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CURRICULUM VITAE

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Education

- Ph.D. Developmental Psychology, University of Moscow and the Russian Academy of Education, 1986.
- M.A. (equivalent), Neuropsychology, University of Moscow, 1981.
- B.A. (equivalent), Psychology, University of Moscow, 1980.

Positions

- Visiting Professor, Department of Experimental Psychology, University of Oxford, 2010.
- Hilgard Visiting Professor, Department of Psychology, Stanford University, 2009
- Professor of Cognitive Science and Psychology, The Ohio State University, 2007-present.
- Professor of Cognitive Science, Psychology, and Human Development, The Ohio State University, 2002 – 2007.
- Director of the Center for Cognitive Science, 2003-present.
- Associate Dean for Research, 2002-2007.
- Visiting Professor, Department of Psychology, Princeton University, 1998-1999; 1999-2000.
- Associate Professor, Education and Cognitive Science, The Ohio State University, 1997-2002.
- Assistant Professor, College of Education, The Ohio State University, 1991-1996.
- Head of a research group, Child Development Research Lab. Russian Academy of Education, 1986-1991.
- Senior Researcher, Child Development Research Lab, Russian Academy of Education, 1990-1991.
- Researcher, Child Development Research Lab, Russian Academy of Education, 1986-1990.
- Research Assistant, Infancy Research Lab, Russian Academy of Education, 1982-1986.

National Service, Editorial and Reviewing Activity

- Associate Editor of *Trends and Opinions in Cognitive Science*
- Associate Editor of *Comparative Education Review*, 1994-1999.
- Editorial Board member of *International Journal for Behavioral Development* 1998-2003.
- Panel review member: National Science Foundation, 2002-present; US Department of Education: Cognition and Student Learning Panel, 2003-present.
- Member of an NSF site visit team for a Center for Science of Learning.
- Member of the Governing Board of Cognitive Science Society, 2005-Present
- Chair of the Publications Committee of the Cognitive Science Society, 2005-Present.
- Ad Hoc reviewer for *Behavioral and Brain Sciences*, *Child Development*, *Cognition*, *Cognitive Development*, *Cognitive Psychology*, *Cognitive Science*, *Comparative Education Review*, *Developmental Psychology*, *Developmental Science*, *Ecological Psychology*, *Educational Researcher*, *Journal of Cognition and Development*, *Journal of Experimental Psychology: General*, *International Journal for Behavioral Development*, *Memory & Cognition*, *Proceedings of the Cognitive Science Society*, *Psychological Science*, *Psychological Review*, *Psychonomic Bulletin & Review*, *Quarterly Journal of Experimental Psychology*, *Reading Research Quarterly*, *Science*.
- External Reviewer for Promotion and Tenure Review: Brown University, Cornell University, Carnegie Mellon University, Indiana University, City University of New York, UCLA, UCSD, University of Iowa.

Honors and Awards

- Huber Distinguished Fellow in Social and Behavioral Sciences, Ohio State University.
- Fellow of the Association for Psychological Science (APS).
- The development of understanding in mathematical and scientific thinking: Cognitive mechanisms and methods of amplification. Grant from the James S. McDonnell Foundation, 1998-2002 (PI, \$580,602).
- The development of thinking: Inductive inference in young children. Grant from the National Science Foundation, 2000-2004 (PI, \$403,303).
- Learning Research Initiative, 2001-2003 (PI, \$100,000). Grant from the Ohio State University Office of Research for the development of a Center for research on learning at the Ohio State University.
- Acquisition of relational concepts: Pathway to proficient thinking in mathematics and science. Grant from the National Science Foundation, 2002-2005 (PI, \$1,302,516).
- Cognitive underpinnings of scientific misconceptions. Grant from US Department of Education, Program in Cognition and Student Learning, 2005-2008, (Co-PI, PI: Andrew Heckler, \$933,397).
- The role of external representations in learning and transfer of mathematical knowledge. Grant from US Department of Education, Program in Cognition and Student Learning, 2007-2010 (PI, \$1,760,669)
- The Development of Induction and Categorization, Grant from NSF, jointly funded by programs *Perception, Action Cognition* and *Developmental and Learning Sciences*, 2007-2010 (PI, \$541,666).

- Cross-modal Processing and Lexical Development. Grant from NIH, 2009-2011 (PI, \$894,974).
- Origins and mechanisms of categorization (Pending), NIH-P01, 2011-2016 (PI, 5,667,521).

Learned Societies Membership

- American Psychological Association
- American Psychological Society
- American Association for the Advancement of Science
- Cognitive Science Society
- Society for Research in Child Development
- Psychonomic Society
- Cognitive Development Society

Research and Teaching Interests

- Mechanisms of learning and cognitive development
- The role of attention and memory in early categorization and category learning
- Interrelationships between language and cognitive development

Invited Colloquia in the Past Five Years

- Department of Psychology, Carnegie Mellon University
- University of Iowa
- University of Texas-Austin
- Department of Psychology, University of Bangor
- Department of Psychology, University of Warwick
- Department of Psychology, Oxford University
- Program in Cognitive Science, Indiana University
- Department of Psychology, Stanford University (Cognitive Colloquium)
- Department of Psychology, Stanford University (Developmental Colloquium)
- Department of Psychology, Cornell University
- NSF Symposium on reasoning, Washington, DC
- Fyssen Foundation symposium on objects and categories, Paris, France.
- Summer School in the New Bulgarian University
- Department of Psychology, University of Texas-Austin
- New York University Symposium on Neo-Constructivism
- Department of Psychology, University of Maryland
- Department of Psychology, University of Chicago
- Department of Psychology, Northwestern University
- Department of Psychology, Princeton University
- Department of Psychology, University of Madrid

- Department of Psychology, University of London
- Institute for Cognitive Science, University of Freiburg
- Department of Psychology, Carnegie-Mellon University
- Department of Psychology, Indiana University

Current and Past Graduate and Postdoctoral Students

- Anna V. Fisher, Assistant Professor of Psychology, Carnegie Mellon University (former graduate student)
- Ya-Fen Lo, Assistant Professor, California State University, Los Angeles (former graduate student)
- Anne K. Morris, Associate Professor, University of Delaware (former graduate student)
- Bradley J. Morris, Associate Professor, Grand Valley State University (former graduate student)
- Aaron W. Rader, Statistical Analyst, American Red Cross (former graduate student)
- Aaron S. Yaras, Assistant Professor, Grand Valley State University (former postdoctoral researcher)
- Chris Robinson, Research Scientist, The Ohio State University (former postdoctoral researcher)
- Jennifer Kaminski, Research Scientist, The Ohio State University (former postdoctoral researcher).
- Heidi Kloos, Assistant Professor, University of Cincinnati (former postdoctoral researcher)
- Julie Hupp, Assistant Professor of Psychology, Ohio State University-Newark (former postdoctoral researcher)
- Catherine Best, Postdoctoral researcher
- Xin Yao, Graduate Student
- Adam Osth, Graduate Student
- Hyungwook Yim, Graduate Student

Peer-Reviewed Publications

("*" represents an article for an individual for whom I served as a primary graduate or post-doctoral advisor).

1. *Sloutsky, V. M., & Fisher, A. V. (in press). Effects of categorical labels on similarity judgments: A critical evaluation of a critical analysis. *Developmental Psychology*.
2. *Deng, W., & Sloutsky, V. M. (2011). Carrot-eaters and moving heads: Salient features provide greater support for inductive inference than category labels. *Psychological Science*. DOI: 10.1177/0956797611429133
3. *Sloutsky, V. M., & Fisher, A. V. (2011). Linguistic labels: Conceptual markers or object features? *Journal of Experimental Child Psychology*. doi:10.1016/j.jecp.2011.07.007
4. *Hupp, J. M., & Sloutsky, V. M. (2011). Learning to learn: From within-modality to cross-modality transfer in infancy. *Journal of Experimental Child Psychology*, 110,

408–421.

5. Opfer, J. E., & Sloutsky, V. M. (2011). On the design and function of rational arguments. *Behavioral and Brain Sciences*, *34*, 85–86.
6. *Best, C. A., Robinson, C. W., & Sloutsky, V. M. (2011). The effect of labels on categorization: Is attention to relevant features a good index of infants' category learning? In L. Carlson, Ch. Hölscher. & T. Shipley (Eds.), *Proceedings of the XXXIII Annual Conference of the Cognitive Science Society* (pp. 2751-2755). Mahwah, NJ: Erlbaum.
7. *Best, C. A., Robinson, C. W., & Sloutsky, V. M. (2011). The effect of labels on children's category learning. In L. Carlson, Ch. Hölscher. & T. Shipley (Eds.), *Proceedings of the XXXIII Annual Conference of the Cognitive Science Society* (pp. 3332-3336). Mahwah, NJ: Erlbaum.
8. *Yim, H., Best, C. B., & Sloutsky, V. M. (2011). Cost of attention as an indicator of category learning. In L. Carlson, Ch. Hölscher. & T. Shipley (Eds.), *Proceedings of the XXXIII Annual Conference of the Cognitive Science Society* (pp. 1763-1769). Mahwah, NJ: Erlbaum.
9. *Yim, H., Dennis, S., & Sloutsky, V. M. (2011). The development of context use and three way bindings in episodic memory. In L. Carlson, Ch. Hölscher. & T. Shipley (Eds.), *Proceedings of the XXXIII Annual Conference of the Cognitive Science Society* (pp. 3040-3045). Mahwah, NJ: Erlbaum.
10. Sloutsky, V. M (2010). Mechanisms of cognitive development: Domain-general learning or domain-specific constraints. *Cognitive Science*, *34*, 1125-1130.
11. *Robinson, C. W., & Sloutsky, V. M (2010). Effects of multimodal presentation and stimulus familiarity on auditory and visual processing. *Journal of Experimental Child Psychology*, *107*, 351-358.
12. Sloutsky, V. M. (2010). From perceptual categories to concepts: What develops? *Cognitive Science*, *34*, 1244–1286.
13. *Best, C. A., Robinson, C. W., & Sloutsky, V. M. (2010). The effect of labels on visual attention: An eye tracking study. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the XXXII Annual Conference of the Cognitive Science Society* (pp. 1846-1851). Mahwah, NJ: Erlbaum.
14. *Robinson, C. W., Ahmar, N., & Sloutsky, V. M. (2010). Evidence for auditory dominance in a passive oddball task. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the XXXII Annual Conference of the Cognitive Science Society* (pp. 2644-2649). Mahwah, NJ: Erlbaum.
15. *Robinson, C. W., & Sloutsky, V. M. (2010). Attention and cross-modal processing: Evidence from Heart Rate analyses. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the XXXII Annual Conference of the Cognitive Science Society* (pp. 2639-2643). Mahwah, NJ: Erlbaum.
16. *Kaminski, J. A., & Sloutsky, V. M. (2010). Concreteness and relational matching in preschoolers. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the XXXII Annual Conference of the Cognitive Science Society* (pp. 335-340). Mahwah, NJ: Erlbaum.
17. *Deng, W., & Sloutsky, V. M. (2010). The role of linguistic labels in categorization. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the XXXII Annual Conference of the Cognitive Science Society* (pp. 230-235). Mahwah, NJ: Erlbaum.

18. *Yao, X., & Sloutsky, V. M. (2010). Selective attention and development of categorization: An eye tracking study. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the XXXII Annual Conference of the Cognitive Science Society* (pp. 1980-1985). Mahwah, NJ: Erlbaum.
19. *Osth, A., Dennis, S., & Sloutsky, V. M. (2010). Context and category information in children and adults. In S. Ohlsson & R. Catrambone (Eds.), *Proceedings of the XXXII Annual Conference of the Cognitive Science Society* (pp. 842-847). Mahwah, NJ: Erlbaum.
20. *Robinson, C. W., & Sloutsky, V. M. (2010). Development of cross-modal processing. *Wiley Interdisciplinary Reviews: Cognitive Science*, *1*, 135-141.
21. *Kaminski, J. A., Sloutsky, V. M., & Heckler, A. F. (2009). Transfer of mathematical knowledge: The portability of generic instantiations. *Child Development Perspectives*, *3*, 151-155.
22. Sloutsky, V. M. (2009). Theories about “theories”: Where is the explanation? Comment on Waxman and Gelman. *Trends in Cognitive Sciences*, *13*, 331-332.
23. *Kaminski, J. A., Sloutsky, V. M., & Heckler, A. F. (2009). Concrete instantiations of mathematics: A double-edged sword. *Journal for Research in Mathematics Education*, *40*, 90-93.
24. *Hupp, J. M., Sloutsky, V. M., & Culicover, P. W. (2009). Evidence for a domain general mechanism underlying the suffixation preference in language. *Language and Cognitive Processes*, *24*, 876-909.
25. *Kaminski, J. A., & Sloutsky, V. M. (2009). The effect of concreteness on children’s ability to detect common proportion. In N. Taatgen & H. van Rijn (Eds.), *Proceedings of the XXXI Annual Conference of the Cognitive Science Society* (pp. 335-340). Mahwah, NJ: Erlbaum.
26. *Kaminski, J. A., Sloutsky, V. M., & Heckler, A. F. (2008). Blocking effects on dimensions: How attentional focus on values can spill over to the dimension level. In V. M. Sloutsky, B. C. Love, & K. McRae (Eds.), *Proceedings of the XXX Annual Conference of the Cognitive Science Society* (pp. 1075-1080). Mahwah, NJ: Erlbaum.
27. *Sloutsky, V. M., & Robinson, C. W. (2008). Flexible attentional learning in infancy. In V. M. Sloutsky, B. C. Love, & K. McRae (Eds.), *Proceedings of the XXX Annual Conference of the Cognitive Science Society* (pp. 1182-1187). Mahwah, NJ: Erlbaum.
28. *Heckler, A. F., Kaminski, J. A., & Sloutsky, V. M. (2008). Learning associations that run counter to biases in learning: Overcoming overshadowing and learned inattention. In V. M. Sloutsky, B. C. Love, & K. McRae (Eds.), *Proceedings of the XXX Annual Conference of the Cognitive Science Society* (pp. 511-516). Mahwah, NJ: Erlbaum.
29. *Sloutsky, V. M., & Yao, X. (2008). Learning words from context. In V. M. Sloutsky, B. C. Love, & K. McRae (Eds.), *Proceedings of the XXX Annual Conference of the Cognitive Science Society* (pp. 1925-1929). Mahwah, NJ: Erlbaum.
30. *Hupp, J. M., Sloutsky, V. M., & Culicover, P. W. (2008). Modifying the suffixation preference across domains. In V. M. Sloutsky, B. C. Love, & K. McRae (Eds.), *Proceedings of the XXX Annual Conference of the Cognitive Science Society* (pp. 1326-1331). Mahwah, NJ: Erlbaum.
31. *Kloos, H., & Sloutsky, V. M. (2008). Removing the time crutch: Can preschoolers still make causal judgments? In V. M. Sloutsky, B. C. Love, & K. McRae (Eds.),

- Proceedings of the XXX Annual Conference of the Cognitive Science Society* (pp. 1146-1151). Mahwah, NJ: Erlbaum.
32. Sloutsky, V. M. (2008). Analogy is to priming as relations are to transformations. *Behavioral and Brain Sciences*, 31, 396-397.
 33. *Robinson, C. W., & Sloutsky, V. M. (2008). Effects of auditory input in individuation tasks. *Developmental Science*, 11, 869-881.
 34. *Sloutsky, V. M., & Fisher, A. V (2008). Attentional learning and flexible induction: How mundane mechanisms give rise to smart behaviors. *Child Development*, 79, 639-651.
 35. Sloutsky, V. M. (2008). Recognition memory and mechanisms of induction: Comment on Wilburn and Feeney. *Cognition*, 108, 500-506.
 36. *Kaminski, J. A., Sloutsky, V. M., & Heckler, A. F. (2008). *Responses to comments. Science*, 322, 1632.
 37. *Kaminski, J. A., Sloutsky, V. M., & Heckler, A. F. (2008). The advantage of abstract examples in learning math. *Science*, 230, 454-455.
 38. *Sloutsky, V. M., & Robinson, C. W. (2008). The role of words and sounds in visual processing: From overshadowing to attentional tuning. *Cognitive Science*, 32, 354-377.
 39. *Kloos, H., & Sloutsky, V. M (2008). What's behind different kinds of kinds: Effects of statistical density on learning and representation of categories. *Journal of Experimental Psychology: General*, 137, 52-72.
 40. *Robinson, C. W., & Sloutsky, V. M. (2007). Visual processing speed: Effects of auditory input on visual processing. *Developmental Science*, 10, 734-740.
 41. *Sloutsky, V. M., Kloos, H., & Fisher, A. V. (2007). What's beyond looks? Reply to Gelman and Waxman. *Psychological Science*, 18, 556-557.
 42. *Sloutsky, V. M., Kloos, H., & Fisher, A. V. (2007). When looks are everything: Appearance similarity versus kind information in early induction. *Psychological Science*, 18, 179-185
 43. *Robinson, C. W., & Sloutsky, V. M. (2007). Linguistic labels and categorization in infancy: Do labels facilitate or hinder? *Infancy*, 11, 233-253.
 44. *Robinson, C. W., & Sloutsky, V. M. (2007). Auditory dominance: Overshadowing or response competition? In D. McNamara & G. Trafton (Eds.), *Proceedings of the XXIX Annual Conference of the Cognitive Science Society* (pp. 605-610). Mahwah, NJ: Erlbaum.
 45. *Kaminski, J., Sloutsky, V. M., & Heckler, A. F. (2007). Effects of multiple instantiations on transfer of knowledge. In D. McNamara & G. Trafton (Eds.), *Proceedings of the XXIX Annual Conference of the Cognitive Science Society* (pp. 1139-1144). Mahwah, NJ: Erlbaum.
 46. *Robinson, C. W., & Sloutsky, V. M. (2007). Visual statistical learning: Getting some help from the auditory modality. In D. McNamara & G. Trafton (Eds.), *Proceedings of the XXIX Annual Conference of the Cognitive Science Society* (pp. 611-616). Mahwah, NJ: Erlbaum.
 47. Fangmeier, T., Knauff, M., Ruff, C. C., & Sloutsky, V. M. (2006). fMRI evidence for a three-stage model of deductive reasoning. *Journal of Cognitive Neuroscience*, 18, 320-334.
 48. *Fisher, A. F., & Sloutsky, V. M. (2006). Flexible attention to labels and

- appearances in early induction. In R. Sun and N. Miyake (Eds.). *Proceedings of the XXVIII Annual Conference of the Cognitive Science Society* (pp. 220-225).
49. *Robinson, C. W., & Sloutsky, V. M. (2006). Categorization in infancy: When sounds and labels hinder category learning. In R. Sun and N. Miyake (Eds.). *Proceedings of the XXVIII Annual Conference of the Cognitive Science Society* (pp. 2038-2041).
 50. *Kaminski, J., Sloutsky, V. M., & Heckler, A. F. (2006). Do children need concrete instantiations to learn an abstract concept? In R. Sun and N. Miyake (Eds.). *Proceedings of the XXVIII Annual Conference of the Cognitive Science Society* (pp. 411-416).
 51. *Kaminski, J., Sloutsky, V. M., & Heckler, A. F. (2006). Effects of concreteness on representation: an explanation for differential transfer. In R. Sun and N. Miyake (Eds.). *Proceedings of the XXVIII Annual Conference of the Cognitive Science Society* (pp. 1581-1586).
 52. *Heckler, A. F., Kaminski, J., & Sloutsky, V. M. (2006). Differential cue salience, blocking and learned inattention. In R. Sun and N. Miyake (Eds.). *Proceedings of the XXVIII Annual Conference of the Cognitive Science Society* (pp. 1476-1481).
 53. *Sloutsky, V. M., & Fisher, A. V. (2005). Similarity, Induction, Naming, and Categorization (SINC): Generalization or verbal inductive reasoning? Response to Heit and Hayes. *Journal of Experimental Psychology: General*, *134*, 606-611.
 54. Sloutsky, V. M., Kaminski, J., & Heckler, A. F. (2005). The advantage of simple symbols for learning and transfer. *Psychonomic Bulletin & Review*, *12*, 508-513.
 55. *Fisher, A. V., & Sloutsky, V. M. (2005). When induction meets memory: Evidence for gradual transition from similarity-based to category-based induction. *Child Development*, *76*, 583-597.
 56. *Fisher, A. V., & Sloutsky, V. M. (2005). Effects of category labels on induction and visual processing: Support or interference? In B.G. Bara, L. Barsalou, & M. Bucciarelli (Eds.), *Proceedings of the XXVII Annual Conference of the Cognitive Science Society*, 678-683. Mahwah, NJ: Erlbaum.
 57. *Hupp, J. M., & Sloutsky, V. M. (2005). Rules of physics can be learned implicitly. In B.G. Bara, L. Barsalou, & M. Bucciarelli (Eds.), *Proceedings of the XXVII Annual Conference of the Cognitive Science Society*, 1007-1011, Mahwah, NJ: Erlbaum.
 58. *Kaminski, J., Sloutsky, V. M., & Heckler, A. F. (2005). Relevant concreteness and its effects on learning and transfer. In B.G. Bara, L. Barsalou, & M. Bucciarelli (Eds.), *Proceedings of the XXVII Annual Conference of the Cognitive Science Society*, 1090-1095. Mahwah, NJ: Erlbaum.
 59. *Kloos, H., Fisher, A. V., & Sloutsky, V. M. (2005). Dissociation between categorization and induction early in development: Evidence for similarity-based induction. In B.G. Bara, L. Barsalou, & M. Bucciarelli (Eds.), *Proceedings of the XXVII Annual Conference of the Cognitive Science Society*, 1149-1153. Mahwah, NJ: Erlbaum.
 60. *Kloos, H., & Sloutsky, V. M. (2005). Do preschoolers understand causality? A critical look. In B.G. Bara, L. Barsalou, & M. Bucciarelli (Eds.), *Proceedings of the XXVII Annual Conference of the Cognitive Science Society*, 1154-1159. Mahwah, NJ: Erlbaum.
 61. *Robinson, C. W., Howard, E. M., & Sloutsky, V. M. (2005). The nature of early

- word comprehension: Symbols or associations? In B.G. Bara, L. Barsalou, & M. Bucciarelli (Eds.), *Proceedings of the XXVII Annual Conference of the Cognitive Science Society*, 1883-1888. Mahwah, NJ: Erlbaum.
62. *Robinson, C. W., Howard, E. M., & Sloutsky, V.M. (2005). Mechanisms underlying the effects of labels on cognitive development. In B.G. Bara, L. Barsalou, & M. Bucciarelli (Eds.), *Proceedings of the XXVII Annual Conference of the Cognitive Science Society*, 1878-1882. Mahwah, NJ: Erlbaum.
 63. *Sloutsky, V. M., Robinson, C. W., & Timbrook, C. M. (2005). Overshadowing as a mechanism underlying the effect of labels on categorization. In B.G. Bara, L. Barsalou, & M. Bucciarelli (Eds.), *Proceedings of the XXVII Annual Conference of the Cognitive Science Society*, 2033-2037. Mahwah, NJ: Erlbaum.
 64. *Napolitano, A. C., & Sloutsky, V. M. (2004). Is a picture worth a thousand words? The flexible nature of modality dominance in young children. *Child Development*, 75, 1850-1870.
 65. *Fisher, A.V., & Sloutsky, V. M. (2004). Categorization and memory: Representation of category information increases memory intrusions. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the XXVI Annual Conference of the Cognitive Science Society*, 387-391. Mahwah, NJ: Erlbaum.
 66. *Fisher, A.V., & Sloutsky, V. M. (2004). The development of induction: From similarity-based to category-based. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the XXVI Annual Conference of the Cognitive Science Society*, 392-397. Mahwah, NJ: Erlbaum.
 67. *Hupp, J.M., Sloutsky, V. M., & Culicover, P. W. (2004). The importance of temporal information for inflection-type effects in linguistic and non-linguistic domains. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the XXVI Annual Conference of the Cognitive Science Society*, 613-617. Mahwah, NJ: Erlbaum.
 68. *Kaminski, J. A., Sloutsky, V. M., & Heckler, A. F. (2004). Transfer of learning between isomorphic artificial domains: Advantage for the abstract. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the XXVI Annual Conference of the Cognitive Science Society*, 642-647. Mahwah, NJ: Erlbaum.
 69. *Kloos, H., & Sloutsky, V. M. (2004). Are natural kinds psychologically distinct from nominal kinds? Evidence from learning and development. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the XXVI Annual Conference of the Cognitive Science Society*, 702-707. Mahwah, NJ: Erlbaum.
 70. *Robinson, C. W., & Sloutsky, V. M. (2004). The effect of stimulus familiarity on modality dominance. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the XXVI Annual Conference of the Cognitive Science Society*, 1167-1172. Mahwah, NJ: Erlbaum.
 71. *Sloutsky, V. M., & von Spiegel, J. (2004). Automatic processing of elements interferes with processing of relations. In K. Forbus, D. Gentner, & T. Regier (Eds.), *Proceedings of the XXVI Annual Conference of the Cognitive Science Society*, 1261-1266. Mahwah, NJ: Erlbaum.
 72. *Sloutsky, V. M., & Spino, M. A. (2004). Naïve theory and transfer of learning: When less is more and more is less. *Psychonomic Bulletin & Review*, 11, 536-541.
 73. Robinson, C. W., & Sloutsky, V. M. (2004). Auditory dominance and its change in the course of development. *Child Development*, 75, 1387-1401.

74. *Sloutsky, V. M., & Fisher, A. V. (2004). When learning and development decrease memory: Evidence against category-based induction. *Psychological Science, 15*, 553-558.
75. *Sloutsky, V. M., & Fisher, A. V. (2004). Induction and categorization in young children: A similarity-based model. *Journal of Experimental Psychology: General, 133*, 166-188.
76. Sloutsky, V. M., & Goldvarg, Y. (2004). Representation and recall of determinate versus indeterminate problems. *Quarterly Journal of Experimental Psychology: Human Experimental Psychology, 57A* (4), 636-665.
77. Martin, L., & Sloutsky, V. M. (2003). Encoding of Elements and Relations of Object Arrangements by Young Children. In R. Alterman & D. Kirsh (Eds.), *Proceedings of the XXV Annual Conference of the Cognitive Science Society*, 787-791. Mahwah, NJ: Erlbaum.
78. *Napolitano, A. V., & Sloutsky, V. M. (2003). Flexible attention and modality preference in young children. In R. Alterman & D. Kirsh (Eds.), *Proceedings of the XXV Annual Conference of the Cognitive Science Society*, 846-850. Mahwah, NJ: Erlbaum.
79. *Robinson, C. W., & Sloutsky, V. M. (2003). Attending to auditory and visual input with flexibility: Evidence from 4-year-olds. In R. Alterman & D. Kirsh (Eds.), *Proceedings of the XXV Annual Conference of the Cognitive Science Society*, 1006-1010. Mahwah, NJ: Erlbaum.
80. Sloutsky, V. M. (2003). The role of similarity in the development of categorization. *Trends in Cognitive Sciences, 7*, 246-251.
81. *Sloutsky, V. M., & Napolitano, A. (2003). Is a picture worth a thousand words? Preference for auditory modality in young children. *Child Development, 74*, 822-833.
82. *Morris, B. J., & Sloutsky, V. M. (2002). Children's solutions of logical vs. empirical problems: What's missing and what develops. *Cognitive Development, 16*, 907-928.
83. Hasson, U., & Sloutsky, V. M. (2002). Similarity and difference judgments under perceptual and non-perceptual conditions. In W. Gray & C. Schunn (Eds.), *Proceedings of the XXIV Annual Conference of the Cognitive Science Society*, 429-434. Mahwah, NJ: Erlbaum.
84. *Rader, A., & Sloutsky, V. M. (2002). Processing of logically valid and logically invalid conditional inferences in discourse comprehension. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 28*, 59-68.
85. *Rader, A. W., & Sloutsky, V. M. (2001). Conjunction bias in memory representations of logical connectives. *Memory & Cognition, 29*(6), 838-849.
86. *Sloutsky, V. M., Lo, Y.-F., & Fisher, A. (2001). How much does a shared name make things similar? Part 2: Linguistic labels and the development of inductive inference. *Child Development, 72*, 1695-1709.
87. *Lo, Y.-F., & Sloutsky, V. M. (2001). Effects of multiple sources of information on induction in young children. In J. Moore & K. Stenning (Eds.), *Proceedings of the XXIII Annual Conference of the Cognitive Science Society*, 564-569. Mahwah, NJ: Erlbaum.
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Chapters

1. *Kaminski, J. A., & Sloutsky, V. M. (2011). Representation and transfer of abstract mathematical concepts. In V. F. Reyna (Ed), *The Adolescent Brain: Learning, Reasoning, and Decision Making* (pp. 67-93). Washington, DC: APA.
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Peer-reviewed presentations:

1. Sloutsky, V. M. (2011). Selective Attention and Categorization: What Develops? Paper presented at ASIC, Caldes de Boi, Spain.
2. Sloutsky, V. M. (2011). The development of induction: Insights from recognition memory. Paper presented at Annual Meeting of the European Society for Cognitive Psychology, San Sebastian, Spain.
3. Sloutsky, V. M., & Deng, S. (2011). The Role of Category Labels in Categorization and Induction. Paper presented at Annual Meeting of the Psychonomic Society, Seattle, WA.
4. Sloutsky, V. M. (2011). The Whorfian Infant Meets Cross-Modal Interference. Paper presented at Biennial Meeting of Society for Research in Child Development, Montreal, Canada.
5. Sloutsky, V. M. (2011). The Role of Similarity and Redundancy in Category Learning. Paper presented at Biennial Meeting of Society for Research in Child Development, Montreal, Canada.
6. Best, C.B., Yim, H., Sloutsky, V. M. (2011). The Cost of Selective Attention on Category Learning. Paper presented at Biennial Meeting of Society for Research in Child Development, Montreal, Canada.
7. Robinson, C. W., Best, C B., & Sloutsky, V. M. (2011). Auditory Dominance and Category Learning. Paper presented at Biennial Meeting of Society for Research in Child Development, Montreal, Canada.
8. Sloutsky, V. M., Yao, X. (2010). The development of categorization. Paper presented

- at ASIC, Bend, OR.
9. Sloutsky, V. M., Yao, X., & Dennis, S. (2009, October). Associative Mechanism of Early Word Learning. Meeting of Cognitive Development Society, San Antonio, TX.
 10. Sloutsky, V. M., Yao, X., & Dennis, S. (2009, August). Learning words from context. Annual Meeting of Cognitive Science Society, Amsterdam.
 11. Sloutsky, V. M. & Yao, X. (2009, July). Learning Words from Context: Associative Mechanism of Early Word Learning. ASIC, Sarre, Italy.
 12. Sloutsky, V. M. (2009, April). The Emergence of Executive Function and Rule-Use in Early Development. Biennial Meeting of Society for Research in Child Development, Denver, CO.
 13. Kaminski, J., & Sloutsky, V. M. (2009, April). Abstract advantage in learning mathematics. Biennial Meeting of Society for Research in Child Development, Denver, CO.
 14. Sloutsky, V. M. (2008, November). Selective attention and the development of categorization. Annual Meeting of Psychonomic Society, Chicago, IL.
 15. Sloutsky, V. M. (2007, November). Getting smart: The role of domain-general learning in the development of flexible behaviors. Presented at the Annual Meeting of the Psychonomic Society. Long Beach, CA.
 16. Sloutsky, V. M., & Yao, X (2007, October). The role of conceptual and associative information in the course of word learning. Presented at the Annual Meeting of the Cognitive Development Society. Santa Fe, NM.
 17. Kaminski, J., Sloutsky, V. M., & Heckler, A. F. (2007, July). Fostering Transfer of Knowledge in Education Settings. Presented at the 29th Annual Meeting of Cognitive Science Society. Nashville, TN, USA.
 18. Sloutsky, V. M. (2007, April). Attentional learning and flexible induction: How mundane factors give rise to smart behaviors. Presented at the Biennial Meeting of the Society for Research in Child Development. Boston, MA, USA.
 19. Kaminski, J., & Sloutsky, V. M. (2007, April). Concreteness and transfer of conceptual knowledge. Presented at the Biennial Meeting of the Society for Research in Child Development. Boston, MA, USA.
 20. Sloutsky, V. M. (2006, November). Why do words facilitate early categorization? Presented at the Annual Meeting of the Psychonomic Society.
 21. Sloutsky, V. M. (2005, November). Mechanisms of induction across points of development. Presented at the Annual Meeting of the Psychonomic Society.
 22. Sloutsky, V. M., & Robinson, C.W. (2005, April). Familiarity and attentional tuning: How words become special. Biennial Meeting of the Society for Research in Child Development. Atlanta, GA.
 23. Sloutsky, V. M., & Fisher, A. V. (2004, November). Category-based induction and memory: When more is less and less is more. Presented at the Annual Meeting of the Psychonomic Society.
 24. Fisher, A. V., & Sloutsky, V. M. (2004, August). *When mats meow: Phonological similarity of labels and induction in young children*. Presented at the 26 Annual Meeting of the Cognitive Science Society, Chicago, IL.
 25. Yarlas, A. V., & Sloutsky, V. M. (2004, August). *Are relations directly detected at initial encoding?*. Presented at the 26 Annual Meeting of the Cognitive Science Society, Chicago, IL.

26. Robinson, C.W., & Sloutsky, V.M. (2004, May). *Auditory dominance in an object recognition task*. Presented at the Biennial International Conference for Infant Studies, Chicago, IL.
27. Robinson, C.W., & Sloutsky, V.M. (2004, May). *Familiar labels tune attention to corresponding visual input*. Presented at the Biennial International Conference for Infant Studies, Chicago, IL.
28. Tobin, L., Howard, E., Robinson, C.W., & Sloutsky, V.M. (2004, May). The effect of non-speech sounds and labels on categorization. Presented at the Biennial International Conference for Infant Studies, Chicago, IL.
29. Fisher, A. V., & Sloutsky, V. M. (2003). *Similarity of linguistic labels and inductive inference in young children*. Presented at the Biennial Meeting of the Society for Research in Child Development. Tampa, FL, USA.
30. Napolitano, A. C., & Sloutsky, V. M. (2003). *Privileged status of auditory information in young children: Modality preference vs. processing demands*. Presented at the Biennial Meeting of the Society for Research in Child Development. Tampa, FL, USA.
31. Sloutsky, V. M., & Fisher, A. V. (2002). *Categorization and induction in young children: A similarity-based model*. Presented at the Annual Meeting of the Psychonomic Society. Kansas City, MO.
32. Sloutsky, V. M., & Yarlas, A. S. (2001). *Processing of elements and relations: Is there a temporal order?* Presented at the Annual Meeting of the Psychonomic Society. Orlando, Florida.
33. Yarlas, A. S., & Sloutsky, V. M. (2001). *The effect of attention for representation of relational features*. Presented at the Annual Meeting of the American Psychological Society. Toronto, Canada.
34. Yarlas, A. S., & Sloutsky, V. M. (2001). *Representation of elementary and relational features for knowledge-independent information*. Presented at the Annual Meeting of the American Psychological Society. Toronto, Canada.
35. Napolitano, A., Sloutsky, V. M., & Boysen, S. T. (2001). *Modality preference in learning: A comparison between humans and chimpanzees (Pan troglodytes)*. Presented at the Annual Meeting of The Comparative Cognition Conference.
36. Sloutsky, V. M., & Lo, Y.-F. (2001). *The use of multiple sources of information in young children's induction*. Presented at the Biennial Meeting of the Society for Research in Child Development. Minneapolis, MN, USA.
37. Sloutsky, V. M., Spino, M. A., & Fisher, A. V. (2001). *Learning and induction of biological properties in young children*. Presented at the Biennial Meeting of the Society for Research in Child Development. Minneapolis, MN, USA.
38. Sloutsky, V. M. & Lo, Y.-F. (1999, April). *Category names and the development of similarity judgment in young children*. Presented at the Biennial Meeting of the Society for Research in Child Development. Albuquerque, NM, USA.
39. Sloutsky, V. M., & Rader, A. W. (1999, April). *The role of semantic information in learning: Implications for theories of reasoning*. Presented at the Biennial Meeting of the Society for Research in Child Development. Albuquerque, NM, USA.
40. Sloutsky, V. M., & Morris, B. J. (1997, August). *Conversational conversions in human deductive reasoning*. Presented at the Annual convention of the American Psychological Association. Chicago, IL, USA.

41. Sloutsky, V. M., & Rader, A. W. (1997, August). *Conceptual representation and recall of tautologies and contradictions*. Presented at the Annual convention of the American Psychological Association. Chicago, IL, USA.
42. Sloutsky, V. M., Lo, Y., & Garatti, M. (1997, June). *Culture and the development of abstract reasoning in adolescents*. Presented at the Annual Meeting of the Jean Piaget Society. Santa Monica, CA, USA.
43. Sloutsky, V. M., & Morris, B. J. (1997, April). *Deductive reasoning in children and adolescents: What develops?* Presented at the Biennial Meeting of the Society for Research in Child Development. Washington, DC, USA.
44. Sloutsky, V. M., & Morris, A.K. (1997, April). *Culture and the development of abstract reasoning in adolescents*. Presented at the Biennial Meeting of the Society for Research in Child Development. Washington, DC, USA.
45. Sloutsky, V. M., & Morris, A. K. (1996, August). *Development of abstract reasoning in adolescents: Effects of culture and schooling*. Presented at the Annual convention of the American Psychological Association. Totonto, Canada.
46. Sloutsky, V. M., & Garatti, M. (1996, August). *Metalanguage instruction and the development of abstract reasoning in adolescents*. Presented at the International Conference "The Growing Mind" Geneva, Switzerland.
47. Sloutsky, V. M. (1996, August). *Stability and change in belief systems of adolescents, and parent-child agreement in a rapidly changing social environment*. Presented at the Biennial Meeting of the International Society for the Study of Behavioral Development. Quebec-City, Canada.
48. Morris, A. K., & Sloutsky, V. M. (1995, October). Development of algebraic reasoning in children and adolescents: A cross-cultural and cross-curricular perspective. In D. T. Owens, M. K. Reed, & G. M. Millsaps (Eds.), *Proceedings of the Seventeenth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Volume 2*. Columbus, Ohio: ERIC Clearinghouse for Science, Mathematics, and Environmental Education.
49. Sloutsky, V. M., & Morris, A. K. (1995, August). *Understanding of logical necessity in adolescents: Developmental and cross-cultural perspectives*. Presented at the Annual convention of the American Psychological Association. New York City, NY.
50. Sloutsky, V. M. (1995, March). *Family congruence in a rapidly changing society as a measure of cultural continuity*. Presented at the Biennial Meeting of the Society for Research in Child Development. Indianapolis, IN, USA.
51. Morris, A. K., & Sloutsky, V. M. (1995, March). *Cognitive tools of higher-order thinking*. Presented at the Biennial Meeting of the Society for Research in Child Development. Indianapolis, IN, USA.
52. Sloutsky, V. M. (1995, August). *Continuity and change of the individual belief systems in a rapidly changing social environment*. Presented at the Annual Convention of the American Psychological Association, New York, NY, USA.
53. Sloutsky, V. M. (1994, February). *Social instability and life plans of children in Russia*. Presented at the Annual Meeting of Society for Cross-Cultural Research. Santa Fe, New Mexico, USA.
54. Sloutsky, V. M., & Diachenko, O. (1993, August). *Expectations for the future: Changing world of Russian families*. Presented at the Annual Convention of the American Psychological Association. Toronto, Canada.

55. Sloutsky V. M. (1993, March). *Why does social isolation affect human development.* Presented at the Biennial Meeting of the Society for Research in Child Development. New Orleans, Louisiana, USA.
56. Sloutsky V. M., & Skorikov V. B. (1993, March). *Development in an unstable social environment.* Presented at the Biennial Meeting of the Society for Research in Child Development. New Orleans, Louisiana, USA.
57. Sloutsky, V. M. (1992, February). *Cultural effects on the family and development of the individual belief system (Pilot Study in Russia).* Presented at the Annual Meeting of the Society for Cross-Cultural Research. Santa Fe. New Mexico, USA.
58. Sloutsky, V. M. (1990, August). *Psychological investigation of people's response on rapid social change in the USSR.* Presented at the Annual Convention of the American Psychological Association. Boston, USA.
59. Sloutsky, V. M. (1990, May). *Psychological problems of children in orphanages.* Presented resented at the International Conference "Children of Europe". Goteborg, Sweden.
60. Sloutsky, V. M. (1986, September). *Interrelationships between empathy and cognition in institutionally-raised children.* Presented at the Scientific Session in the USSR Academy of Pedagogical Sciences. Moscow, USSR.
61. Sloutsky, V. M. (1985, December). *Experimental research of developing self-concept.* Presented at Scientific Session in the USSR Academy of Pedagogical Sciences. Moscow, USSR.
62. Sloutsky, V. M. (1985, January). *Success, failure, and development of self-esteem in preschool age children.* Presented at the National Conference: "Problems of Personality." Daugavpils, USSR.