research Association*
Member, *Zero to Three*

Honors

1994-1997 **Graduate Fellowship Award**, National Science Foundation
1998 **Tim Post Memorial Award**, University of Pittsburgh, Psychology
2000-2003 **National Research Service Award**, National Institutes of Health
2012 **Clarence Simon Award** for outstanding teaching and mentoring

C. Selected Peer-reviewed Publications

Most relevant to the current application

Booth, A.E. (2009). Causal supports for early word learning, *Child Development*, 80(4), 1243-1250.

Patrick, K., Hurewitz, F. & Booth, A.E. (2013). Word-Mapping in Autism: Evidence for Backwards Bootstrapping of Social Gaze Strategies. *Proceedings of the 37th Boston University Conference on Language Development*, 2, 332-344.

Alvarez, A.L. & Booth, A.E. (2014). Motivated by meaning: Testing the effect of knowledge-infused rewards on preschoolers' persistence. *Child Development*, 85(2), 783-791. DOI: 10.1111/cdev.12151.

Booth, A. (2015). Effects of causal information on early word learning: Efficiency and Longevity. *Journal of Cognitive Development*, 33, 99-107. DOI: 10.1016/j.cogdev.2014.05.001.

Booth, A. & Alvarez, A.* (2015). Developmental changes in causal supports for early word learning. *Language Learning and Development*, 11,(1), 80-92. DOI: 10.1080/15475441.2014.888900

Bauer, J., McGroarty-Torres, K. & Booth, A. E. (2016). Causally-rich group play: A powerful context for building preschoolers' vocabulary. *Frontiers in Psychology: Developmental Psychology*, 7: 997. DOI: 10.3389/fpsyg.2016.00997. PMC4925663.

Additional recent publications of importance to the field (in chronological order)

Ware, E.A. & Booth, A.E. (2010). Form follows function: Learning about function helps children learn about shape. *Cognitive Development*, 25(2), 124-137.

Booth, A.E., Schuler, K., & Zajicek, R. (2010). Specifying the role of function in infant categorization. *Infant Behavior and Development*, 33(4), 672-684.

Graham, S., Booth, A.E., & Waxman, S. (2012). Words are not features of objects: Only consistently applied nouns guide 4-year-olds' inferences about object categories. *Language, Learning and Development*, 8 (2), 136-145.

Booth, A. (2014). Conceptually coherent categories support name-based inductive inference in preschoolers. *Journal of Experimental Child Psychology*, 123, 1-14. DOI: [10.1016/j.jecp.2014.01.007](https://doi.org/10.1016/j.jecp.2014.01.007)

Alvarez, A. & Booth, A. (2015). Preschoolers prefer to learn causal information. *Frontiers in Psychology: Developmental Psychology*, 6(60). DOI: 10.3389/fpsyg.2015.00060. PMC4327508.

Alvarez, A. & Booth, A. (2016). Exploring individual differences in preschoolers' causal stance. *Developmental Psychology*, 52(3), 411-422. DOI: 10.1037/dev0000085

D. Research Support

Ongoing Research Support

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| 2015-2020 | Exploring the Consequences of Individual Differences in Preschoolers' Causal Stance
National Science Foundation #1535102 (PI; \$1,693,015) |
| 2014-2018 | Specifying the Nature of the Vocabulary Gap
National Science Foundation #1421494 (PI; \$350,342) |

Completed Research Support

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| 2009-2013 | Causal Supports for Early Word Learning
National Science Foundation #0843252 (PI; \$485,000) |
| 2005-2009 | Object Function as Facilitator of Categorization in Infancy
National Science Foundation #0445871 (PI; \$320,000) |
| 2004-2006 | Assessing the Impact of Function on Early Categorization
NICHD Small Grants Program #1 RO3 HD048759-01 (PI; \$148,500) |
| 2000-2003 | National Research Service Award
National Institutes of Health (PI; \$48,000) |
| 1994-1997 | Graduate Research Fellowship
National Science Foundation |