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Linda B. Smith

Department of Psychological and Brain Sciences & The Program in Cognitive Science  
Indiana University Bloomington, Indiana 47405  
Distinguished Professor (2007), Chancellor's Professor (1997), Professor (1985),  
Associate Professor (1981), Assistant Professor (1977)

**Education:**

University of Wisconsin - Madison B.S. 1973

University of Pennsylvania Ph.D. 1977

**Honors:**

Phi Beta Kappa

University Fellow - University of Pennsylvania 1976

Dissertation Year Fellow - University of Pennsylvania, 1977

Summer Faculty Fellowship - Indiana University, 1978

Lilly Post-doctoral Teaching Fellow - Indiana University, 1982

James McKeen Cattell Sabbatical Award, 1984 (declined)

Research Career Development Award - NICHD, 1984-1989

Early Career Contribution, American Psychological Association, 1985

Honors Faculty Fellow, Indiana University, 1990, 1991, 1992

Lilly Faculty Open Fellowship, 1993-94

Tracy M. Sonneborn Award (Indiana University) 1997)

Society of Experimental Psychologists, 2005

Fellow, American Psychological Society, 2006

Fellow, American Academy of Arts and Sciences, 2007

Fellow, Cognitive Science Society, 2008

Distinguished Cognitive Scientist Award, UC-Merced, 2009

Distinguished Scholar Award, Office of Women's Affairs, Indiana University, 2009

**Appointments:**

National Science Foundation, Memory & Cognitive Processes Panel, 1983-86

National Science Foundation, Advisory Committee for the Directorate for Biological,  
Behavioral and Social Sciences, 1989-1991

National Institute of Mental Health, Cognition, Emotion and Personality Panel, 1989-  
1993

Honors Faculty, Indiana University, 1990-1993

Forum for Federal Research Management, 1992 - 1994

National Institutes of Health, Scientific Review Advisory Committee, 1997

Society for Research In Child Development, Ethics Committee, 1997-1999

National Institutes of Health, Study Section (LCOM), 2002- 2006

Associate Dean, College of Arts and Sciences, 2000-2003

President, Phi Beta Kappa, Indiana Chapter – 2003-2004

Governing Board, Cognitive Science Society, 2003 –

Rummelhart Prize Committee, 2004 – 2009 (Chair 2008 -2009)  
Chair, Department of Psychological and Brain Sciences, Indiana University-  
Bloomington, 2005 –  
Governing Board, International Conference on Development and Learning, 2006 –  
Governing Board, Chairs of Graduate Programs in Psychology (COGDOP), 2010-

**Editorial Boards:**

*Journal of Experimental Psychology: Learning, Memory and Cognition*, 1981-84  
*Child Development*. 1984-1995, 1997-2000  
*Contemporary Psychology*. 1988-1990  
*Cognitive Science*, 1996-2001  
*Journal of Memory and Language*, 1996 - 1999  
Associate Editor, *Psychological Review*, 1994 - 1997

**Memberships:**

Cognitive Science, Society for Research in Child Development, The Psychonomic  
Society, American Psychological Society, International Conference in Development and  
Learning

**Research Support:**

Biomedical Sciences Support Grant, Indiana University, 1977-78, 1988-91  
National Science Foundation, 1978-84, 2005-2008  
Spencer Foundation, 1980-82  
National Institute of Mental Health, 1983-84, 1997-2001, 1999 – 2003, 2003-2009  
National Institute of Child Health and Development, 1984-89, 1992-2000, 2000-2005,  
2005-2010  
EYE Institute, 2007 - 2009  
Multiventures Fund, Indiana University, 1990-91, 1996-97  
Intercampus Fund, Indiana University, 1992-93  
International Projects Grant, Indiana University, 1996, 2003  
DARPA – BICA, 2005-2007  
Department of Education, 2005- 2010

**Publications:**

Smith, L. B., Kemler, D. G. & Aronfreed, J. (1975). Developmental trends in voluntary  
selective attention: Differential effects of source distinctness. *Journal of Experimental  
Child Psychology*. 20, 352-362.

Jusczyk, P., Rosner, B., Cutting, J., Foard, C., & Smith, L. (1977). Categorical perception  
of nonspeech sounds by two-month-old infants. *Perception and Psychophysics*. 21. 50-54.

Smith, L. B., & Kemler, D. G. (1977). Developmental trends in free classification:  
Evidence for a new conceptualization of perceptual development. *Journal of  
Experimental Child Psychology*. 24, 279-298.

Kemler, D. G., & Smith, L. B. (1978). Is there a developmental trend from integrality to separability in perception? *Journal of Experimental Child Psychology*. 26. 498-507.

Smith, L. B., & Kemler, D. G. (1978). Levels of experienced dimensionality in children and adults. *Cognitive Psychology*. , 502-532.

Kemler, G. D., & Smith, L. B. (1979). Accessing similarity and dimensional relations: The effects of integrality and separability on the discovery of relational concepts. *Journal of Experimental Psychology: General*, 108, 133-150.

Smith, L. B., & Kilroy, M. C. (1979). A continuum of dimensional separability. *Perception and Psychophysics*, 25, 285-291.

Smith, L. B. (1979). Perceptual development and category generalization. *Child Development*. 50, 705-715.

Carrell, T. D., & Smith, L. B. (1979). Some perceptual dependencies between vowel color and pitch. In J. J. Wolf & D. H. Klatt (Eds.), *Speech Communication paper Presented at the 9th Meeting of the Acoustical Society of America, New York, NY*, 33-35.

Smith, L. B. (1980). Development and the continuum of separability. *Perception and Psychophysics*. 28, 164-172.

Smith, L. B. (1981). The importance of the overall similarity of objects for adults' and children's classifications. *Journal of Experimental Psychology: Human perception and Performance*. 2, 811-824.

Johnson, H., & Smith, L. B. (1981). Children's inferential abilities in the context of reading to understand. *Child Development*. 52. 1216-1223.

Carrell, T. D., Smith, L. B., & Pisoni, D. B. (1981). Some perceptual dependencies in speeded classifications of vowel color and pitch. *Perception and Psychophysics*. 29, 1-10.

Jusczyk, P. W., Smith, L. B., & Murphy, C. (1981). Perceptual classification of speech. *Perception and Psychophysics*, 30. 10-23.

Smith, L. B., & Rizzo, T. (1982). Children's understanding of the referential properties of collective and class nouns. *Child Development*, 53, 245-257.

Smith, L. B. (1983). Development of classification: The use of similarity and dimensional relations. *Journal of Experimental Child Psychology*. 36. 150-178.

Smith, L. B. (1984). Young children's understanding of attributes and dimensions: A comparison of conceptual and linguistic measures. *Child Development*. 55. 363-380.

Smith, L. B. (1984). A review of Perception, cognition and development (T. J. Tighe & B. G. Shepp, Eds.). *American Journal of Psychology*, 97, 451-474.

Smith, L. B. (1985). Young children's attention to global magnitude: Evidence from classification tasks. *Journal of Experimental Child Psychology*, 35, 471-492.

Smith, L. B., Cooney, N. J., & McCord, C. (1986). What is "high?" Development of implicit reference points for "high" and "low". *Child Development*, 57, 583-602.

Walley, A., Smith, L. B., & Jusczyk, P. W. (1986). Developmental changes in the perceived structure of speech. *Memory and Cognition*, 14, 220-229.

Sera, M., & Smith, L. B. (1987). Big and little: Nominal and relative uses. *Cognitive Development*, 89-112.

Smith, L. B. (1987). Perceptual relations and perceptual language: Commentary on Marks, Hammeal and Bornstein, *Monographs of Society for Research in Child Development*, 94-101.

Smith, L. B., Sera, M., & Gattuso, B. (1988). The development of thinking. In R. Sternberg & E. E. Smith (Eds.), *The Psychology of Thought* Cambridge University Press, 366-391.

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Landau, B., Smith, L. B., & Jones, S. S. (1988). The importance of shape in early lexical learning. *Cognitive Development*, 59, 299-321.

Smith, L. B., Rattermann, M. J., & Sera, M. (1988). "Higher" and "lower": Comparative and categorical interpretations. *Cognitive development*, 5 341-358.

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Johnston, J., & Smith, L. B. (1989). Dimensional thinking in language impaired children. *Journal of the Speech and Hearing Society*, 32, 33-38.

Smith, L. B. (1989). A model of perceptual classification in children and adults. *Psychological Review*, 96, 125-144.

Smith, L. B. (1989). From global similarities to kinds of similarities. The construction of dimensions in development. In S. Vosniadou & A. Ortony (Eds.), *Similarity and analogy*, (Pp. 146-178). Cambridge University Press

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Gasser, M. & Smith, L.B. (1991) The development of a notion of sameness: A connectionist model. In the Proceedings of the 13th Annual Conference of the Cognitive Science Society. Hillsdale, N.J.:Lawrence Erlbaum, 719-723.

Smith, L. B. & Heise, D. (1992). Perceptual similarity & conceptual structure. In B. Burns, ed.) *Percepts, Concepts, and Categories: Representation and Processing of Information*. Advances in Psychology, Elsevier.

Smith, L. B., & Sera, M. (1992) A developmental analysis of the polar structure of dimensions. *Cognitive Psychology*, 24, 99-142.

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Smith, L.B. (1993). The concept of same. *Advances in child development and behavior*, 24, 216-253.

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Namy, L., Smith L.B. & Gershkoff-Stowe, L. 1997) Young children's discovery of spatial classification. Cognitive Development. 12. 163-184.

Smith, L.B., Gasser, M., & Sandhofer, C. (1997) Learning to talk about the properties of objects: A network model of the development of dimensions. The Psychology of learning and motivation, 36, 220 - 256.

Smith, L.B. & Gasser, M. (1997) Review of The Acquisition of the Lexicon, Language, 73. 160-162.

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Johnston, J.R., Smith, L.B., & Box, P. (1997) Cognition and communication: referential strategies used by preschoolers with specific language impairment. Journal of Speech and Hearing Sciences. 40, 964-974.

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- Smith, L.B. (1999). Children's noun learning: How general processes make specialized learning mechanisms. In MacWhinney, B. (Ed.) *The emergence of language: 28th Carnegie Symposium on Cognition*, Mahwah, NJ:LEA
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- Smith, L.B. (1999) Do infants possess innate knowledge structures: The con side. *Developmental Science*, 2, 133-144.
- Samuelson, S. & Smith, L.B. (2000) Grounding development in cognitive processes. *Child Development*, 71, 98-106.
- Smith, L.B. (2000) From knowledge to knowing: Real progress in the study of infant categorization. *Infancy*, 1, 91-98.
- Samuelson, L. & Smith, L.B. (1999) Early noun vocabularies: Do ontology, category structure, and syntax correspond? *Cognition*, 71, 1-33.
- Samuelson, L. & Smith, L.B. (2000) Attention to rigid and deformable shape in naming and non-naming tasks. *Child Development*, 71, 1555-1570.
- Sandhofer, C.M. Smith, L.B., & Luo, J. (2000) Counting nouns and verbs in the input: Differential frequencies, different kinds of learning? *Journal of Child Language*, 27, 561-585.
- Smith, L.B. (2000) How to learn words: An Associative Crane. In R. Golinkoff & K. Hirsh-Pasek. (Eds.) *Breaking the word learning barrier*. Oxford: Oxford University Press, 51-80.
- Smith, L.B. (2000) Avoiding association when its behaviorism you really hate. In R.

Golinkoff & K Hirsh-Pasek. (Eds.) Breaking the word learning barrier. Oxford: Oxford University Press, 169-174.

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Dietrich, F.J., Thelen, E., Corbetta, D. & Smith, L.B. (2000) Perseverative errors in infancy as window on dynamic perception-action memories. Developmental Science, 3, 479-496.

Smith, L.B. (2000) How domain general processes create domain-specific biases. In M. Bowerman & S. Levinson (Eds.) Conceptual development and language acquisition. Cambridge: Cambridge University Press.

Gasser, M., Colunga, E. & Smith, L.B. (2000) Developing Relations. In Urpo Nikanne & Emile van der Zee (eds.) The Interface Between Cognition and Language. Oxford University Press.

Thelen, E., Schoner, G., Scheier, C., & Smith, L.B. (2001) The dynamics of embodiment: A field theory of infant perseverative reaching. Brain and Behavioral Sciences, 24, 1-86.

Spencer, J.P., Smith, L.B., & Thelen, E. (2001). Tests of a dynamic systems account of the A-not-B error: The influence of prior experience on the spatial memory abilities of 2-year-olds. Child Development, 75, 1327-1346.

Sandhofer, C. & Smith, L.B. (2001) Why children learn color and size words so differently: Evidence from adults' learning of artificial terms. Journal of Experimental Psychology: General, 130, 600-620.

Diedrich, F. J., Highlands, T., Thelen, E., & Smith, L.B. (2001) The role of target distinctiveness in infant perseverative search errors. Journal of Experimental Child Psychology, 78, 263-290.

Yoshida, H. & Smith, L.B. (2001) Early noun lexicons in English and Japanese. Cognition, 82, B63-B74.

Smith, L.B., Jones, S.S., Landau, B., Gershkoff-Stowe, L. & Samuelson, S. (2002) Early noun learning provides on-the-job training for attention Psychological Science, 13, 13-19.

Kersten, A. & Smith, L.B. (2002) Attention to novel objects during verb learning. Child Development, 73, 93-109.

Jones, S.S. & Smith, L.B. (2002) How children know the relevant properties for generalizing object names. Developmental Science, 5, 219-232.

Smith, L.B., Colunga, E., & Yoshida, H. (2002) Making an ontology: Cross-linguistic evidence. In Oakes & Rakison (Eds.) Early Category and Concept Development, Cambridge University Press.

Smith, L.B. (2002) Connectionism as teleology. Developmental Science, 5, 178-180.

Yoshida, H. & Smith, L.B. (2003) Known and novel noun extensions: Attention at two levels of abstraction. Child Development, 74 (2), 565-577.

Yoshida, H. & Smith, L.B. (2003) Shifting ontological boundaries: How Japanese- and English-speaking children generalize names for animals and artifacts. Target article in Developmental Science, 6, 1-17.

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Colunga, E., & Smith, L. B. (2005). From the lexicon to expectations about kinds: A role for associative learning. *Psychological review*, 112(2), 347-382.

Jones, S. S., & Smith, L. B. (2005). Object name learning and object perception: A deficit in late talkers. *Journal of child language*, 32(1), 223-240.

Samuelson, L. K., & Smith, L. B. (2005). They call it like they see it: Spontaneous naming and attention to shape. *Developmental Science*, 8(2), 182-198.

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Clearfield, M. W., Diedrich, F. J., Smith, L. B., & Thelen, E. (2006). Young infants reach correctly in A-not-B tasks: On the development of stability and perseveration. *Infant Behavior & Development*, 29(3), 435-444.

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Son, J. Y., Smith, L. B., & Goldstone, R. L. (2008). Simplicity and generalization: Short-cutting abstraction in children's object categorizations. *Cognition*, 108(3), 626-638.

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- Colunga, E., Smith, L. B. & Gasser, M. (2009) Correlation versus prediction in children's word learning: Cross-linguistic evidence and simulations. *Language and Cognition*, 1 (2), 197-217.
- Sheya, A. & Smith, L.B. (in press) Development through sensory motor coordinations. Invited chapter, Festschrift for F. Varela, MIT Press.
- Smith, L.B. & Pereira, A. (2009) Shape, action, symbolic play, and words: Overlapping loops of cause and consequence in developmental process. In S. Johnson (ed), *Neo-constructivism: The new science of cognitive development*. Oxford University Press.

Sheya, A. & Smith, L.B. (2010) Changing priority maps in 12- to 18-month-olds: An emerging role for object properties. *Psychological Bulletin and Review*. 17, 22-28.

Hanania, R. & Smith, L.B. (in press) Selective attention and attention switching. *Developmental Science*.

Hidaka, S. & Smith, L. A single word in a population of words. *Language Learning and Development*

Smith, L.B. & Sheya, A. Is cognition enough to explain cognitive development? *Cognitive Science*

Sethuraman, N. & Smith, L.B. (in press) Cross-linguistic Differences in Talking About Scenes, *Journal of Pragmatics*

Smith, L.B., Yu, C. & Pereira, A. (in press). Not your mother's view: The dynamics of toddler visual experience. *Developmental Science*

### ***Submitted***

Sethuranam, N. & Smith, L.B. The role of argument structure in early verb learning in English and Tamil. *Journal of Child Language*

### **Invited Talks and Colloquia:**

Department of Psychology, Dalhousie University, Halifax, Nova Scotia, March, 1980.

Sixth Annual Interdisciplinary Conference, Park City, Utah, January, 1981.

Department of Psychology, Princeton University, November, 1983.

Department of Psychology, Yale University, November, 1983.

Department of Psychology, Purdue University, January, 1985.

Conference on similarity and analogy, University of Illinois, May, 1986.

Symposium on perception and cognition, Cornell University, August, 1986

Symposium on Object Perception: Structure and Process, U.N.E.D., Madrid, Spain, May, 1987.

Developmental Area, Department of Psychology, University of Illinois, Champaign, March, 1988.

Department of Speech and Hearing Sciences Colloquium Series, Indiana University, Bloomington, April, 1988.

Institute for Child Development, University of Minnesota, Minneapolis, October, 1988.

Department of Psychology, University of Pennsylvania, January, 1989.

Department of Psychology, Duke University, February, 1989.

Department of Psychology, University of Iowa, March, 1989.

Department of Psychology, Indiana University, March, 1989.

Dynamics System Conference, Kansas City, April, 1989.

Symposium on The Perception of Structure, Yale University, May, 1989.  
Dynamic Systems Tutorial, NIH, Washington, D. C., June, 1989.  
Symposium on Neural Darwinism, Eleventh International Joint Conference on Artificial Intelligence, Detroit, August, 1989.  
Department Of Psychology, Princeton University, December, 1989.  
Department Of Psychology, Michigan State University, January, 1990.  
Department Of Psychology, University of Virginia, February, 1990.  
Department of Psychology, University of Pittsburgh, March, 1990.  
Cognitive Sciences, University of Illinois, May, 1990.  
Department of Psychology, Wayne State University, March 1991  
Department of Psychology, Arizona State University, March 1991  
Keynote address, Fourth Artificial Intelligence Symposium, New Brunswick, Canada, September 1991  
Department of Psychology, Northwestern University, October 1991  
Department of Psychology, University of Michigan, March 1992  
Department of Psychology, University of California-San Diego, April 1992  
Symposium on Chaos, American Psychological Association, Washington, D.C., August 1992.  
Department of Psychology, University of Chicago, January 1993.  
Symposium on Auditory Prothesis, Providence, RI, July 1993.  
Minnesota Symposium on Child Development, University of Minnesota, October 1993.  
Cognitive Science, University of California - Irvine, November 1993.  
Cognitive Science, UCLA, March 1994 Psychology, UC-Berkeley, March 1994  
Plenary speaker, Jean Piaget Society, June 1994  
Cognitive Science, State University of New York -Buffalo, December 1994.  
Cognitive Science, University of Western Ontario, March 1995  
Workshop on Object Retrieval, Neurosciences Institute, 1995  
Society for Philosophy and Psychology, July 1995.  
Max Planck Institute, Nijmegen, Netherlands, November 1995  
Psychology, University of California-San Diego, December 1995  
Invited Address, Midwestern Psychological Association, May 1996  
Ontario Institute for the Study of Education, Univ. of Toronto, June 1996  
Neurosciences Institute, November 1996  
Psychology, Virginia Technological University, February 1997  
Carnegie-Mellon Symposium on Cognition, June 1997  
Cognitive Science, New Bulgarian University, July 1997 `  
William Brown Memorial Lecture, University of Nebraska (Omaha), September 1997  
Invited Address, International Conference on Infant Studies, April 1998  
Complexity Symposium, University of California – Irvine, January 1999  
Conference on Embodied Cognition, Tsukuba University, Japan, February 1999  
The Counterpoints Symposium, SRCD, April 1999  
Speech and Hearing Sciences, Indiana University, Bloomington, December 1999  
University of Chicago, October 2000  
University of Pennsylvania, Cognitive Science, February 2001  
University of Notre Dame, Workshop on Spatial Concepts, June 2001  
Conference on Developmental and Embodied Cognition, Edinburgh, Scotland, August

2001

CNRS Interdisciplinary Conference on Abstraction, Gif, France, September 2001  
Invited Symposium on Dynamic Systems, Psychonomic Society, Orlando, November 2001

2001

Cognitive Science, Ohio State University, February 2002  
Cognitive Science, Franklin & Marshall College, March 2002  
Tamigawa University, Japan, August 2002  
Symposium of Brain and Development, Tateshima Japan, August 2002  
Cognitive Science Laboratory, Kyoto University, Japan, August 2002  
Cognitive Science, Johns Hopkins University, November 2002  
Symposium on Embodied Cognition, Lisbon Portugal, November 2002  
Emory University, February 2003  
Purdue University, February 2003  
Charles Spiker Memorial Lecture, University of Iowa, February 2003  
Keynote Speaker, Canadian Language and Literacy Network, June 2003  
Workshop on Concepts and Learning, Lund, Sweden, June 2003  
European Conference on Developmental Psychology, Milan, August 2003.  
Babes-Bolyai University, Cluj-Napoca, Romania, September, 2003  
Conference on Space and Language, Johns Hopkins University, September, 2003  
University of California-San Diego (Cognitive Science, November 2003)  
University of Connecticut, (psychology), December 2003  
Cognitive Science Society, Nationwide Virtual Colloquium over the Internet, February 2004  
Dynamics and Development Workshop, History and Philosophy of Science, University of Minnesota, April 2004  
Cognitive Science, UCSD, October 2004  
Theology and Science Lectures, Gregorian Pontifical University, Rome, November 2004  
Masters Seminar Series, University of Arizona, November 2004  
Cognitive Science, University of Arizona, November 2004  
Psychology, Harvard University, December 2004  
Cognitive and Brain Sciences, MIT, December 2004  
Cognitive Science, Ohio State University, March 2005  
University of Chicago, Psychology, April 2005  
James J. Gibson Lecture, Cornell University, May 2005  
Dynamics and Connectionism Series, University of Iowa, June 2005  
Invited DARPA meeting on Biologically inspired cognitive architectures, October, 2005  
Society of Experimental Psychologists, San Diego, February 2006  
Debate with Jesse Prinz, Psychology-Philosophy Great Ideas Series, University of British Columbia, March 2006  
Psychology, University of British Columbia, March 2006  
Invited Address, APA, New Orleans, August 2006  
Psychology, University of Toronto, September 2006  
NYU, Workshop on Grounding, October 2006  
Invited Symposium, Computational Cognitive Neuroscience, November 2006  
Cognitive Science, University of Toronto, March 2007  
Cognitive Science Summer School, New Bulgarian University, July 2007

Dynamic Systems Workshop, Portugal, September 2007  
Invited Talk, Cognitive Systems, EU sponsored workshop, Paris, September 2007  
Plenary Talk, Cognitive Development Society, Sante Fe, October 2007  
Psychology Department Stanford University, December 2007  
Institute of Child Development, University of Minnesota, February 2008  
Cognitive Science, University of Minnesota, February 2008  
Plenary Address, Cognitive Science, Washington DC, July 2008  
Plenary Address, Simulated Adaptive Behavior, Osaka, July 2008  
Master Lecture, American Psychological Society, August 2008  
Bayesian Learning Workshop, Berkeley, August 2008  
Invited Address, International Conference on Spatial Cognition, Freiberg, September  
2008  
Psychology, Northumbria University, New Castle, UK, September 2008  
Invited Address, Language Learning and Development, Boston, October 2008  
Colloquium, Physics Department (Physics Education), University of Maryland,  
November, 2008.  
Colloquium, Cognitive Science, University of Rochester, February 2009  
Presidential Dream Course Lecture, Oklahoma University, March 2009  
Colloquium, Archives de Piaget, Geneva, March 2009  
Workshop on complexity, Princeton University, March 2009  
Distinguished Lecturer – Cognitive Science, UC-Merced, April 2009  
Plenary Address, Society for Philosophy and Psychology, Bloomington, IN, July 2009  
Colloquium, Birkbeck College, University of London, October 2010  
Plenary Address, European Union Cognition, Zurich, January 2010  
Workshop on Sound Symbolism, Emory University, March 2010