

## **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**

- 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
- Faculty Affiliate  
Language Science Center  
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
- 2015-2016              SPARC Assistant Professor Award, University of Maryland
- 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. In P. A. O'Keefe & J. M. Harackiewicz (Eds.). *The Psychological Science of Interest*. Springer.

### Invited Articles

**Butler, L. P.** (2017). The social origins of persistence. *Science*, 357, 1236-1237.

**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 35<sup>th</sup> 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., \*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**

2018-2020 (pending)	John Templeton Foundation <i>Children's Recognition of Intellectual Honesty and Humility in Others' Claims About the World</i> \$217,382
2017-2018	Small Research Grant, Spencer Foundation <i>Children's Developing Understanding that Claims About the World Need to be Verified</i> \$49,935
2017-2018	Research and Scholarship Award, University of Maryland <i>Asked and Answered: How Adults' Explanatory Responses Influence Children's Causal Exploration and Discovery</i> \$10,000
2015-2016	SPARC Assistant Professor Award, University of Maryland <i>How Parents Shape Children's Learning From Evidence</i> \$15,000
2012-2014	Alexander von Humboldt Postdoctoral Fellowship <i>The Role of Communicative Inference in Young Children's Learning from Others</i> €63,200
2009-2012	National Science Foundation Graduate Research Fellowship <i>Social and Contextual Factors in Children's Inductive Inference from Causal Evidence</i> \$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 Tübingen, 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  
 Bancker/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