LUCAS P. BUTLER

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EDUCATION

2012	Ph.D. in Psychology Stanford University, Stanford, CA Advisor: Ellen M. Markman
2009	M.A. in Psychology Stanford University, Stanford, CA Advisor: Ellen M. Markman
2005	A.B. *cum laude* in Psychology Harvard University, Cambridge, MA Advisor: Susan Carey

PROFESSIONAL APPOINTMENTS

2017-present	Faculty Affiliate Language Science Center University of Maryland, College Park
2015-present	Assistant Professor Department of Human Development & Quantitative Methodology University of Maryland, College Park
	Faculty Affiliate Neuroscience and Cognitive Science Program University of Maryland, College Park
2012-2014	Alexander von Humboldt Postdoctoral Research Fellow Department of Developmental and Comparative Psychology Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany Advisor: Michael Tomasello

AWARDS & HONORS

2017	Research and Scholarship Award, University of Maryland
2016	Rising Star Award, Association for Psychological Science
2012-2014	Postdoctoral Research Fellowship, Alexander von Humboldt Foundation
2011	Student Travel Award, Society for Research in Child Development
2011	Norman H. Anderson Research Fund, Stanford University
2011	Dissertation Research Award, American Psychological Association

2009-2012	Graduate Research Fellowship, National Science Foundation
2007-2008	Sidney Siegel Fellowship, Stanford University
2005	Harvard Psychology Faculty Prize for Distinguished Honors Thesis
2005	Jerome Kagan Undergraduate Research Award, Harvard University

PUBLICATIONS

*Student author
†Authors contributed equally

Books

Butler, L. P., Ronfard, S., & Corriveau, K. H. (Eds.) (2019, forthcoming). *The questioning child: Insights from psychology and education*. Under contract with Cambridge University Press.

Chapters

†Master, A., †**Butler, L. P.**, Walton, G. M. (2017). How the subjective relationship between the self, others, and a task drives interest. To appear in P. A. O'Keefe & J. M. Harackiewicz (Eds.) *The Psychological Science of Interest*.

Invited Articles

Butler, L. P. (2017). The social origins of persistence. *Science*.

Butler, L. P., & Markman, E. M. (2011). Teaching and learning. In T. Luhrman (Ed.) Toward an anthropological theory of mind. *Suomen Antropologi: Journal of the Finnish Anthropological Society*, *36*, 38-39.

Peer-reviewed Journal Articles

Butler, L. P., & Markman, E. M. (2016). Navigating pedagogy: Children's developing capacities for learning from pedagogical interactions. *Cognitive Development*, *38*, 27-35.

Butler, L. P., & Tomasello, M. (2016). Two- and 3-year-olds integrate linguistic and pedagogical cues in guiding inductive generalizations and exploration. *Journal of Experimental Child Psychology*, *145*, 64-78.

Schmidt, M. F. H., **Butler, L. P.**, *Heinz, J., & Tomasello, M. (2016). Young children see a single action and infer a social norm: Promiscuous normativity in 3-year-olds. *Psychological Science*, *27*, 1360-1370.

Butler, L. P., Schmidt, M. F. H., *Bürgel, J., & Tomasello, M. (2015). Young children use pedagogical cues to modulate the strength of normative inferences. *British Journal of Developmental Psychology*, *33*, 476-488.

Butler, L. P., & Markman, E. M. (2014). Preschoolers use pedagogical cues to guide radical reorganization of category knowledge. *Cognition*, *130*, 116-12.

Butler, L.P., & Walton, G.M., (2013). The opportunity to collaborate increases preschoolers' motivation for challenging tasks. *Journal of Experimental Child Psychology*, *116*, 953-961.

Butler, L. P., & Markman, E. M. (2012). Preschoolers use intentional and pedagogical cues to guide inductive inferences and exploration. *Child Development*, *83*, 1416-1428.

Butler, L. P., & Markman, E. M. (2012). Finding the cause: Verbal framing helps children extract causal evidence embedded in a complex scene. *Journal of Cognition & Development*, *13*, 38-66.

Ganea, P. A., Allen, M. A., **Butler, L.**, Carey, S., & DeLoache, J. S. (2009). Toddlers' referential understanding of pictures. *Journal of Experimental Child Psychology*, *104*, 267-282.

Peer-reviewed Conference Proceedings

Butler, L. P., & Markman, E. M. (2013). Preschoolers' ability to navigate communicative interactions in guiding their inductive inferences. *Proceedings of the 35th Annual Meeting of the Cognitive Science Society*.

Butler, L. P., & Markman, E. M. (2010). Pedagogical cues influence children's inductive inference and exploratory play. *Proceedings of the 32nd Annual Meeting of the Cognitive Science Society*.

Manuscripts in preparation or under review

Butler, L. P. (submitted). [Children's use of pedagogical cues to guide inferences from counterevidence.]

Butler, L. P., Engelmann, J., & Tomasello, M. (in preparation). [Do intentional and pedagogical cues influence exploration in both children and chimpanzees?]

Butler, L. P., *Gibbs, H., & Tavassolie, N. (in preparation). [You can't teach what you don't know: Children's developing understanding of verification as a key foundation for helpful teaching.]

Butler, L. P., Schmidt, M. F. H., Tavassolie, N., & *Gibbs, H. (in preparation). [Young children negatively evaluate insufficiently verified claims.]

Butler, L. P., Tavassolie, N., & *Gibbs, H. (in preparation). [Relations between aspects of parent-child free play and curious exploration.]

Butler, L. P., Tavassolie, N., & *Gibbs, H. (in preparation). [Young children's developing understanding of the importance of verifying epistemic claims.]

RESEARCH FUNDING

2017-2018	Small Research Grant, Spencer Foundation *Children's Developing Understanding that Claims About the World Need to be Verified* $49,935
2017-2018	Research and Scholarship Award, University of Maryland *Asked and Answered: How Adults' Explanatory Responses Influence Children's Causal Exploration and Discovery* $10,000
2015-2016	SPARC Assistant Professor Award, University of Maryland *How Parents Shape Children's Learning From Evidence* $15,000
2012-2014	Alexander von Humboldt Postdoctoral Fellowship

The Role of Communicative Inference in Young Children's Learning from Others
€63,200

2009-2012 National Science Foundation Graduate Research Fellowship
Social and Contextual Factors in Children's Inductive Inference from Causal Evidence
$121,500

RESEARCH PRESENTATIONS

Invited Talks

Butler, L. P. (2018, January). How children's social cognition shapes their reasoning from evidence, and how their reasoning about evidence shapes their social cognition. Invited Talk, Psychology Colloquium, Georgetown University, Washington, DC.

Butler, L. P. (2017, December). Children's understanding that claims about the world should be verified. Invited talk, Closing Symposium, Department of Developmental and Comparative Psychology, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany.

Butler, L. P. (2017, November). How children's social cognition shapes their reasoning from evidence, and how their reasoning about evidence shapes their social cognition. Invited Talk, Human Factors Brownbag, George Mason University, Fairfax, VA.

Butler, L. P. (2016, November). Demonstration, explanation, and young children's curious exploration. Invited Talk, Concepts and Categories talk series, New York University, New York, NY.

Butler, L. P. (2016, April). Things that make you say 'Hmm': Children's causal exploration and its relation to question-asking. Talk presented at Exploratory Seminar, *Asking about Children's Questions*, Radcliffe Institute for Advanced Study, Harvard University, Cambridge, MA.

Butler, L. P. (2016, April). Social learning in early childhood. Developmental Brownbag Talk, University of Virginia, Charlottesville, VA.

Butler, L. P. (2015, April). Social learning in early childhood. Talk presented at the Center for Children, Relationships, & Cultures, University of Maryland, College Park, MD.

Butler, L. P. (2013, May). Young children's use of intentional communication to guide inductive inference. Invited talk at CEU Cognitive Development Center Seminar, Budapest, Hungary.

Conference Presentations

*Gibbs, H. Tavassolie, N., & **Butler, L. P.** (2017, October). Children's understanding of verification as a necessary condition for helpful and effective teaching. Poster presented at the 2017 Biennial Meeting of the Cognitive Development Society, Portland, OR.

Tavassolie, N. *Gibbs, H., & **Butler, L. P.** (2017, October). Children's evaluation of verified and unverified claims. Poster presented at the 2017 Biennial Meeting of the Cognitive Development Society, Portland, OR.

Butler, L. P., Tavassolie, N., & Gibbs, H. (2017, May). Children's understanding that claims about the world must be verified. Poster presented at the 2017 Annual Convention of the Association for Psychological Science, Boston, MA.

Butler, L. P., & Zippert, E. L. (2017, April). Pedagogical demonstration facilitates children's use of counterevidence. Paper presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Butler, L. P., Gelman, S. A., & Wellman, H. M. (2017, April). Explanatory responses to preschoolers' requests for information boost their curious exploration. Poster presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Schmidt, M. F. H., **Butler, L. P.**, & Tomasello, M. (2016, July). Young children overgeneralize human actions into objective norms. Paper presented at the 24th Biennial Meeting of the International Society for the Study of Behavioural Development, Vilnius, Lithuania.

Butler, L. P., & Tomasello, M. (2015, March). Linguistic cues influence 2- and 3-year-olds' generic inferences from pedagogical demonstrations. Paper presented at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Butler, L. P., Schmidt, M. F. H., Buergel, J., & Tomasello, M. (2015, March) Young children use pedagogical cues to modulate the strength of normative inferences. Paper presented at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Butler, L. P., & Tomasello, M. (2013, October). Preschoolers' use of ostensive and linguistic cues in guiding inductive inferences. Poster presented at the 2013 Biennial Meeting of the Cognitive Development Society, Memphis, TN.

Butler, L. P., & Markman, E. M. (2013, April). Preschoolers' ability to navigate pedagogical interactions in guiding inductive inferences. Poster presented at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

Butler, L. P., & Markman, E. M. (2013, April). Preschoolers use communicative cues to guide radical reorganization of category knowledge. Paper presented at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

Butler, L. P., & Markman, E. M. (2013, January). Preschoolers' ability to navigate pedagogical interactions in guiding inductive inferences. Paper presented at the 2013 Budapest CEU Conference on Cognitive Development, Budapest, Hungary.

Butler, L. P., & Markman, E. M. (2011, October). For me? Children's use of communicative and pedagogical cues in guiding inductive inference. Paper presented at the 7th Biennial Meeting of the Cognitive Development Society, Philadelphia, PA.

Butler, L. P., & Markman, E. M. (2011, May). The influence of intentional and pedagogical cues on children's acquisition of generic knowledge. Paper presented at the 2011 Stanford-Berkeley-Santa Cruz Developmental Conference, Stanford, CA.

Butler, L. P., & Markman, E. M. (2011, April). Blickets stick! The influence of intentional and pedagogical cues on children's acquisition of generic knowledge. Psychology Department Developmental Brownbag Series, Stanford University.

Butler, L. P., & Markman, E. M. (2011, April). The influence of intentional and pedagogical cues on children's inductive inferences and exploratory play. Paper presented at the 2011 Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

Butler, L. P., & Markman, E. M. (2011, April). Preschoolers make inferences about category membership on the basis of intentional demonstration, but not intentional action. Poster presented at the 2011 Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

Butler, L. P., & Markman, E. M. (2011, January). Preschoolers make inferences about feature centrality on the basis of intentional demonstration, but not intentional action. Poster presented at the 2011 Budapest CEU Conference on Cognitive Development, Budapest, Hungary.

Butler, L. P. (2010, May). The influence of pedagogical cues on children's inductive inference and exploration. Psychology Department Cognitive Seminar, Stanford University.

Butler, L. P., & Markman, E. M. (2010, March). Did you mean to show me that? Intentional demonstration and children's causal exploration. Poster presented at the XVIIth Biennial International Conference on Infant Studies, Baltimore, MD.

Butler, L. P., & Markman, E. M. (2010, January). Young children use pedagogical cues to guide their causal exploration and inductive inferences. Poster presented at the Central European University Cognitive Development Center Opening Conference, Budapest, Hungary.

Butler, L. P. (2009, November). Did you mean to show me that? Intentional demonstration and children's causal exploration. Psychology Department Developmental Brownbag Series, Stanford University.

Butler, L. P., & Markman, E. M. (2009, October). Pulling out the data: Adult framing helps children extract causal evidence embedded in a complex scene. Poster presented at the 6th Biennial Meeting of the Cognitive Development Society, San Antonio, TX.

Butler, L. P., & Markman, E. M. (2009, April). Framing the problem: The role of adult input in children's causal reasoning. Poster presented at the 2009 Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Butler, L. P. (2008, April). Will you help me figure it out? The role of adult framing in children's causal reasoning. Psychology Department Developmental Brownbag Series, Stanford University.

Preissler, M. A., **Butler, L. P.**, & Carey, S. (2004, May). Language facilitates symbolic understanding of pictures for 2-year-old children. Poster presented at the 14th Biennial International Conference on Infant Studies, Chicago, IL.

TEACHING

Instructor:

University of Maryland

EDHD629: Seminar for the Center for Children, Relationships, and Culture, Fall 2015, Fall 2016, Fall 2017, Graduate Core Course
EDHD690: History and Systems in Child Development, Fall 2015, Fall 2016, Graduate Core Course
EDHD411: Child Growth & Development, Spring & Fall 2015, Spring & Fall 2016, Spring 2017, Undergraduate General Education Requirement

Stanford University
Psychology 124S: Applying Psychology to Modern Life, Summer 2010 & 2011
Psychology 113S: Developmental Psychology, Summer 2009

Teaching Assistant:

Stanford University
Psychology 60: Introduction to Developmental Psychology, Spring & Fall, 2011
Psychology 104: Uniquely Human, Winter 2009
Psychology 141: Cognitive Development, Fall 2009
Psychology 1: Introduction to Psychology, Fall 2008 & Spring 2009

MENTORING

Current Doctoral Students

2017-present	Jason Solinsky, University of Maryland, Human Development
2016-present	Hailey Gibbs, University of Maryland, Human Development

Current M.A. Students

2017-present	Karen Levush, University of Maryland, Human Development

Member of Doctoral Thesis Committees

2017-2018	Michael Rizzo, University of Maryland, Human Development
	Virginia Salo, University of Maryland, Human Development
2016-2017	Laura Elenbaas, University of Maryland, Human Development
	Jeeyong Noh, University of Maryland, Human Development
2015-2016	Bonnie Brett, University of Maryland, Psychology

Previous M.A. Students

2013	Jessica Buergel, University of Tubingen, Germany (with Marco Schmidt and Michael Tomasello)

Previous Graduate Research Assistants Supervised

2015-2016	Erica Zippert, University of Maryland, Human Development

Undergraduate Supervision:

University of Maryland
Katie Hernandez, PSYC479, Summer 2017-present
Fiona Lachman, PSYC479, Summer 2017-present

Rachel Schindler, PSYC479, Spring 2017-present
Nia Nickerson, PSYC479, Fall 2016-present
Tirone Johnson, PSYC479, Fall 2016-present
Jessie Smith, PSYC479, Fall 2016-present
Renee Johnsson, EDHD489, Spring 2017-Summer 2017
Emily Abraham, PSYC479, Spring 2016
Ariel Horn, PSYC479, Spring 2016
Carissa Levine, PSYC479, Spring 2016-Fall 2016
Jenna Nelson, PSYC479, Spring 2016-Fall 2016
Ben Weinberg, PSYC479, Spring 2016-Summer 2016
Jasmine Brown, EDHD489, 2015-2016
Marisa Gentile, FMSC 477, Fall 2015
Julie Knorr, EDHD489, 2015-2016
Tara Saideman, EDHD489, Fall 2015
Casey Whitman, PSYC479, Spring 2015

University of Leipzig

Julia Heinz, Bachelor's Thesis Student, Spring-Summer 2014 (with Marco Schmidt and Michael Tomasello)

Stanford University

Jamie Lawrence, Undergraduate RA, Winter 2013
Diego Aguilar, Psych Summer Program, Summer 2012
Kimmy Scheible, Undergraduate RA, 2011-2012
Ariana Borgaily, Undergraduate RA, Winter 2010, 2011-2012
Gavin Fung, Summer Research Early Identification Program (SR-EIP), Summer 2011
Elaine Patten, Undergraduate RA, Spring-Summer 2011
Natalie Karl, Undergraduate RA, Fall 2010
Sam Saenz, Psych Summer Program, Summer 2010
Nicole Gumport, Undergraduate RA, Winter 2010
Cole Murphy-Hockett, Undergraduate RA & HumBio Research Experience Program (HBREX) Spring-Fall 2009
Elise Gibbs, Undergraduate RA, Spring 2009
Adelle Pushparatnam, visiting RA from University of Oregon, Summer 2008

UNIVERSITY, COLLEGE, AND DEPARTMENTAL SERVICE

University of Maryland

Executive Committee, Developmental Science Field Committee, 2017-
Undergraduate Education Committee, 2015-
Co-organizer, Center for Children, Relationships, & Culture Colloquium Series, Fall 2015, Fall 2016, Fall 2017
College of Education Senate, 2015-2017
Banneker/Key Scholarship Committee, January, 2015; January, 2016

Stanford University

Organized Stanford-Berkeley-Santa Cruz Developmental Conference, 2011
Departmental Website Committee, 2010
Developmental Graduate Admissions Committee, 2010
Organized Series of Workshops on EndNote, 2009

Departmental Graduate Student Representative, 2007-present
Psychology Department Green Committee, 2008-present
Developmental Area Faculty Search Committee, 2008-2009
Organized Developmental Brownbag Talk Series, 2008-2009

SCHOLARLY ACTIVITIES

Editorial Boards

Consulting Editor, *Child Development*, 2017-present

Ad-Hoc Reviewer

British Journal of Developmental Psychology
Child Development
Cognition
Cognitive Development
Cognitive Science
Collabra
Developmental Psychology
Developmental Science
Frontiers in Psychology
Journal of Experimental Child Psychology
Mind and Language
Quarterly Journal of Experimental Psychology
Science

Conference Reviewing

Cognitive Science Society, 2011-present
Cognitive Development Society, 2015-present
Society for Research in Child Development, 2017-present