

Research Projects and Interests

Psychology Department, University of Oregon

(Updated 10/2/18)

(All faculty are interested in recruiting new graduate students unless an entry of "not accepting students" is included with their research bio below)

Jennifer Ablow (Clinical, Developmental, Infant-Parent Attachment, Maternal Brain, Influence of Familial Risk and Protective Factors to Development of Stress, Physiological, and Emotion Regulation)

Dr. Ablow's research interests are in the area of social development and developmental psychopathology, with an emphasis on understanding how psychobiological and family factors combine to influence individual adaptation. Specifically, her work focuses on understanding how the psychological and physiological properties of emotional arousal and styles of emotional regulation in one sub-system of the family shape similar processes in other familial sub-systems. From a developmental psychopathology and family research perspective, she has examined how emotional arousal and the regulation of arousal in the marital relationship can "spill-over" to and shape children's psychological and emotional development. An important aspect of this work has been the development of ways to assess how young children perceive and make sense of their family environment. More recently, her work incorporates biologically-based perspectives to further examine inter-personal emotional regulation and child development. In current research, she is exploring the relation between parental internal working models of attachment, physiological arousal, and behavioral sensitivity in response to infant emotional communication (e.g., attachment cues).

Dr. Ablow will not be accepting new doctoral students for Fall 2019.

For further information, please visit Dr. Ablow's website: <https://dslab.uoregon.edu/>

Selected publications:

- Ablow, J.C., Measelle, J.R., Cowan, P.A., & Cowan, C.P. (2009). Linking marital conflict and children's adjustment: The role of young children's perceptions. *Journal of Family Psychology*, 23, 485-499.
- Conradt, E., & Ablow, J.C. (2010). Infant physiological response to the Still-Face Paradigm: Contributions of maternal sensitivity and infants' early regulatory behavior. *Infant Behavior and Development*, 33, 251-265.
- Graham, A.M., Ablow, J.C. & Measelle, J.R. (in press). Interparental relationship dynamics and cardiac vagal functioning in infancy. *Infant Behavior and Development*.
- Laurent, H.K. & Ablow, J.C. (in press). A cry in the dark: Depressed mothers show reduced neural activation to their own infant's cry. *SCAN*.
- Laurent, H.K., Ablow, J.C. & Measelle, J.R. (in press). Risky shifts: How the timing and course of mothers' depressive symptoms across the perinatal period shape their own and infant's stress response. *Development and Psychopathology*.

Nicholas B. Allen (Clinical, Adolescent Development and Mental Health, Mood Disorders, Sleep, Developmental Social and Affective Neuroscience, Family Processes, Digital Mental Health, Assessment and Intervention, Prevention Research)

Throughout the lifespan there are certain developmental transitions that appear to be particularly important for determining a person's mental health. The transition from childhood to adolescence is especially important, as many serious mental health problems, such as depression and substance abuse, emerge for the first time during or after this transition. In my research group, we use a developmental psychopathology approach to understand how children and adolescents are affected by the environments in which they grow up. We have especially focussed on how family interactions and other aspects of the child's environment that have been shown to increase risk for mental health problems (e.g., stress, abuse, socio-economic disadvantage) influence the child or adolescent's emotional functioning and the development of the biological systems that undergird these emotions. The aim of this work is to not only shed light on the underlying causes of mental health and ill-health during these stages of life, but also to inform developmentally targeted approaches to prevention and early intervention, including studies focusing on sleep, parenting, and teen sexual and romantic relationships as modifiable risk factors for poor mental health. Through the Center for Digital Mental Health our work also focuses on using mobile and wearable devices, and

social media, to unobtrusively track and analyse behaviour in order to detect mental health needs and provide adaptive, personalized interventions exactly when users need them.

For further information, please visit Dr. Allen's ADAPT Lab website (<https://adaptlab.uoregon.edu/>) or Center for Digital Mental Health website (<https://www.c4dmh.net/>)

Selected Books:

Allen, N.B. & Sheeber, L.B. (2008). *Adolescent emotional development and the emergence of depressive disorders*. Cambridge, UK: Cambridge University Press.

Woods, S., Allen, N.B., & Pantelis, C. (2009). *The neuropsychology of mental illness*. Cambridge, UK: Cambridge University Press.

Selected Refereed Journal Articles:

Whittle, S., Vijayakumar, N., Simmons, J.G., Dennison, M., Schwartz, O.S., Pantelis, C., Sheeber, L., Byrne, M.L., & Allen, N.B. (2017). Positive parenting buffers the effects of neighborhood socioeconomic disadvantage on brain development. *JAMA Psychiatry*. doi:10.1001/jamapsychiatry.2017.1558

Patton, G. C., Sawyer, S. M., Santelli, J. S., Ross, D. A., Afifi, R., Allen, N. B., ... & Viner, R. (2016). Our future: A Lancet commission on adolescent health and wellbeing. *The Lancet*, 387 (10036), 2423–2478.

Blake, M.J., Waloszek, J., Schwartz, O., Raniti, M., Simmons, J.G., Blake, L., Murray, G.W., Dahl, R., Bootzin, R., Dudgeon, P., Trinder, J., & Allen, N.B. (2016). The SENSE Study: Post intervention effects of a randomized controlled trial of a cognitive-behavioral and mindfulness-based group sleep improvement intervention among at-risk adolescents. *Journal of Consulting and Clinical Psychology*, 84(12), 1039-1051.

Whittle, S., Lichter, R., Dennison, M., Vijayakumar, N., Schwartz, O., Byrne, M., Simmons, J.G., Yücel, M., Pantelis, C., McGorry, P.D., & Allen, N.B. (2014). Structural brain development and depression onset during adolescence: A longitudinal, prospective study. *American Journal of Psychiatry*, 171, 564-571.

Schwartz, O.S., Byrne, M.L., Simmons, J.G., Whittle, S., Dudgeon, P., Yap, M.B.H., Sheeber, L.B., & Allen, N.B. (2014). Parenting during early adolescence and adolescent onset Major Depression: A six-year prospective longitudinal study. *Clinical Psychological Science*, 2(3), 272-286.

Pfeifer, J. H., & Allen, N. B. (2012). Arrested development? Reconsidering dual-systems models of brain function in adolescence and disorders. *Trends in Cognitive Sciences*, 16(6), 322–329.

Kuppens, P., Allen, N.B. & Sheeber, L. (2010). Emotional inertia and psychological maladjustment. *Psychological Science*, 21, 984-991.

Yap, M.B.H., Whittle, S., Yücel, M., Sheeber, L., Pantelis, C., Simmons, J., & Allen, N.B. (2008). Interaction of parenting experiences and brain structure in the prediction of depressive symptoms in adolescents. *Archives of General Psychiatry*, 65, 1377-1385.

Whittle, S., Yap, M.B.H., Yücel, M., Fornito, A., Barrett, A., Sheeber, L., & Allen, N.B. (2008). Prefrontal and amygdala volumes are related to adolescents' affective behaviors during parent adolescent interactions. *Proceedings of the National Academy of Sciences*, 105(9), 3652-3657.

Davey, C.D., Yücel, M. & Allen, N.B. (2008). The emergence of depression in adolescence: Development of the prefrontal cortex and the representation of reward. *Neuroscience and Biobehavioral Reviews*, 32, 1-19.

Allen, N.B., & Badcock, P.B.T. (2003). The social risk hypothesis of depressed mood: Evolutionary, psychosocial, and neurobiological perspectives. *Psychological Bulletin*, 129, 887-913.

See also:

<https://scholar.google.com/citations?user=ksVPCBsAAAAJ&hl=en>

<http://orcid.org/0000-0002-1086-6639>

https://www.researchgate.net/profile/Nicholas_Allen

Holly Arrow (Social/Personality, Small Group Dynamics, Psychology of War)

Dr. Arrow has two major research interests: the formation and development of small groups as complex dynamic systems and the psychology of war, in particular the evolution of social capacities that help men and women cope with the challenges to survival and reproductive success posed by war. For further information, please visit Dr. Arrow's website:

<https://groupsandwar.uoregon.edu/>

Dr. Arrow will not be accepting new graduate students for Fall 2019.

- Sutcliffe, A.J., R.I.M. Dunbar, R.I.M. Binder, J. & Arrow, H. (2014). Relationships and the social brain hypothesis: Integrating evolutionary and psychological perspectives. In R. I. M. Dunbar, Clive Gamble, and J. A. J. Gowlett (Eds.), *Lucy to Language: The Benchmark Papers* (pp. 129-150). Oxford, UK: Oxford University Press.
- Wolfe, A., & Arrow, H. (2013). Military influence tactics: Lessons learned in Iraq and Afghanistan. *Military Psychology, 25* (5), 428–437. doi: [10.1037/mil0000009](https://doi.org/10.1037/mil0000009)
- Hannagan, R.J., & Arrow, H. (2011). Reengineering gender relations in modern militaries: An evolutionary perspective. *Journal of Trauma and Dissociation, 12*, 1-19.
- Arrow, H., & Henry, K.B. (2010). Using complexity to promote group learning in health care. *Journal of Evaluation of Clinical Practice, 16*, 861-866.
- Arrow, H. (2010). Cliques, coalitions, comrades, and colleagues: Sources of cohesion in groups. In R. Dunbar, C. Gamble & J. Gowlett (Eds.) *Social Brain, Distributed Mind. Proceedings of the British Academy* (158), 269-281. Oxford University Press.
- Smirnov, O., Arrow, H., Kennett, D., & Orbell, J. (2007). Ancestral war and the evolutionary origins of 'heroism.' *Journal of Politics, 69* (4), 927-940.
- Arrow, H. (2007, October 26). The sharp end of altruism. *Science, 318*, 581.

Dare Baldwin (Developmental, Language Acquisition, Event Processing, Cognitive and Social-Cognitive Development, Developmental Consequences of Malnutrition.)

Dr. Baldwin's research concerns mechanisms that make possible the profound human capacity for learning. Much of her work focuses on infants and young children, given the phenomenal rate at which knowledge acquisition occurs so early in life. Dr. Baldwin's findings clarify that early-emerging social skill is foundational for children's powerful learning capacity, and she investigates learning mechanisms that in turn underlie the emergence of such early social skill. In a new line of research, Dr. Baldwin examines causes and consequences of malnutrition on infants' cognitive and socio-emotional development.

For further information, please visit Dr. Baldwin's website: <https://baldwinlab.uoregon.edu/>

- Baldwin, E., & Kosie, J. (in press). Intersubjectivity and joint attention. Entry to appear in *The encyclopedia of anthropology*. Wiley & Sons.
- Buchsbaum, D., Griffiths, T. L., Gopnik, A., & Baldwin, D. (2015). Learning from actions and their consequences: Inferring causal variables from continuous sequences of human action. *Cognitive Psychology, 76*, 30-77.
- Ross, R., & Baldwin, D., (2015). Event processing as an executive enterprise. In R.A. Scott & S.M. Kosslyn (Eds.), *Emerging Trends in the Social and Behavioral Sciences*, Hoboken, NJ: John Wiley & Sons.

Elliot Berkman (Social-Personality, Social and Affective Neuroscience, Translational Neuroscience, Self-Regulation, Goals, Motivation)

How do we pursue long-term goals such as dieting and exercise? What are the cognitive and motivational processes that contribute to our success or failure, and how do those processes interact at the neural level? The central aim of the research in Dr. Berkman's Social and Affective Neuroscience Laboratory is to understand how knowledge from psychology and neuroscience can inform interventions to improve goal outcomes. To achieve this aim, his work combines the distinct strengths of several research methods including functional magnetic resonance imaging (fMRI), cross-sectional and longitudinal survey methods, and laboratory experiments. Examples of his research include fMRI studies of basic goal-relevant processes such as self-regulation and inhibitory control, experimental studies on how value and motivation relate to goal outcomes, and longitudinal studies on real-world goals such as smoking cessation and dieting.

For further information, please visit Dr. Berkman's website: <https://sanlab.uoregon.edu/>

Recent representative publications

- Pfeifer, J.H., & Berkman, E.T. (in press). Self and identity development in adolescence: Neural evidence and implications for a value-based choice perspective on motivated behavior. *Child Development Perspectives*.
- Cosme, D., Mobasser, A., Zeithamova, D., Berkman, E.T., & Pfeifer, J.H. (2018). Choosing to regulate: Does choice enhance craving regulation? *Social Cognitive and Affective Neuroscience, 13*, 300-309.
- DeStasio, K.L., Hill, A.P., & Berkman, E.T. (2018). Efficacy of an SMS-based smoking intervention using message self-authorship: A pilot study. *Journal of Smoking Cessation, 13*, 55-58.
- Berkman, E.T., Livingston, J.L., & Kahn, L.E. (2017). Finding the "self" in self-regulation: The identity-value model. *Psychological Inquiry, 28*, 77-98.

- Berkman, E.T., Hutcherson, C.A., Livingston, J.L., Kahn, L.E., & Inzlicht, M. (2017). Self-control as value-based choice. *Current Directions in Psychological Science*, 26, 422-428.
- Beauchamp, K.G., Kahn, L.E., & Berkman, E.T. (2016). Does inhibitory control training transfer? Behavioral and neural effects on an untrained emotion regulation task. *Social Cognitive & Affective Neuroscience*, 11, 1374-1382.
- Calcott, R.D. & Berkman, E.T. (2015). Neural correlates of attentional flexibility during approach and avoidance motivation. *PLoS ONE*, 10, e0127203-19.
- Giuliani, N.R., Mann, T., Tomiyama, A.J., & Berkman, E.T. (2014). Neural systems underlying the reappraisal of personally-craved foods. *Journal of Cognitive Neuroscience*, 26(7), 1390-1402.
- Calcott, R.D. & Berkman, E.T. (2014). Attentional flexibility during approach and avoidance motivational states: The role of context in shifts of attentional breadth. *Journal of Experimental Psychology: General*, 143(3), 1393-1408.
- Berkman, E.T., Kahn, L.E., & Merchant, J.S. (2014). Training-induced changes in inhibitory control network activity. *Journal of Neuroscience*, 34(1), 149-157.
- Berkman, E.T. & Falk, E.B. (2013). Beyond brain mapping: Using the brain to predict real-world outcomes. *Current Directions in Psychological Science*, 22(1), 45-50.

See a complete list of Dr. Berkman's publications at: <http://www.ncbi.nlm.nih.gov/myncbi/browse/collection/40864077>

Melynda Casement (Clinical Science, Developmental Psychopathology, Affective Processing, Sleep, Stress Neurobiology, Translational Neuroscience)

I am a clinical scientist who is interested in the neurocognitive mechanisms by which homeostatic stressors (e.g., stressful life events, insufficient sleep) contribute to depression and other forms of psychopathology. As a leading cause of disease burden, depression is particularly devastating and critical to understand. Over the last decade of research, I have studied affective processing biases as a key neurocognitive mechanism of depression. I am driven to understand how these affective biases develop and how they can be remediated.

My ongoing work tests a neurodevelopmental model in which stressful life events and insufficient sleep during adolescence increase risk for depression by disrupting neural reward processing. Stressful life events and insufficient sleep are both robust predictors of depression onset and both are linked to reward circuit disruption. Furthermore, adolescence is characterized by increases in stressful life events and habitual sleep deprivation. In combination, homeostatic stressors and stress-related reward circuit disruption may form a 'perfect storm' for depression during adolescence. These data also lead to the intriguing hypothesis that extending sleep duration in adolescents could buffer neural reward circuitry from the impact of stressors and thereby decrease risk for depressive symptoms.

For further information, please visit Dr. Casement's website: <https://sleeplab.uoregon.edu/>

Dr. Casement will not be accepting new doctoral students for Fall 2019.

Selected Publications:

- Casement, M. D. & Swanson, L. M. (2012). A meta-analysis of imagery rehearsal for post-trauma nightmares: Effects on nightmare frequency, sleep quality, and posttraumatic stress. *Clinical Psychology Review*, 32(6), 566-574.
- Casement, M. D., Guyer, A. E., Hipwell, A. E., McAloon, R. L., Hoffmann, A. M., Keenan, K. E., & Forbes, E. E. (2014). Girls' challenging social experiences in early adolescence predict neural response to reward and depressive symptoms. *Developmental Cognitive Neuroscience*, 8, 18-27.
- Casement, M. D., Shaw, D. S., Sitnick, S.L., Musselman, S. & Forbes, E. E. (2015). Life stress in adolescence predicts early adult reward-related brain function and alcohol dependence. *Social Cognitive & Affective Neuroscience*, 10(3), 416-423.
- Hall, T. H., Casement, M. D., Troxel, W. M., Matthews, K. A., Bromberger, J., Kravitz, H. M., Krafty, R. T., & Buysse, D. J. (2015). Chronic stress is prospectively associated with sleep in midlife women: The SWAN sleep study. *SLEEP*, 38(10), 1645-1654.
- Casement, M. D., Keenan, K. E., Hipwell, A. E., Guyer, A. E., & Forbes, E. E. (2016). Neural reward processing mediates the relationship between insomnia symptoms and depression in adolescence. *SLEEP*, 39(2), 439-447.
- Casement, M. D., Goldstein, T. R., Gratzmiller, S. M., & Franzen, P. L. (2018). Social stress response in adolescents with bipolar disorder. *Psychoneuroendocrinology*, 91, 159-168.

Robert Chavez (Social/Personality, Social Neuroscience, Self, Interpersonal Perception, Personality & Individual Differences, Multimodal Neuroimaging Methods)

Among the most defining characteristics of our species is our capacity for a rich sense of self and depth of our social cognition. How does the human brain build models of ourselves and other people, and how do we use this information to guide our behavior in the real world? My research aims to better understand the biological mechanisms and individual differences in these domains of psychology. Specifically, I am interested in the shared and dissociable psychological processes that underlie self-representation and social cognition and their representation in the brain. Employing methods such as multimodal neuroimaging (e.g., fMRI and DTI) and machine learning, my work investigates how these processes are reflected in the structure and function of specific networks of the brain and how these they predict individual differences in each domain. As such, work in my lab broadly draws on theoretical and methodological approaches from personality and social psychology, cognitive neuroscience, evolutionary theory, and data science.

For further information, please visit Dr. Chavez's website: <https://csnl.uoregon.edu/>

Selected Publications:

- Chavez, R.S., Heatherton, T.H., & Wagner, D.D. (2017). Neural population decoding reveals the intrinsic positivity of the self. *Cerebral Cortex*, 11(1), 5222-5229.
- Chavez, R.S. & Heatherton, T.H. (2017). Structural integrity of frontostriatal connections predicts longitudinal changes in self-esteem. *Social Neuroscience*. 12(3), 280-286.
- Chavez, R.S. & Heatherton, T.F. (2015). Multimodal frontostriatal connectivity underlies individual differences in self-esteem. *Social Cognitive and Affective Neuroscience*, 10(3), pp. 364-370.
- Chavez, R.S. & Heatherton, T.H. (2015). Representational similarity of social and valence information in the medial pFC. *Journal of Cognitive Neuroscience*, 27(1), pp. 73-82.

David Condon (Social/Personality, Personality and Individual Differences, Data Science, Interests, Motivation, Cognitive Abilities, Creativity, Assessment, Psychometrics, Scale Development)

Most of us intuitively know that individuals differ from one another in more ways than we can count. In fact, we make important life decisions based on our awareness of these differences – we choose paths for ourselves that (hopefully) match our unique characteristics and we interact with other individuals in ways that are influenced by our perceptions of their unique characteristics. While personality science has made encouraging progress towards the description and classification of these individual differences, many questions remain unanswered. My lab is particularly focused on questions related to the structure and measurement of psychological individual differences (e.g., temperament/personality, cognitive abilities, interests, values, motivation). This work includes the development of measurement tools for use in clinical settings and the translation of findings from individual differences research towards the prediction of real-world outcomes. Most of this work follows from analyses of large-scale data sets like those collected from the SAPA-Project, where more data on more than 7,000 variables are contributed by more than 250,000 participants each year. Datasets like these are well-suited for the development of both empirically-informed outcome-specific prediction tools and taxonomic models that can more broadly inform the ways that individual differences relate to one another across the life span. My lab advocates strongly for practices that promote transparency in science (e.g., the publication and management of open data, extensive documentation of reproducible research methods, and the reporting of findings in freely accessible outlets like *PsyArXiv*), and we ask our collaborators to support us in this endeavor whenever feasible. For further information, please visit Dr. Condon's website at <https://sapa-project.org/>

Dr. Condon will be accepting new doctoral students for Fall 2019.

Selected Publications:

- Weston, S. J., Gladstone, J. J., Graham, E. K., Mroczek, D. K., & Condon, D. M. (in press). Who are the Scrooges? The Personality predictors of holiday spending. *Social Psychological and Personality Science*.
- Condon, D. M., Weston, S. J., Hill, P. L. (2017). Reconsidering what is vital about vital signs in electronic health records. *American Psychologist*, 72(487-488). <https://doi.org/10.1037/amp0000136>
- Condon, D. M. (2017). The SAPA Personality Inventory: An empirically-derived, hierarchically-organized self-report personality assessment model. *PsyArXiv*. <https://doi.org/10.17605/osf.io/SC4P9>
- Condon, D.M. & Mroczek, D. K. (2016). Time to move beyond the Big Five? *European Journal of Personality*. <https://doi.org/10.1002/per.2060>

- Revelle, W. & Condon, D. M. (2015). A model for personality at three levels. *Journal for Research in Personality* 70-81. <https://doi.org/10.1016/j.jrp.2014.12.006>
- Condon, D. M., & Revelle, W. (2014). The International Cognitive Ability Resource: Development and initial validation of a public-domain resource. *Intelligence*, 43, 52-64. <https://doi.org/10.1016/j.intell.2014.01.004>
- Zabelina, D., Condon, D. M., & Beeman, M. (2014). Do dimensional psychopathology measures relate to creative achievement or divergent thinking? *Frontiers in Psychology*, 5, 1029. <https://doi.org/10.3389/fpsyg.2014.01029>

Paul Dassonville (Cognitive Neuroscience)

Dr. Dassonville is interested in the brain's ability to form mental representations of the world using sensory cues. In particular, his research uses behavioral techniques and functional magnetic resonance imaging (fMRI) to examine the spatiotemporal patterns of neural activity that underlie perceptual awareness, while using various perceptual phenomena (e.g., visual masking, figure-ground segregation, binocular rivalry) to directly manipulate the contents of awareness. In addition, his laboratory examines the many possible frames of reference used by the brain to map the location of an object in three-dimensional space. By assessing the performance of human subjects responding to sensory stimuli presented under various conditions, these experiments provide insights into the sensorimotor processes that allow the eye or hand to be moved accurately to the location of an object.

Selected Publications (click [here](#) for a full listing).

- Lester, B.D., Dassonville, P. (2013). Shifts of visuospatial attention do not cause the spatial distortions of the Roelofs effect. *Journal of Vision*.
- Lester, B.D., Dassonville, P. (2011). Attentional control settings modulate susceptibility to the induced Roelofs effect. *Attention, Perception & Psychophysics*, 73:1398-1406.
- Walter, E., Dassonville, P. (2011). Activation in a frontoparietal cortical network underlies individual differences in the performance of an Embedded Figures Task. *PLoS ONE*, 6:e20742.
- Walter, E., Dassonville, P., Bochsler, T. (2009). A specific autistic trait that modulates visuospatial illusion susceptibility. *Journal of Autism and Developmental Disorders*, 39:339-349.
- Walter, E., Dassonville, P. (2008). Visuospatial contextual processing in the parietal cortex: An fMRI investigation of the induced Roelofs effect. *NeuroImage*, 42:1686-1697.
- Dassonville, P., Bala, J.K. (2004). Action, perception and the Roelofs effect: A mere illusion of dissociation. *PLoS Biology*, 2(11):e364(web) or 1936-1945 (print).
- Dassonville, P., Bridgeman, B., Bala, J.K., Thiem, P., Sampanes, A. (2004). The induced Roelofs effect: Two visual systems or the shift of a single reference frame? *Vision Research*, 44:603-611.
- Dassonville, P., Zhu, E.-H., Ugurbil, K., Kim, S.-G., & Ashe, J. (1997). Functional activation of motor cortex reflects the direction and extent of handedness. *Proceedings of the National Academy of Sciences*, 94:14015-14018.
- Dassonville, P. (1995). Haptic localization and the internal representation of the hand in space. *Experimental Brain Research*, 106, 434-448.
- Dassonville, P., Schlag, J., & Schlag-Rey, M. (1995). The use of egocentric and exocentric location cues in saccadic programming. *Vision Research*, 35:2191-2199.

Sarah DuBrow (Cognitive Neuroscience, Learning, Memory, Decision Making)

Why does our subjective experience of the world feel structured when, in fact, it is continuous? How do our internal and external states influence this structure? Research in the DuBrow lab seeks to understand how we learn the structure of our environments and how we use that structure to organize our memories and guide our decisions. Using neuroimaging methods, we investigate how neural representations can mirror the true structure of the external world, and, at the same time, distort that structure to achieve behavioral goals. By mapping between the brain and behavior, we hope to shed light on fundamental organizing principles in human cognition.

Dr. DuBrow will be accepting new doctoral students for Fall 2019.

Selected Publications:

- Sols, I., DuBrow, S., Davachi, L., & Fuentemilla, L., (2017). Event boundaries trigger rapid memory replay of the prior event to promote their representation in long-term memory. *Current Biology*, 27(22), 3499-3504.
- DuBrow, S., Rouhani, N., Niv, Y., & Norman, K.A. (2017). Does mental context drift or shift? *Current Opinions in Behavioral Sciences*, 17, 141-146.
- DuBrow, S. & Davachi, L. (2016). Temporal binding within and across events. *Neurobiology of Learning and Memory*, 134, 107-114.

- Murty, V., DuBrow, S., & Davachi, L. (2015). The simple act of choosing influences declarative memory. *Journal of Neuroscience*, 35(16), 6255-6264.
- DuBrow, S. & Davachi, L. (2014). Temporal memory is shaped by encoding stability and intervening item reactivation. *Journal of Neuroscience*, 34(42), 13998-14005.
- DuBrow, S. & Davachi, L. (2013). The influence of context boundaries on memory for the sequential order of events. *Journal of Experimental Psychology: General*, 142(4), 1277-1286.

Caitlin M. Fausey (Developmental, Cognitive Development, Language, Everyday Infancy)

I conceptualize human experience as a stream in time of words and co-occurring visual events. The goal of my research is to understand the structure of that stream, how statistical and temporal properties engage learning mechanisms and potentially tune the developing system. The conjecture is that structure in everyday activities - at multiple timescales, and changing over the course of development - drives change in the cognitive system. Current research in my lab focuses on three questions: (1) What are the basic properties of infants' auditory and visual environments and do these properties change with age? (2) What are the distributional properties of instances with the same name in infants' early experience? (3) How do the dynamics of play (words and objects clustered in time) matter for early learning?

For further information, please visit Dr. Fausey's website: <http://www.uolearninglab.com/>

Selected Publications:

- Fausey, C.M., Jayaraman, S., & Smith, L.B. (2016). From faces to hands: Changing visual input in the first two years. *Cognition*.
- Jayaraman, S., Fausey, C.M., & Smith, L.B. (2015). The faces in infant-perspective scenes change over the first year of life. *Plos One*.
- Smith, L.B., Yu, C., Yoshida, H., & Fausey, C.M. (2015). Contributions of head-mounted cameras to studying the visual environments of infants and young children. *Journal of Cognition and Development*.
- Fausey, C.M., & Boroditsky, L. (2011). Who dunnit? Cross-linguistic differences in eye-witness memory. *Psychonomic Bulletin & Review*, 18(1), 150-157. doi: 10.3758/s13423-010-0021-5.
- Fausey, C.M., Long, B.L., Inamori, A., & Boroditsky, L. (2010). Constructing agency: The role of language. *Frontiers in Cultural Psychology*. doi: 10.3389/fpsyg.2010.00162.
- Fausey, C.M., & Boroditsky, L. (2010). Subtle linguistic cues influence perceived blame and financial liability. *Psychonomic Bulletin & Review*, 17(5), 644-650. doi: 10.3758/PBR.17.5.644.

Philip A. Fisher (Clinical, Prevention Research, Stress Neurobiology, Executive Functioning, Video Coaching, Translational Neuroscience, Public Policy, Child Maltreatment, Foster Care)

Dr. Fisher is Philip H. Knight Chair and Professor of Psychology. His research focuses on developing and evaluating early childhood interventions in socially and economically marginalized communities, and on translating scientific knowledge regarding healthy development under conditions of adversity for use in social policy and programs. His lab is currently focusing primarily on studies involving FIND video coaching intervention that he developed with colleagues. Dr. Fisher is particularly interested in the effects of early stressful experiences on children's neurobiological and psychological development, and in prevention and treatment programs for improving maltreated children's functioning in areas such as attachment to caregivers, relationships with peers, and functioning in school. He is also interested in the brain's plasticity in the context of therapeutic interventions. Dr. Fisher is the director of the UO Center for Translational Neuroscience (<http://ctn.uoregon.edu>). His laboratory, the Stress Neurobiology and Prevention (SNAP) lab (<http://www.uoregon.edu/~snaplab/SNAP>), includes graduate students, post-doctoral fellows, and other researchers with similar interests. Dr. Fisher also directs the Translational Science Initiative and is the Science Director for the National Forum on Early Childhood Policy and Programs, both based at Harvard University's Center on the Developing Child. He is Co-Principal Investigator, with Patti Chamberlain, on the NIDA-funded Translational Drug Abuse Prevention (TDAP) Center, working to increase understanding of the effects of early adversity and risk in decision-making and behavior on policy and practice in child welfare systems. Dr. Fisher is the recipient of the 2012 Society for Prevention Research Translational Science Award. He obtained his Ph.D. from the University of Oregon in 1993.

Selected Publications (* Denotes graduate student/postdoc first-authored publications)

- Fisher, P. A. (in press). Translational neuroscience as a tool for intervention development in the context of high-adversity families. In F. Hoelt (Ed.), *New directions for child and adolescent development*.
- *Graham, A. M., Pfeifer, J. H., Fisher, P. A., Carpenter, S., and Fair, D. A. (in press). Early life stress is associated with default system integrity and emotionality during infancy. *Journal of Child Psychology and Psychiatry*.

- Jankowski, K.F., Bruce, J., Beauchamp, K.G., Roos, L.E., Moore, W.E. III, & Fisher, P.A. (in press). Preliminary evidence of the impact of early childhood maltreatment and a preventive intervention on neural patterns of response inhibition in early adolescence. *Developmental Science*.
- Roos, L. E., Fisher, P. A., Shaw, D. S., Kim, H. K., Neiderhiser, J. M., et al. (in press). Inherited and environmental influences on a childhood co-occurring symptom phenotype: Evidence from an adoption study. *Development and Psychopathology*.
- Schindler, H. S., Fisher, P. A., Shonkoff, J. P. (in press). From innovation to impact at scale: Lessons learned from a cluster of research-community partnerships. *Child Development*.
- Fisher, P. A., Leve, L. D., Delker, B., Roos, L., Cooper, B. (2016). A developmental psychopathology perspective on foster care research. In D. Cicchetti (Ed.), *Developmental Psychopathology*. Hoboken, NJ: Wiley. Advance online publication. DOI 10.1002/9781119125556.devpsy312
- *Delker, B. C., Hyoun, K. K., Fisher, P. A. (2015). Maternal problem drinking in the year prior to a child's birth among women at risk for child maltreatment: The role of maternal abuse history, *Journal of Studies on Alcohol and Drugs*, 75, 973-981. (PubMed Central – in progress).
- Lynch, F. L., Dickerson, J. F., Saldana, L., & Fisher, P. A. (2014). Incremental net benefit of early intervention for preschool-aged children with emotional and behavioral problems in foster care. *Children and Youth Services Review*, 36, 213-219. (PubMed Central – in progress).
- *Roos, L. E., Pears, K., Bruce, J., Kim, H., Fisher, P. (2014). Impulsivity and the association between the feedback-related negativity and performance on an inhibitory control task in young at-risk children. *Psychophysiology*. (PubMed Central – in progress).
- *Graham, A.M., Fisher, P.A., Pfeifer, J.H. (2013). What Sleeping Babies Hear: An fMRI Study of Interparental Conflict and Infants' Emotion Processing. *Psychological Science*, 24, 782-789. PMC3674876
- Shonkoff, J. P. & Fisher, P.A. (2013). Rethinking evidence-based practice and two-generation programs to create the future of early childhood policy. *Development and Psychopathology*, 25, 1635-1653. (PubMed Central – in progress).
- *Bryck, R. L., & Fisher, P. A. (2012). Training the brain: Practical applications of neural plasticity from the intersection of neuroscience, developmental psychology, and prevention science. *American Psychologist*, 67, 87–100. PMC3335430
- Fisher, P. A., Gunnar, M. R., Dozier, M., Bruce, J., & Pears, K. C. (2006). Effects of a therapeutic intervention for foster children on behavior problems, caregiver attachment, and stress regulatory neural systems. *Annals of the New York Academy of Sciences*, 1094, 215–225.
- Gunnar, M. R., Fisher, P. A., & the Early Experience, Stress, and Prevention Network. (2006). Bringing basic research on early experience and stress neurobiology to bear on preventive intervention research on neglected and maltreated children. *Development and Psychopathology*, 18, 651–677.

Jennifer J. Freyd (Clinical, Psychology of Trauma)

Dr. Freyd and her students investigate the causes and impact of interpersonal violence and institutional betrayal on mental and physical health, behavior, and society. Freyd's research with adult and child participants investigates predictions made by [betrayal trauma theory](#). Analysis of evolutionary pressures and developmental needs suggests that victims of abuse may remain completely or partially unaware of abuse and betrayal, not to reduce suffering, but rather to maintain an attachment with a person (or institution) vital to survival, development, and thriving. Highlighting social relations and trust as central to traumatic stress has challenged existing beliefs about the psychology of trauma and generates novel testable predictions. Current projects include studies of betrayal trauma as it relates to child abuse, domestic violence, campus sexual violence, minority discrimination, gender and sexual orientation, appraisals of traumatic events, [disclosures of abuse](#), physical and mental health distress, and [institutional betrayal](#).

For further information, please visit Dr. Freyd's website: <http://dynamic.uoregon.edu/>

Dr. Freyd will not be accepting new graduate students for Fall 2019.

Sample of Recent Publications (Full Set Here):

- Holland, K.J., Cortina, L.M., & Freyd, J.J. (2018). [Compelled Disclosure of College Sexual Assault](#). *American Psychologist*, 73(3), 256-268. doi.org/10.1037/amp0000186
- Harsey, S., Zurbruggen, E., & Freyd, J.J. (2017). [Perpetrator Responses to Victim Confrontation: DARVO and Victim Self-Blame](#). *Journal of Aggression, Maltreatment, & Trauma*.
- Rosenthal, M.N., Smidt, A.M., & Freyd, J.J. (2016). [Still second class: Sexual harassment of graduate students](#). *Psychology of Women Quarterly*, 40, 364-377.

- Platt, M.G., & Freyd, J. J. (2015). [Betray my trust, shame on me: Shame, dissociation, fear, and betrayal trauma](#). *Psychological Trauma: Theory, Research, Practice, & Policy*, 7, 398-404.
- Smith, C.P., & Freyd, J.J. (2014). [Institutional betrayal](#). *American Psychologist*, 69, 575-587.
- Freyd, J.J., & Birrell, P.J. (2013). [Blind to Betrayal](#). John Wiley & Sons.

Gordon C. Nagayama Hall (Clinical)

Dr. Hall is interested in culture and mental health, cultural adaptations of psychotherapy, and Asian American psychology.

Dr. Hall will not be accepting new graduate students for Fall 2019.

- Ibaraki, A. Y., & Hall, G. C. N. (2014). The components of cultural match in psychotherapy. *Journal of Social and Clinical Psychology*, 33, 936-953. doi: 10.1521/jscp.2014.33.10.936
- Hall, G.C.N., Yip, T., & Zárate, M.A. (2016). On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity. *American Psychologist*, 71, 40-51. doi: 10.1037/a0039734
- Braje, S.E., & Hall, G.C.N. (2016). Coping as a mediator between losing face and internalizing symptoms among Asian Americans. *Journal of Cross-Cultural Psychology*, 47, 1114-1129. doi: 10.1177/0022022116658244
- Hall, G.C.N., Ibaraki, A.Y., Huang, E.R., Marti, C.N., & Stice, E. (2016). A meta-analysis of cultural adaptations of psychological interventions. *Behavior Therapy*, 47, 993-1014. doi: 10.1016/j.beth.2016.09.005

Sara Hodges (Social/Personality, Perspective Taking, Empathic Accuracy, Comparison and Judgment Processes, and Social Comparison)

Dr. Hodges studies how people form an understanding of other people. She's interested in the role that the self, context, and other sources of information play in forming that understanding. One of her primary research interests is in people's attempts to construct someone else's perspective—what motivates them, how accurate they are, how strategies such as social comparison and projection are used in the process, and what consequences result from taking someone else's perspective. In another line of work, Dr. Hodges investigates social comparisons, with a focus on how people use information about themselves in making these comparisons. In her work, Dr. Hodges seeks to acknowledge both the cleverness and shortcomings of human cognitive strategies.

For further information, visit Dr. Hodges' website: <https://socialcognitionlab.uoregon.edu/>

Selected Publications:

- Sassenrath, C., Hodges, S.D., & Pfattheicher, S. (2016). It's all about the self: When perspective taking backfires. *Current Directions in Psychological Science*, 25, 405-410.
- Hodges, S.D., Lewis, K.L., & Ickes, W. (2015). The matter of other minds: Empathic accuracy and the factors that influence it. In P. Shaver, M. Mikulincer (Eds.), J.A. Simpson, & J. Dovidio (Assoc. Eds.), *APA handbook of personality and social psychology: Vol 2. Interpersonal relations and group processes* (pp.319-348). Washington, DC: American Psychological Association.
- Christian, C., Lee, I., & Hodges, S.D. (2014). From East to West: Accessibility and bias in self-other comparative judgments. *Personality and Social Psychology Bulletin*, 40, 1391-1405.
- Smith, J.L., Lewis, K.L., Hawthorne, L., & Hodges, S.D. (2013). When trying hard isn't natural: Women's belonging with and motivation for male-dominated STEM fields as a function of effort expenditure concerns. *Personality and Social Psychology Bulletin*, 39, 131-143.
- Myers, M.W., & Hodges, S.D. (2012). The structure of self-other overlap and its relationship to perspective taking. *Personal Relationships*, 19, 663-679.
- Lewis, K.L., Hodges, S.D., Laurent, S.M., Srivastava, S., & Biancarosa, G. (2012). Reading between the minds: The use of stereotypes in empathic accuracy. *Psychological Science*, 23, 1040-1046.
- Hodges, S. D., Kiel, K. J., Kramer, A. D. I. K., Veach, D., & Villanueva, R. (2010). Giving birth to empathy: The effects of similar experience on empathic accuracy, empathic concern, and perceived empathy. *Personality and Social Psychology Bulletin*, 36, 398-409.

Ben Hutchinson (Cognitive Neuroscience)

Dr. Hutchinson is interested in the bidirectional relationship between attention and memory in humans. His lab aims to better understand how selective attention is able to operate upon memories as well as how memory retrieval can influence what we attend to in our ongoing perceptual environment. The lab uses both behavioral (e.g., psychophysics) and neuroimaging (e.g., functional magnetic resonance imaging; fMRI) techniques to better understand when and where these aspects of cognition interact as well as articulate how they are implemented by the brain. For further information, visit Dr. Hutchinson's website: <https://hulacon.uoregon.edu/>

Dr. Hutchinson will be accepting new doctoral students for Fall 2019.

Selected Publications:

- Fan J, Hutchinson JB, Turk-Browne NB (2016). When past is present: substitutions of long-term memory for sensory evidence in perceptual judgments. *Journal of Vision*, 16, 1-12.
- Hutchinson JB, Pak SS, Turk-Browne NB (2016). Biased competition during long-term memory formation. *Journal of Cognitive Neuroscience*, 28, 187-197.
- Hutchinson JB, Uncapher MR, Wagner AD (2015). Increased functional connectivity between dorsal posterior parietal and ventral occipitotemporal cortex during uncertain memory decisions. *Neurobiology of Learning and Memory*, 117, 71-83.
- Hutchinson JB, Uncapher MR, Weiner KS, Bressler DW, Silver MA, Preston AR, Wagner AD (2014). Functional heterogeneity in posterior parietal cortex across attention and episodic memory retrieval. *Cerebral Cortex*, 24, 49-66.
- Hutchinson JB, Turk-Browne NB (2012). Memory-guided attention: control from multiple memory systems. *Trends in Cognitive Sciences*, 16, 576-579.
- Uncapher MR, Hutchinson JB, Wagner AD (2011). Dissociable effects of top-down and bottom-up attention during episodic encoding. *Journal of Neuroscience*, 31, 12593-12603.
- Hutchinson JB, Uncapher MR, Wagner AD (2009). Posterior parietal cortex and episodic retrieval: convergent and divergent effects of attention and memory. *Learning and Memory*, 16, 343-356.

For an updated list of publications, please visit:

<https://hulacon.uoregon.edu/publications/>

Brice Kuhl (Cognitive Neuroscience, Memory, Cognitive Control, fMRI Methods)

Dr. Kuhl is interested in how our perceptual experiences are transformed into memories and how we recreate and selectively recall these experiences. Research in Dr. Kuhl's lab makes use of behavioral and neuroimaging methods (fMRI, EEG) with an emphasis on applying machine learning algorithms and multivariate pattern analyses in order to understand how memories are represented and transformed in distributed patterns of brain activity.

Some of the specific topics his lab addresses include: What are the cognitive and neural mechanisms that cause forgetting? How is competition between memories signaled and resolved in the brain during retrieval? How do we reduce interference between memories during encoding? Addressing these questions involves understanding the interactions and relative contributions of fronto-parietal cortex and medial temporal lobe structures.

For further information, please visit Dr. Kuhl's website: <http://kuhlhlab.com/>

Selected Publications:

- Favila SE, Chanales AJH, & Kuhl BA (2016) Experience-dependent hippocampal pattern differentiation prevents interference during subsequent learning. *Nature Communications*. *Doi:10.1038/ncomms11066*
- Richter FR, Chanales AJH, & Kuhl BA (2016) Predicting the integration of overlapping memories by decoding mnemonic processing states during learning. *NeuroImage*, 124 323-335.
- Kuhl BA, Chun MM (2014) Successful remembering elicits event-specific activity patterns in lateral parietal cortex. *Journal of Neuroscience*, 34 8051-8060.
- Cowen AS, Chun MM, & Kuhl BA (2014) Neural portraits of perception: Reconstructing face images from evoked brain activity. *NeuroImage*, 94 12-22.
- Kuhl BA, Johnson MK, & Chun MM (2013) Dissociable neural mechanisms for goal-directed versus incidental memory reactivation. *Journal of Neuroscience*, 33 16099-16109.
- Kuhl BA, Rissman J, Chun MM, & Wagner AD (2011). Fidelity of neural reactivation reveals competition between memories. *Proceedings of the National Academy of Sciences: USA*, 108 5903-5908.

- Kuhl BA, Shah AT, DuBrow S, & Wagner AD (2010). Resistance to forgetting associated with hippocampus-mediated reactivation during new learning. *Nature Neuroscience*, 13 501–506.
- Kuhl BA, Dudukovic NM, Kahn I, & Wagner AD (2007). Decreased demands on cognitive control reveal the neural processing benefits of forgetting. *Nature Neuroscience*, 10 908-914.

Robert Mauro (Social/Personality)

Dr. Mauro teaches and conducts research in applied decision-making and human emotion. Dr. Mauro's applied work is focused on topics in psychology and law and aviation. His psychology and law work includes studies of capital sentencing, the drug courier profile, and expert testimony. His work in aviation includes laboratory and field work on pilot decision-making, training, cockpit procedures, and automation. His work in human emotions includes studies of the cognitive models of emotion, opponent-process theory, and the relations between cognition and emotion. Dr. Mauro's research utilizes experimental, survey, and observational methods and psychological and physiological measures.

For more information, visit Dr. Mauro's website: <http://www.decisionresearch.org/researcher/robert-mauro/>

Selected publications:

- Connors, M., Mauro, R., & Statler, I. (in press). Measuring Safety-Related Trends in the National Airspace System: Description and Validation of a Survey Methodology. *International Journal of Aviation Psychology*.
- Mauro, R., Degani, A., Loukopoulos, L., & Barshi, I. (2012). The operational context of procedures and checklists in commercial aviation. *Proceedings of the 56th Annual Meeting of the Human Factors and Ergonomics Society* (pp. 758-762). Boston, MA: Human Factors Society.
- Mauro, R. (1992). Affective dynamics: Opponent processes and excitation transfer. In M. Clark (Ed.) *Review of personality & social psychology*. Newbury Park, CA: Sage.
- Gross, S. & Mauro, R. (1988). *Death and Discrimination: Racial Disparities in Capital Sentencing*. Northeastern University Press: Boston, MA.

Ulrich Mayr (Cognitive Neuroscience)

Dr. Mayr's primary research focus is on the relationship between memory, attention, and cognitive control, both from a general and a developmental/life-span perspective. His research methods include behavioral experiments, eye-tracking, and EEG or fMRI neuroimaging. As a secondary focus he also examines complex, social decision processes (e.g., whether or not to enter a competition or to give money to charity).

For further information, please visit Dr. Mayr's website: <http://pages.uoregon.edu/thinking/index.html>

Selected publications:

- Hubbard, J., Harbaugh, W.T., Srivastava, S., Degras, D., & Mayr, U. (2016). A general benevolence dimension that links neural, psychological, economic, and life-span data on altruistic tendencies. *Journal of Experimental Psychology: General*, 145(10), 1351.
- Mayr, U., Kuhns, D., & Hubbard, J. (2014). Long-term memory and the control of attentional control. *Cognitive Psychology*, 71, 1-26.
- Mayr, U., Kuhns, D., Rieter, M. (2013). Eye-movements reveal dynamics of task control. *Journal of Experimental Psychology: General*, 14, 489-509.
- Mayr, U. (2009). Sticky plans: Inhibition and binding during serial task control. *Cognitive Psychology*, 59, 123-153.
- Harbaugh, B.T., Mayr, U., & Burghart, D. (2007). Neural responses to taxation and voluntary giving reveal motives for charitable donations. *Science*, 316, 1622-1625.
- Mayr, U., Awh, E., & Laurey, P. (2003). Does conflict adaptation require executive control? *Nature Neuroscience*, 6, 450-452.

Jeffrey Measelle (Developmental, Developmental Stress Biology, Caregiving Support for Early Brain Development, Pediatric Global Health)

My research seeks to identify early sources of psychopathology in childhood, in particular, family processes that adversely influence the development of very young children's psychobiology. A major focus of our work is parental sensitivity, which plays a critical role in shaping infants' earliest development – both pre- and postnatally – through processes of biobehavioral synchrony and neurocognitive stimulation. A second major focus of our lab is children's developmental thriving in low- and middle-income countries, especially South East Asia where we are conducting basic and intervention studies designed to

protect young children against such factors poverty, malnutrition, and caregiver depression.

For further information, please visit Dr. Measelle's website: <https://dslab.uoregon.edu/>

Dr. Measelle will not be accepting new graduate students for Fall 2019.

Selected Publications:

- Measelle, J. R., & Ablow, J. C. (2018). Contributions of early adversity to pro-inflammatory phenotype in infancy: the buffer provided by attachment security. *Attachment & human development*, 20(1), 1-23.
- Fong, M., Measelle, J.R., Conratt, E., Ablow, J.C. (2017). Links between early baseline cortisol, attachment classification, and problem behaviors: A test of differential susceptibility versus diathesis-stress. *Infant Behavior and Development*, 46, 158-168.
- Ostlund, B. D., Measelle, J. R., Laurent, H. K., Conratt, E., & Ablow, J. C. (2016). Shaping emotion regulation: attunement, symptomatology, and stress recovery within mother-infant dyads. *Developmental Psychobiology*, 15, 15-25.

Kate Mills (Development, Social Networks, Adolescence, Cognitive Neuroscience, Translational Neuroscience, Digital Mental Health, Open Science)

Dr. Mills' lab investigates the intertwined social, biological, and cognitive processes that underlie the development of social navigational skills. Research in Dr. Mills' lab integrates social network analysis with laboratory assessments (behavioral and neuroimaging methods), and social environmental measures (e.g. neighborhood metrics), to examine how a child's social environment affects the development of cognitive and behavioral strategies. A main goal of this research is to understand how the prolonged development of certain brain systems can facilitate cultural learning during childhood and adolescence.

Her lab's immediate research plans involve investigations of how brain development and behavior reflect adaptations or strategies children use to be successful in their daily lives. This research addresses how the demands of a child's social environment affect the development of cognitive and behavioral strategies, which are subsequently applied in educational contexts. Current projects involve investigations of the a) impact of digital technology use on neurocognitive development, b) adaptive use of mentalizing, c) impact of social stress on social cognitive development, d) development of internalized models of social agents.

Dr. Mills will be accepted new graduate students for Fall 2019.

Selected Publications:

- Tamnes CK, Herting MM, Goddings AL, Meuwese R, Bartsch H, Blakemore S-J, Dahl RE, Güroğlu B, Raznahan A, Sowell ER, Crone EA, & Mills KL (2017). Development of the cerebral cortex across adolescence: A multisample study of interrelated longitudinal changes in cortical volume, surface area and thickness. *Journal of Neuroscience*, 37(12), 3402-3412.
- Mills KL, Goddings AL, Herting MM, Meuwese R, Blakemore S-J, Crone EA, Dahl RE, Güroğlu B, Raznahan A, Sowell ER, & Tamnes CK (2016). Structural brain development between childhood and adulthood: Convergence across four longitudinal samples. *NeuroImage*, 141, 273-281.
- Mills KL (2016). Possible effects of Internet use on cognitive development in adolescence. *Media and Communication*, 6(3).
- Bell V, Mills KL, Modinos G, & Wilkinson S (2017). Social agent representation: Evidence from psychosis and normal social cognition. *Clinical Psychological Science*, 1-14.
- Mills KL, Dumontheil I, Speekenbrink M, & Blakemore S-J (2015). Multitasking during social interactions in adolescence and early adulthood. *Royal Society Open Science*, 2(11), 150117.
- Mills KL (2014). Effects of Internet use on the adolescent brain: despite popular claims, experimental evidence remains scarce. *Trends in Cognitive Sciences*, 18(8), 385-387.
- Mills KL, & Tamnes CK (2014). Methods and considerations for longitudinal structural brain imaging analysis across development. *Developmental Cognitive Neuroscience*, 9, 172-190.
- Mills KL, Goddings AL, Clasen LS, Giedd JN, & Blakemore S-J (2014). The developmental mismatch in structural brain maturation during adolescence. *Developmental Neuroscience*, 36(3-4), 147-60.
- Blakemore S-J, & Mills KL (2014). Is adolescence a sensitive period for socio-cultural processing? *Annual Review of Psychology*, 65, 186-207.
- Mills KL, Lalonde F, Clasen LS, Giedd JN, & Blakemore S-J (2014). Developmental changes in the structure of the social brain in late childhood and adolescence. *Social Cognitive and Affective Neuroscience*, 9(1), 123-131.

Mills KL, Bathula D, Costa Dias TG, Iyer SP, Fenesy MC, Musser ED, Stevens CA, Thurlow BL, Carpenter SD, Nagel BJ, Nigg JT, & Fair DA (2012). Altered cortico-striatal-thalamic connectivity in relation to spatial working memory capacity in children with ADHD. *Frontiers in Psychiatry*, 3(2).

See a complete list of Dr. Mills' publications at:

<https://scholar.google.com/citations?user=hZ-YQ3AAAAAJ&hl=en>

Louis Moses (Developmental, Social Cognitive Development, Theory of Mind, Executive Functioning, Prospective Memory, Moral Reasoning, Autism, Quantitative Methods)

Dr. Moses studies children's developing appreciation of mental states like belief, desire, and intention. He is particularly interested in how advances in executive functioning (e.g., inhibitory control, working memory) affect the emergence and expression of early theories of mind. Much of his research is conducted with preschool children but he has also examined the early foundations of social cognition in infancy and the onset of constructivist theories of mind later in childhood.

Dr. Moses will not be accepting new doctoral students for Fall 2019.

For further information, please visit Dr. Moses' website: <https://developingmind.uoregon.edu/>

Carlson, S.M., & Moses, L.J. (2001). Individual differences in inhibitory control and children's theory of mind. *Child Development*, 72, 1032-1053.

Malle, B.F., Moses, L.J., & Baldwin, D.A. (Eds.) (2001). *Intentions and intentionality: Foundations of social cognition*. Cambridge, MA: MIT Press.

Sabbagh, M. A., Xu, F., Carlson, S. M., Moses, L. J., & Lee, K. (2006). The development of executive functioning and theory of mind: A comparison of Chinese and U.S. preschoolers. *Psychological Science*, 17, 74-81.

Mahy, C.E.V., & Moses, L.J. (2011). Prospective memory and executive function in young children. *Cognitive Development*, 26, 269-281.

Mahy, C.E.V., Moses, L.J., & Kliegel, M. (in press). The development of prospective memory in children: An executive framework. *Developmental Review*.

Tahiroglu, D., Moses, L.J., Carlson, S.M., Olofson, E., Mahy, C.E.V., & Sabbagh, M.A. (in press). The Children's Social Understanding Scale: Construction and Validation of a Parent-Report Theory-of-Mind Scale. *Developmental Psychology*.

Jennifer Pfeifer (Developmental, Adolescence, Developmental Social and Affective Neuroscience, Self, Social Cognition, Emotion, Decision-Making)

The transition from childhood through adolescence is characterized by changing brains and bodies, affect and motivation, peer relationships and conceptions of self – many strands which combine to shape behavior during this critical period. Dr. Pfeifer is interested in how affect, motivation, regulation, self-evaluation, and social perception interact across contexts, are instantiated at the neural level, as well as influence adolescent choices and well-being. She studies the development of these related phenomena at multiple levels, with the goal of enabling healthy transitions from childhood through adolescence and into adulthood. Her research is focused on i) building a foundational knowledge base about normative and atypical trajectories of functional brain development supporting these social, affective/motivational, and regulatory processes - in particular, integrating the contributions of social processes and social cognitive brain function to our neurobiological models of adolescent development; and ii) using fMRI as a tool to advance our understanding of neurobiological mechanisms that put some adolescents at risk for adverse outcomes, or serve as protective factors for others. She is also interested in how functional brain development is affected by various endogenous and exogenous factors such as pubertal development and early adversity. Her work has been funded by the National Institute on Drug Abuse, National Institute of Mental Health, National Institute of Child Health and Human Development, National Science Foundation, and the Oregon Medical Research Foundation.

For further information, please visit Dr. Pfeifer's website: <https://dsn.uoregon.edu/>

Giuliani, N.R., & Pfeifer, J.H. (2015). Age-related changes in reappraisal of appetitive cravings during adolescence. *Neuroimage*, 108, 173-181.

Kahn, L. E., Peake, S. J., Stormshak, B., Dishion, T., & Pfeifer, J. H. (2015). Learning to play it safe (or not): Stable and evolving neural responses in adolescent risky decision-making. *Journal of Cognitive Neuroscience*, 27, 13-25.

- Graham, A.M., Pfeifer, J.H., Fisher, P.A., Lin, W., Gao, W., & Fair, D.A. (2014). The potential of infant fMRI research and the study of early life stress as a promising exemplar. *Developmental Cognitive Neuroscience, 16*, 12-39.
- Sherman, L.E., Rudie, J.D., Pfeifer, J.H., Masten, C.L., McNealy, K., & Dapretto, M. (2014). Development of the Default Mode and Central Executive Networks across early adolescence: A longitudinal study. *Developmental Cognitive Neuroscience, 10*, 148-159.
- Mahy, C.E.V., Moses, L.J., & Pfeifer, J.H. (2014). How and where: Theory-of-Mind in the brain. *Developmental Cognitive Neuroscience, 9*, 68-81.
- Jankowski, K.F., Moore, W.E. III., Merchant, J.S., Kahn, L.E., & Pfeifer, J.H. (2014). But do you think I'm cool? Developmental differences in striatal recruitment during direct and reflected social self-evaluations. *Developmental Cognitive Neuroscience, 8*, 40-54.
- Moore, W. E. III, Merchant, J. S., Kahn, L. E., & Pfeifer, J. H. (2014). 'Like me?': Ventromedial prefrontal cortex is sensitive to both personal relevance and self-similarity during social comparisons. *Social Cognitive and Affective Neuroscience, 9*, 421-6.
- Peake, S. J., Dishion, T., Stormshak, B., Moore, W. E. III, & Pfeifer, J. H. (2013). Risk-taking and social exclusion in adolescence: Behavioral and neural evidence of peer influences on decision-making. *Neuroimage, 82*, 23-34.
- Pfeifer, J. H., Kahn, L. E., Merchant, J. S., Peake, S. A., Veroude, K., Masten, C. L., Lieberman, M. D., Mazziotta, J. C., & Dapretto, M. (2013). Longitudinal change in the neural bases of adolescent social self-evaluations: Effects of age and pubertal development. *Journal of Neuroscience, 24*, 7415-7419.
- Masten, C.L., Eisenberger, N.I., Pfeifer, J.H., & Dapretto, M. (2013). Neural responses to witnessing peer rejection after being socially excluded: fMRI as a window into adolescents' emotional processing. *Developmental Science, 16*, 743-759.
- Graham, A. M., Fisher, P. A., & Pfeifer, J. H. (2013). What sleeping babies hear: An fMRI study of interparental conflict and infants' emotion processing. *Psychological Science, 24*, 782-789.
- Masten, C.L., Eisenberger, N.I., Pfeifer, J.H., Colich, N. L., & Dapretto, M. (2013). Associations among pubertal development, empathic ability, and neural responses while witnessing peer rejection in adolescence. *Child Development, 84*, 1338-54.
- Pfeifer, J. H., Merchant, J. S., Colich, N., Hernandez, L., Rudie, J., & Dapretto, M. (2013). Neural and behavioral responses during self-evaluative processes differ in youth with and without autism. *Journal of Autism and Developmental Disorders, 2*, 272-285.
- Pfeifer, J. H., & Allen, N. (2012). Arrested development? Reconsidering dual-systems models of brain function in adolescence and disorders. *Trends in Cognitive Sciences, 16*, 322-329.
- Pfeifer, J. H. & Peake, S. J. (2012). Self-development: Integrating cognitive, social, and neuroimaging perspectives. *Developmental Cognitive Neuroscience, 2*, 55-69.
- Pfeifer, J. H., & Blakemore, S.-J. (2012). Adolescent social cognitive and affective neuroscience: Past, present, and future. *Social Cognitive and Affective Neuroscience, 7*, 1-10.
- Moore, W. E. III, Pfeifer, J.H., Masten, C.L., Iacoboni, M., Mazziotta, J.C., & Dapretto, M. (2012). Facing puberty: Associations between pubertal development and neural responses to affective facial displays. *Social Cognitive and Affective Neuroscience, 7*, 35-43.
- Pfeifer, J.H., Masten, C.L., Moore, W.E. III, Oswald, T.M., Iacoboni, M., Mazziotta, J.C., & Dapretto, M. (2011). Entering adolescence: Resistance to peer influence, risky behavior, and neural changes in emotion reactivity. *Neuron, 69*, 1029-1036.
- Masten, C.L., Eisenberger, N.I., Borofsky, L.A., McNealy, K., Pfeifer, J.H., & Dapretto, M. (2011). Subgenual anterior cingulate responses to peer rejection: A marker of adolescents' risk for depression. *Development and Psychopathology, 23*, 283-292.
- Masten, C.L., Eisenberger, N.I., Pfeifer, J.H., & Dapretto, M. (2010). Witnessing peer rejection during adolescence: Neural correlates of empathy for experiences of social exclusion. *Social Neuroscience, 2*, 1-12.
- Pfeifer, J. H., Masten, C. L., Borofsky, L. A., Dapretto, M., Lieberman, M. D., & Fuligni, A. J. (2009). Neural correlates of direct and reflected self-appraisals in adolescents and adults: When social perspective-taking informs self-perception. *Child Development, 80*, 1016-1038.
- Masten, C.L., Eisenberger, N., Borofsky, L.A., McNealy, K.S., Pfeifer, J.H., Mazziotta, J.C., & Dapretto, M. (2009). Neural correlates of social exclusion during adolescence: Understanding the distress of peer rejection. *Social Cognitive and Affective Neuroscience, 4*, 143-157.
- Pfeifer, J.H., Iacoboni, M., Mazziotta, J.C., & Dapretto, M. (2008). Mirroring others' emotions relates to empathy and social abilities during childhood. *Neuroimage, 39*, 2076-2085.
- Pfeifer, J.H., Lieberman, M., & Dapretto, M. (2007). "I know you are but what am I?": Neural bases of self- and social knowledge retrieval in children and adults. *Journal of Cognitive Neuroscience, 19*, 1323-1337.

Gerard Saucier (Social/Personality, Values, Cultural Psychology, Moral Psychology, Political Psychology)

Dr. Saucier leads a research group, often involved in international collaborations, that focuses on the following research questions:

- What is the most cross-culturally generalizable structure of personality attributes? What is the best (especially, the most valid) way to measure this structure? How do the dimensions in this structure relate to the mindset or affective-motivational 'personality system' of the individual, and to larger cultural systems? What are the sources of personality change (including sources related to beliefs and values)?
- Particularly in terms of most cross-culturally generalizability, how is structure for inter-individual variation in belief and value systems ordered and structured? What kinds of beliefs and values have the largest effects on patterns of behavior and emotion, and are the most integral components of culture and have the most important effects in the spheres of politics and religion? Which patterns of beliefs and values are associated with optimal human development, and which patterns encourage psychosocial dysfunction (e.g., alienation, corruption, militant extremism, genocide)?

The approach is "top-down" in the sense that we begin by defining the most important dimensions of dispositional variation and then seek to identify mechanisms that most importantly account for that variation. Dr. Saucier has been a leader in developing and refining dimensional models for personality (the Big Five, and upgrading from the Big Five to a more comprehensive Big Six model and a broader, more universal 'Big Two') and beliefs and values (e.g., dimensions of 'isms'). Theoretically, our approach emphasizes the contribution of cultural dynamics to psychological tendencies.

- Saucier, G., Kenner, J., Iurino, K., Bou Malham, P., Chen, Z., Thalmayer, A.G., & Altschul, C. (2015). Cross-cultural differences in a global 'Survey of World Views'. *Journal of Cross-Cultural Psychology*, 46, 53-70.
- Saucier, G. (2013). Isms dimensions: Toward a more comprehensive and integrative model of belief-system components. *Journal of Personality and Social Psychology*, 104, 921-939.
- Saucier, G., Akers, L. G., Shen-Miller, S., Knezevic, G., & Stankov, L. (2009). Patterns of thinking in militant extremism. *Perspectives on Psychological Science*, 4, 256-271.
- Saucier, G. (2009). Recurrent personality dimensions in inclusive lexical studies: Indications for a Big Six structure. *Journal of Personality*, 77, 1577-1614.
- Saucier, G., & Skrzypinska, K. (2006). Spiritual but not religious? Evidence for two independent dispositions. *Journal of Personality*, 74, 1257-1292.
- Saucier, G., Georgiades, S., Tsaousis, I., & Goldberg, L. R. (2005). The factor structure of Greek personality adjectives. *Journal of Personality and Social Psychology*, 88, 856-875.
- Saucier, G. (2000). Isms and the structure of social attitudes. *Journal of Personality and Social Psychology*, 78, 366-385.

For additional publications, see

<http://www.uoregon.edu/~gsaucier/gsau3.htm>

Margaret E. Sereno (Cognitive Neuroscience)

Dr. Sereno studies the representation of shape and space in the primate brain using experimental and computational approaches. Her recent work has focused on investigating the neural basis of 3D form perception using functional magnetic resonance imaging (fMRI) in humans and monkeys, the relationship between shape constancy and the artistic skill of drawing, spatial navigation and map use, and responses to nature's patterns (fractals). Additional collaborative projects focus on the representation of space from eye-position modulated neural signals and the interaction between perception and language.

- Taylor, R.P., Juliani, A.W., Bies, A.J., Boydston C.R., Spehar, B., Sereno, M.E. (2018). The implications of fractal fluency for biophilic architecture. *Journal of BioUrbanism*, 6, 23-40.
- Bies, A.J., Boydston, C. R., Taylor, R.P., & Sereno, M.E. (2016). Relationship between fractal dimension and spectral decay rate in computer-generated fractals. *Symmetry*, 8:66.
- Juliani, A.W., Bies, A.J., Boydston, C.R., Taylor, R.P., & Sereno, M.E. (2016). Navigation performance in virtual environments varies as a function of fractal dimension. *Journal of Environmental Psychology*, 47:155-165.
- Bies, A.J., Blanc-Goldhammer, D.R., Boydston, C.R., Taylor, R.P., & Sereno, M.E. (2016). Aesthetic responses to exact fractals driven by physical complexity. *Frontiers in Human Neuroscience*, 10:210.
- Lehky S.R., Sereno M.E., & Sereno A.B. (2016). Characteristics of eye-position gain field populations determine geometry of visual space. *Frontiers in Integrative Neuroscience*, 9:72.

- Sereno, A.B., Sereno, M.E., Lehky, S.R. (2014). Recovering stimulus locations using populations of eye-position modulated neurons in dorsal and ventral visual streams of nonhuman primates. *Frontiers in Integrative Neuroscience*, 8:28.
- Lehky, S.R., Sereno, M.E., & Sereno, A.B. (2013). Population coding and the labeling problem: extrinsic versus intrinsic representations. *Neural Computation*, 25, 2235-2264.
- Sereno, S.C., O'Donnell, P.J., & Sereno, M.E. Size matters: Bigger is faster. (2009). *The Quarterly Journal of Experimental Psychology*, 62, 1115-1122.
- Sereno, M.E., Trinath, T., Augath, M., & Logothetis, N.K. (2002). Three-dimensional shape representation in monkey cortex. *Neuron*, 33, 635-652.

Paul Slovic (Social/Personality, Judgment and Decision Making, Risk Perception, Affect and Information Processing, Genocide and Human Rights, Behavioral Economics)

Dr. Slovic studies judgment and decision processes with an emphasis on decision making under conditions of risk. His work examines fundamental issues such as the influence of affect on judgments and decisions. He also studies the factors that underlie perceptions of risk and attempts to assess the importance of these perceptions for the management of risk in society. His most recent research examines psychological factors contributing to apathy toward genocide. He no longer does classroom teaching but does advise students in their research. For further information visit Dr. Slovic's website: www.decisionresearch.org.

Dr. Slovic will not be accepting new graduate students for Fall 2019 but is willing to serve as a member on advising committees.

- Slovic, P. (2007). "If I look at the mass I will never act": Psychic numbing and genocide. *Judgment and Decision Making*, 2, 79-95. Available at www.decisionresearch.org
- Slovic, P., Finucane, M., Peters, E., & MacGregor, D. (2002). The affect heuristic. In T. Gilovich, D. Griffin, & D. Kahneman, (Eds.), *Intuitive Judgement: Heuristics and Biases*. Cambridge University Press.
- Slovic, P. (2000). *Perception of risk*. London: Earthscan.
- Slovic, P. (1995). The construction of preference. *American Psychologist*, 50, 364-371.
- Slovic, P. (1987). Perception of risk. *Science*, 236, 280-285

Matt Smear (Systems Neuroscience)

Dr. Smear studies the neural mechanisms of olfactory function in mice. Mice have an excellent sense of smell – much of their genome encodes odorant receptors (over 1000 genes), and a large portion of their brain processes olfactory information. These neural features support a rich repertoire of olfactory behaviors. The Smear lab interrogates olfactory function with a battery of psychophysical tests, while manipulating and recording neuronal activity with genetics, electrophysiology, and imaging. From these studies, the lab will pursue general principles of how neural circuits generate behavior.

Selected Publications:

- Smear, M.C. (2015). Beyond localization of function: Using optogenetics to dissect a neural code. In *New techniques in systems neuroscience*, 271-292.
- Smear, M.C., Resulaj, A., Zhang, J., Bozza, T.C., and Rinberg, D. (2013). Multiple perceptible signals from a single olfactory glomerulus. *Nat. Neurosci*, 16:1687-1691.
- Reisert, J., Golden, G.J., Matsumura, K., Smear, M.C., Rinberg, D., and Gelperin, A. (2013). Comparing thoracic and intranasal pressure transients to monitor active odor sampling during odor-guided decision making in the mouse. *J. Neurosci Methods*, 221:8-14.
- Moore, J.D., Deschenes, M., Huber, D., Smear, M.C., Demers, M., and Kleinfeld, D. (2013). A common brainstem oscillator coordinates whisking with breathing in rodents: Evidence for a master clock in orofacial behaviors. *Nature* 497:205-210.
- Smear, M.C., Shusterman, R., O'Connor, R., Bozza, T.C., and Rinberg, D. (2011). Perception of sniff phase in mouse olfaction. *Nature* 479: 397-400.
- Shusterman, R., Smear, M.C., Koulakov, A.A., and Rinberg, D. (2011). Precise olfactory responses tile the sniff cycle. *Nat. Neurosci*. 14:1039-1044.

Sanjay Srivastava (Social/Personality, Interpersonal Perception, Personality Development, Self, Social Media)

How does someone's personality affect their social environment? And how does the social environment affect personality? I study the dynamics of personality in social contexts from a variety of perspectives. In my lab we define "personality" broadly to include traits, identities, roles, emotions, and motivations. And we study personality in many social contexts, including among strangers, in couples, in small groups, and in online societies. We study what people do, how people perceive what people do, and how people perceive one another's perceptions. We look at the dynamics of personality on time scales ranging from the first impressions people form in seconds to personality development that takes place over decades. And we use a variety of research methods to answer these questions, including laboratory experiments and observations, ecological assessments, longitudinal studies, surveys, and both laboratory-based and computational analyses of digital data, including "big data" methods for large-scale research in social media.

For more information, visit Dr. Srivastava's website: <http://psdlab.uoregon.edu/>

Selected Publications:

- Tackman, A.M., Srivastava, S., Pfeifer, J.H., & Dapretto, M. (2017). Development of conscientiousness in childhood and adolescence: Typical trajectories and associations with academic, health, and relationship changes. *Journal of Research in Personality, 67*, 85-96.
- Tackman, A.M., & Srivastava, S. (2016). Social responses to expressive suppression: The role of personality judgments. *Journal of Personality and Social Psychology, 110*, 574-591.
- Lawless DesJardins, N., Srivastava, S., Küfner, A.C.P., & Back, M.D. (2015). Who attains status? Similarities and differences across social contexts. *Social Psychological and Personality Science, 6*, 692-700.
- Saucier, G., & Srivastava, S. (2014). What are the most important dimensions of personality? A review and critique of studies of descriptors in diverse languages. In L. Cooper & R. Larsen (Eds.), *Handbook of Social and Personality Psychology*. Washington:APA
- Srivastava, S., Guglielmo, S., & Beer, J. S. (2010). Perceiving others' personalities: Examining the dimensionality, assumed similarity to the self, and stability of perceiver effects. *Journal of Personality and Social Psychology, 98*, 520-534.

Don Tucker (Cognitive Neuroscience, Theoretical Neuropsychology, Brain Electrophysiology)

Dr. Tucker is interested in how cognition is regulated by emotional arousal. His research uses methods of cognitive psychology to assess the influence of specific forms of emotional arousal, such as anxiety and depression. To assess the neural activity associated with emotional states and cognitive operations, this research includes computerized analysis of the electrical activity of the brain with dense array EEG measures.

A particular interest now is mechanisms of the limbic system that seem to regulate learning and memory according to strategic motivational controls. For example, anxiety may engage the amygdala and ventral limbic networks that not only focus immediate attention, but facilitate continuing consolidation of threat-related information.

Another line of research examines the disruption of limbic control of cerebral excitability in epilepsy. The same limbic and thalamic mechanisms that regulate the excitability of the cerebral hemisphere in memory consolidation seem to become abnormal when a person develops a seizure disorder.

For more information, visit Dr. Tucker's website: www.belco.tech

Selected Publications:

- Kuo, C.C., Ha, T., Ebbert, A.M., Tucker, D.M., & Dishion, T.J. (2017). Dynamic Responses in Brain Networks to Social Feedback: A Dual EEG Acquisition Study in Adolescent Couples. *Front Comput Neurosci, 11*:46. doi: [10.3389/fncom.2017.00046](https://doi.org/10.3389/fncom.2017.00046)
- Luu, P., Caggiano, D.M., Geyer, A., Lewis, J., Cohn, J., & Tucker, D.M. (2014). Time-course of cortical networks involved in working memory. *Front Hum Neurosci, 8*, 4. doi: [10.3389/fnhum.2014.00004](https://doi.org/10.3389/fnhum.2014.00004)
- Kuo, C.C., Luu, P., Morgan, K.K., Dow, M., Davey, C., Song, J., Malony, A.D., and Tucker, D.M. (2014). Localizing movement-related primary sensorimotor cortices with multi-band EEG frequency changes and functional MRI. *PLoS One 9 (11)*: [e112103](https://doi.org/10.1371/journal.pone.0112103).
- Salman, A., Malony, A., Turovets, S., Volkov, B., Ozog, D., & Tucker, D.M. (2014). Future human brain neuroimaging and high-performance computing. *Concurrency and Computation: Practice and Experience, 1-23*.

- Waters, A.C., & Tucker, D.M. (2013). Positive and negative affect in adolescent self-evaluation: psychometric information in single trials used to generate dimension-specific ERPs and neural source models. *Psychophysiology*, 50(6), 538-549. doi: [10.1111/psyp.12035](https://doi.org/10.1111/psyp.12035)
- Tucker, D.M. & Luu, P. (2012). *Cognition and Neural Development*. New York, Oxford University Press.
- Luu, P., Jiang, Z., Poulsen, C., Mattison, C., Smith, A., & Tucker, D.M. (2011). Learning and the development of contexts for action. *Front Hum Neurosci*, 5, 159. doi: [10.3389/fnhum.2011.00159](https://doi.org/10.3389/fnhum.2011.00159).
- Tucker, D.M. & Holmes, M.D. (2010). Fractures and bindings of consciousness. *American Scientist*, 99, 32-39.
- Luu, P., Geyer, A., Fidopiastis, C., Campbell, G., Wheeler, T., Cohn, J., et al. (2010). Reentrant processing in intuitive perception. *PLoS One*, 5(3), e9523. doi: [10.1371/journal.pone.0009523](https://doi.org/10.1371/journal.pone.0009523)
- Tucker, D. M., Waters, A. C., & Holmes, M. D. (2009). Transition from Cortical Slow Oscillations of Sleep to Spike-Wave Seizures. *Clinical Neurophysiology*, 120, 2055–2062.
- Tucker, D., Luu, P., & Poulsen, C. (2009). Neural mechanisms of recursive processing in cognitive and linguistic complexity. *Syntactic complexity: diachrony, acquisition, neuro-cognition, evolution*, 461.
- Tucker, D. M. (2007). *Mind From Body: Experience From Neural Structure*. New York: Oxford University Press.
- Tucker, D. M., & Moller, L. (2007). The Metamorphosis: Individuation of the adolescent brain. In D. Romer & E. F. Walker (Eds.), *Adolescent psychopathology and the developing brain: Integrating brain and prevention science*. New York: Oxford.
- Tucker, D. M., & Luu, P. (2006). Adaptive Binding. In H. Zimmer, A. Mecklinger & U. Lindenberger (Eds.), *Binding in Human Memory: A Neurocognitive Approach*. New York: Oxford University Press.
- Tucker, D. M., Luu, P., & Derryberry, D. (2005). Love hurts: The evolution of empathic concern through the encephalization of nociceptive capacity. *Dev Psychopathol*, 17(3), 699-713.

Nash Unsworth (Cognitive Neuroscience, Memory and Attention)

Research in Dr. Unsworth's laboratory combines experimental and differential approaches to cognition in order to examine basic memory and attention processes and their role in higher-order cognition. Specifically, we are interested in individual differences in memory and attention capabilities and their relation to higher-order cognitive processes (such as intelligence and reasoning). Our current work explores two functional characteristics of working memory: the need to actively maintain information in the face of distraction and the need to retrieve information that could not be maintained. It is argued that both functions are needed in a host of cognitive activities, but to differing degrees based on task demands. Finally, work in the laboratory is aimed at better understanding search and retrieval dynamics in recall.

For further information, please visit Dr. Unsworth's website: <https://maidlab.uoregon.edu/>.

Selected Publications:

- Unsworth, N., & Robison, M.K. (2017). A locus Coeruleus-Norepinephrine account of individual differences in working memory capacity and attention control. *Psychonomic Bulletin & Review*, 24, 1282-1311.
- Unsworth, N., Fukuda, K., Awh, E., & Vogel, E.K. (2014). Working memory and fluid intelligence: Capacity, attention control, and secondary memory. *Cognitive Psychology*, 71, 1-26.
- Unsworth, N., Brewer, G.A., & Spillers, G.J. (2012). Variation in Cognitive Failures: An Individual Differences Investigation of Everyday Attention and Memory Failures. *Journal of Memory & Language*, 67, 1-16.
- Unsworth, N., & Spillers, G.J. (2010). Working memory capacity: Attention, Memory, or Both? A direct test of the dual-component model. *Journal of Memory and Language*, 62, 392-406.
- Unsworth, N., Heitz, R.P., & Parks, N.A. (2008). The importance of temporal distinctiveness for forgetting over the short-term. *Psychological Science*, 19, 1078-1081.
- Unsworth N., & Engle, R.W. (2007). On the division of short-term and working memory: An examination of simple and complex spans and their relation to higher-order abilities. *Psychological Bulletin*, 133, 1038-1066.
- Unsworth, N., & Engle, R.W. (2007). The nature of individual differences in working memory capacity: Active maintenance in primary memory and controlled search from secondary memory. *Psychological Review*, 114, 104-132.

Mike Wehr (Systems Neuroscience)

Dr. Wehr studies how local circuits in the cerebral cortex encode and transform sensory information. His laboratory uses mouse auditory cortex as a model system to investigate how cellular and network properties shape cortical responses to a continuous and temporally complex stream of sensory data. Research in his lab combines aspects of both cellular, systems, and theoretical neuroscience, by using the tools of molecular biology and cellular physiology to address systems-level questions. By using a variety of methods including optogenetics, *in vivo* whole-cell and single-unit electrophysiology, quantitative behavior, and imaging, the laboratory is trying to identify the cellular and synaptic mechanisms with which cortical circuits process auditory information, leading ultimately to our perceptual experiences of acoustic streams, such as music and speech.

To learn more about current research, and to download publications, please visit Dr. Wehr's website:

<http://uoneuro.uoregon.edu/wehr/>.

Selected recent publications:

- Moore A., Weible A., Balmer T., Trussel L., and Wehr M. (2018) Rapid rebalancing of excitation and inhibition by cortical circuitry. *Neuron*, Mar 21;97(6):1341-1355.
- Keller C., Kaylegian K., and Wehr M. (2018) Gap encoding by parvalbumin-expressing interneurons in auditory cortex. *J Neurophysiol.* Mar 28.
- Yavorska, I., Wehr, M. (2016). Somatostatin-Expressing Inhibitory Interneurons in Cortical Circuits. *Frontiers in Neural Circuits.* Sept 29:10:76.
- Hoy, J.L., Yavorska, I., Wehr, M., Niell, C.M. (2016). Vision Drives Accurate Approach Behavior during Prey Capture in Laboratory Mice. *Curr Biology* Nov 21:26(22):3046-3052.
- Gao, X., and Wehr, M. (2015). A coding transformation for temporally structured sounds within auditory cortical neurons. *Neuron*, Mar 25.
- Weible, AP., Liu, C., Niell, CM., Wehr, M. (2014). Auditory cortex is required for fear potentiation of gap detection. *J Neurosci.*, Nov 12;34(46):15437-45.
- Weible, A., Moore, A., Liu, C., deBlander, L., Wu, H., Kentros, C., and Wehr, M. (2014). Perceptual Gap Detection is Mediated by Gap Termination Responses in Auditory Cortex. *Current Biology* 24(13):1447-55.
- Kyweriga, M., Stewart, W., Cahill, C., and Wehr, M. (2014). Synaptic mechanisms underlying interaural level difference selectivity in rat auditory cortex. *J. Neurophysiol.* 15:112(10):2561-71.
- Kyweriga, M., Stewart, W., Wehr, M. (2014). Neuronal interaural level difference response shifts are level-dependent in the rat auditory cortex. *J Neurophysiol.* 111(5):930-8.

Sara Weston (Social/Personality, Health, Personality Development)

Dr. Weston is interested in the relationship between personality traits and health with the goal of understanding how personality can help medical professionals provide better care. Personality can be useful in designing targeted interventions and identifying at-risk patients. But before we can develop these tools, we need to understand the relationships between personality and health. What are the specific health behaviors and outcomes associated with personality? Under what conditions does personality predict health? How and why personality traits are related to health – with an emphasis on behavioral mechanisms – and contextualizing these relationships, such as by examining for whom personality traits are associated with health and when. For more information, please visit Dr. Weston's website:

<http://www.saraweston.com/>.

Dr. Weston will be accepting new doctoral students for Fall 2019.

Recent representative publications

- Weston, S. J., & Jackson, J. J. (2018). The role of vigilance in the relationship between neuroticism and health: A registered report. *Journal of Research in Personality*, 73, 27-34.
- Hill, P. L., & Weston, S. J. (2017). Evaluating eight-year trajectories for sense of purpose in the health and retirement study. *Aging & mental health*, 1-5.
- Weston, S. J., & Jackson, J. J. (2016). How do people respond to health news? The role of personality traits. *Psychology & health*, 31(6), 637-654.
- Weston, S. J., Hill, P. L., & Jackson, J. J. (2015). Personality traits predict the onset of disease. *Social Psychological and Personality Science*, 6(3), 309-317.
- Weston, S. J., & Jackson, J. J. (2015). Identification of the healthy neurotic: Personality traits predict smoking after disease onset. *Journal of Research in Personality*, 54, 61-69.

Maureen Zalewski Regnier (Clinical, Developmental Psychopathology, Parental Psychopathology, Maternal Borderline Personality Disorder, Dialectical Behavior Therapy, Emotion Regulation, HPA-axis)

Dr. Zalewski is interested in risk factors that predict the development of emotion regulation in children. She examines the development of emotion regulation in children whose parents struggle with psychopathology. Specifically, she focuses on mothers with symptoms of borderline personality disorder, as many of these individuals struggle with emotion dysregulation and have childhood trauma histories. Dr. Zalewski's lab uses multimethod assessment tools such as observational coding, physiological recording (HPA-axis and parasympathetic measures), and subjective self-report tools.

Furthermore, Dr. Zalewski is formally trained in Dialectical Behavior Therapy (DBT), an evidence based approach to treating individuals with Borderline Personality Disorder (BPD) and other disorders involving high emotional dysregulation. Her lab is currently completing a 5 year clinical trial on DBT Skills for mothers of preschool aged children. She also supervises a DBT Skills practicum at the University of Oregon Psychology Training Clinic.

For more information, please visit Dr. Zalewski's website: <http://start.uoregon.edu/>

Selected publications (*denotes student)

- *Binion, G., & Zalewski, M. (Accepted). Maternal emotion dysregulation and the functional organization of preschooler's emotional expressions and regulatory behaviors. *Emotion*.
- *Martin, C.G., *Roos, L.E., Zalewski, M., & *Cummins, N. (2016). A dialectical behavior therapy skills group case study on mothers with severe emotion dysregulation. *Cognitive and Behavioral Practice*.
- Zalewski, M., Lengua, L.J., Thompson, S.F., & Kiff, C.J. (2016). Income, cumulative risk and longitudinal profiles of dysregulated HPA-axis activity in preschool-age children. *Development and Psychopathology*, 1-13.
- Zalewski, M., & Lengua, L. J. Extending research on parenting in mothers diagnosed with BPD: Commentary on Stepp et al. (2012). *Personality Disorders: Theory, Research, and Treatment*, 3(1), 101-103.
- Zalewski, M., Lengua, L. J., Long, A. C., Bazinet, A. & Trancik, A. (2011). Emotion regulation profiles, temperament, and adjustment problems in pre-adolescents. *Child Development*, 82(3), 951-966.
- Kiff, C. J. Lengua, L. J., & Zalewski, M. (2011). Nature and nurture: parenting in the context of child temperament individual differences. *Clinical Child and Family Psychology Review*, 14, 251-301.

Dasa Zeithamova Demircan (Cognitive Neuroscience, Memory)

Memory allows us to remember specific details from individual experiences that we encounter. It also allows us to derive new knowledge by combining information from many experiences and to generalize past experience to novel situations. My research focuses on how we use different memory systems to build complex knowledge representations, such as schemas, mental models or concepts, and how our ability to generalize interacts with our ability to retain specific details. My primary research tools include computer-based experiments, formal models of behavior, and advanced functional MRI methods. For further information, please visit Dr. Zeithamova Demircan's website at <http://cognem.uoregon.edu/>.

Selected publications:

- Zeithamova, D., de Araujo Sanchez, M.A., Adke, A. (in press). Trial timing and pattern-information analyses of fMRI data. *NeuroImage*.
- Zeithamova, D., Manthuruthil, C., Preston, A.R. (2016). Repetition suppression in the medial temporal lobe and midbrain is altered by event overlap. *Hippocampus*, 26(11), 1464-1477.
- Schlichting, M.L., Zeithamova D., Preston, A.R. (2014). CA1 subfield contributions to memory integration and inference. *Hippocampus*, 24(10), 1248-60.
- Zeithamova, D., Dominick, A.L., & Preston, A.R. (2012). Hippocampal and ventral medial prefrontal activation during retrieval-mediated learning supports novel inference. *Neuron*, 75(1), 168-79.
- Wolosin, S.M., Zeithamova, D., & Preston, A.R. (2012). Reward modulation of hippocampal subfield activation during successful associative encoding and retrieval. *Journal of Cognitive Neuroscience*, 24(7), 1532-47.
- Zeithamova, D., Schlichting, M. L., & Preston, A.R. (2012). The hippocampus and inferential reasoning: building memories to navigate future decisions. *Frontiers in Human Neuroscience*, 6:70.
- Zeithamova, D. & Preston, A.R. (2010). Flexible memories: Differential roles for medial temporal lobe and prefrontal cortex in cross-episode binding. *Journal of Neuroscience*, 30(44), 14676-84.
- Zeithamova, D., Maddox, W.T. & Schnyer, D.M. (2008). Dissociable prototype learning systems: Evidence from brain imaging and behavior. *Journal of Neuroscience*, 28(49), 13194-13201.

Psychology Emeriti Faculty -- Emeriti faculty may not be available to supervise students.

Lewis R. Goldberg, Professor Emeritus (Personality)

Dr. Goldberg is actively involved in research on individual differences, including studies of personality structure, personality measurement and assessment, and the usefulness of assessment instruments for predicting such important human outcomes as physical and mental health. The objective of one of his research projects is to develop a scientifically compelling taxonomic structure for all of the personality-descriptive terms in the English language, with the goal of comparing such structures across diverse languages. In a related project, he has developed alternative measures of the constructs included in a variety of modern personality inventories. These measures are now available free-of-charge in the public domain in an internet-based collaboratory at <http://iip.ori.org/>. (No longer accepting students)

- Goldberg, L. R. (2010). Personality, demographics, and self-reported behavioral acts: The development of avocational interest scales from estimates of the amount of time spent in interest-related activities. In C.R. Agnew, D.E. Carlston, W.G. Graziano, & J.R. Kelly. (Eds.), *Then a miracle occurs: Focusing on behavior in social psychological theory and research* (pp 205-226). New York: Oxford University Press.
- Goldberg, L.R. (2009). How to win a career achievement award in five easy lessons. *Journal of Personality Assessment*, *91*, 506-517.
- Grucza, R. A., & Goldberg, L. R. (2007). The comparative validity of 11 modern personality inventories: Predictions of behavioral acts, informant reports, and clinical indicators. *Journal of Personality Assessment*, *89*, 167-187.
- Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science*, *2*, 313-345.

Barbara Gordon-Lickey, Professor Emeritus (Neuroscience)

Dr. Barbara Gordon-Lickey's lab studies plasticity in the mammalian visual system; that is the ability of the visual system to change in response to change in the visual environment. For example, when one eye of an infant is deprived of visual experience (monocular deprivation) that eye becomes less effective in eliciting responses from neurons in the visual cortex. A similar response does not occur in the adult. Our lab is studying the role of NMDA receptor in visual cortex plasticity. This receptor is made up of several protein subunits. By manipulating plasticity or subunit composition, we would like to find out which subunits are involved in plastic changes. We assess plasticity with pattern evoked potentials. We assess changes in subunit composition with in situ hybridization, immunohistochemistry, western blots and whole cell recording. (No longer accepting students)

- Gordon, B., Kinch, G., Kato, N., Keele, C., Lissman, T., & Fu, L.N. (1997). The development of MK-801, kainate, AMPA, and muscimol binding sites and the effect of dark rearing in rat visual cortex. *J. Comp. Neurol.*, *33*, 77-81.
- Daw, N.W., Gordon, B., Fox, K.D., Flavin, H.J., and Kirsch, J.D., Beaver, C.J., Ji, Q., Reid, S.N., & Czepita, D. (1999). Injection of MK-801 affects ocular dominance shifts more than visual activity. *J. Neurophysiol.*, *81*, 204-215.
- Guire, E.S., Lickey, M.E., & Gordon, B. (1999). Critical period for the monocular deprivation effect in rats: Assessment with sweep visually evoked potentials. *J. Neurophysiol.*, *81*, 121-128.
- Cao, Z., Lickey, M.E., Liu, L., Kirk, E., & Gordon, B. (2000). Development of NR1, NR2A and NR2B immunoreactivity in the visual cortex of the rat. *Brain Research*, *859*:26-37.
- Cao, Z., Liu, L., Lickey, M.E., & Gordon, B. (2000). Development of NR1, NR2A and NR2B mRNA in NR1 immunoreactive cells of rat visual cortex. *Brain Research*, *868*:296-305.

Marvin Gordon-Lickey, Professor Emeritus (Neuroscience)

Barbara Gordon-Lickey and I are interested in developmental plasticity, critical periods, and the neural basis of learning. As a model system of cortical plasticity, we study the monocular deprivation effect, in which deprivation of vision in one eye during a critical period causes physiological, anatomical and behavioral adaptations to the unusual circumstance of seeing through one eye only. The monocular deprivation effect occurs in humans and all other mammals tested so far. In a recent study we used the technique of swept contrast visual evoked potentials to determine the critical period for the monocular deprivation effect in rats and mice. Surprisingly we found a prominent effect of monocular deprivation in adults as well as juveniles. The plasticity in the adult, however, is physiologically distinct from plasticity in the juvenile.

The use of mice for the study of plasticity is important because it allows comparison of behavioral, physiological and biochemical development within the same species using modern genomic techniques. For instance, we have asked whether the developmental time course of NMDA receptor proteins is linked to the onset and offset of the critical period in visual cortical neurons. We are now using transgenic mice to ask whether the transcription regulator CREB is important in determining the timing of the critical period in mice. These studies, and similar ones from many other laboratories, will eventually explain why humans and other animals lose their capacity for behavioral adaptation as they grow older. (No longer accepting students)

Guire, E.S., Lickey, M.E., & Gordon, B. (1999). Critical period for the monocular deprivation effect in rats: Assessment with sweep visually evoked potentials. *J. Neurophysiol.*, 81, 121-128.

Cao, Z., Liu, L., Lickey, M.E., Kirk, E., & Gordon, B. (2000). Postnatal development of NR1, Nr2A, and NR2B immunoreactivity in the visual cortex of the rat. *Brain Research*, 859, 26-37.

Lickey, M.E., Pham, TA and Gordon, B. (2004) Swept contrast visual evoked potentials and their plasticity following monocular deprivation in mice. *Vision Research*. 44: 3381-3387.

Pham, TA; Graham, SJ; Seigo, S; Barco, A; Kandel ER; Gordon, B; and Lickey, ME. (2004) A semi-persistent adult ocular dominance plasticity in visual cortex is stabilized by activated CREB. *Learning and Memory* 11: 738-747.

Douglas Hintzman, Professor Emeritus (Cognitive)

Dr. Hintzman's research concerns the processes that underlie memory retrieval, the conscious experience of memory, and memory-based judgments. A particular focus is on the way in which processes of encoding, storage, and retrieval give rise to our experience of recurrence in time. (No longer accepting students)

Hintzman, D.L. (2008). Memory from the outside, memory from the inside. In M.A. Gluck, J.R. Anderson & S.M. Kosslyn (Eds.), *Memory and Mind* (pp. 15-30). New York: Lawrence Erlbaum.

Hintzman, D. L. (2010). How does repetition affect memory? Evidence from judgments of recency. *Memory & Cognition*, 38, 102-115.

Hintzman, D.L. (2011). Research strategy in the study of memory: Fads, fallacies, and the search for the "coordinates of truth." *Perspectives on Psychological Science*, 6, 253-271.

Hintzman, D.L. (2016). Is memory organized by temporal contiguity? *Memory & Cognition*, 44, 365-375.

Ray Hyman, Professor Emeritus (Cognitive)

Dr. Hyman's current project deals with how well contemporary theories of cognitive science can help us understand how smart people can go wrong. For this purpose he has gathered a selection of detailed cases where eminent scholars have blundered badly. Each case has been selected to highlight a different cognitive mechanism that might have accounted for the blunder. Ideally, this project will showcase the power of cognitive science to provide possible explanations. For some cases, the project may point to limitations of current theories and point to ways in which cognitive science needs to be modified or expanded. He is currently working on a book that deals with this issue. (No longer accepting students)

Hyman, R. (1989). The psychology of deception. *Annual Review of Psychology*, 50, 133-154.

Hyman, R. (1999, Fall/Winter). The mischief-making of ideomotor action. *The Scientific Review of Alternative Medicine*, 3(No. 3), 30-39.

Hyman, R. (2001). Why and When Are Smart People Stupid? In R.J. Sternberg (Ed.), *Why smart people can be so stupid*. New Haven CT: Yale University Press.

Carolyn Keutzer, Associate Professor Emerita (Clinical)

Dr. Keutzer is concerned with the application and understanding of the humanistic-existential and transpersonal approaches in psychotherapy. Particular interests include the major determinants of perceptual discontinuity within the psychotherapeutic process. Current empirical research is looking at demographic differences in the precipitating events and presenting problems of counseling center clients. (No longer accepting students)

Keutzer, C. (1988). The perception of discontinuity in psychotherapy. *Voices: The Journal of the American Academy for Psychotherapists*, 24(3), 79-84.

Keutzer, C., Morrill, W.H., Holmes, R.H., Sherman, L., Davenport, E., Tistadt, G., Francisco, R., & Murphy, M.J. (1998). Precipitating events and presenting problems of university counseling center clients: Some demographic differences. *Journal of College Student Psychotherapy*, 12(3), 3-23.

Daniel Kimble, Professor Emeritus (Physiological, Neuroscience)

Dr. Kimble's research concerns the behavioral effects of localized brain damage on various behaviors in the laboratory rat. In particular, he is interested in following the behavioral consequences following fimbria-fornix and hippocampal lesions in rats. He is also interested in the behavior of marsupials. Dr. Kimble is retired emeritus, no longer maintains laboratory space and **cannot take on students**.

Kimble, D.P., & Vicedomini, J. (1995). The septohippocampal connection: Some behavioral & anatomical relationships. In L. Spear, M. Woodruff & N.E. Spear (Eds.), *Neurobehavioral Plasticity, Learning, Development & Response to Brain Insults*. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Kimble, D.P. (1997). Didelphid behavior. *Neuroscience and Biobehavioral Reviews*, 21, 361-369.

Helen J. Neville, Professor Emerita (Cognitive Neuroscience)

For several years we have employed psychophysics, electrophysiological (ERP) and magnetic resonance imaging (MRI) techniques to study the development and plasticity of the human brain. We have studied deaf and blind individuals, people who learned their first or second spoken or signed language at different ages, and children of different ages and of different cognitive capabilities. Over the course of this research we have observed that different brain systems and related functions display markedly different degrees or 'profiles' of neuroplasticity. Some systems appear quite strongly determined and are not altered even when experience has been very different. Other systems are highly modifiable by experience and are dependent on experience but only during particular time periods ("sensitive periods"). There are several different sensitive periods, even within a domain of processing. A third 'plasticity profile' is demonstrated by those neural systems that remain capable of change by experience throughout life. We have also observed the two sides of plasticity in several domains of processing: i.e. systems that are most modifiable (i.e. display more neuroplasticity) display both more enhancements in the deaf and blind and greater vulnerability in those with or at risk for developmental disorders.

Guided by these findings, we are conducting a program of research on the effects of different types of training on brain development and cognition in typically developing children of different ages. In one series of studies we are targeting the most changeable and vulnerable systems in 3-5 year old preschoolers (at-risk for school failure for reasons of poverty) whom we study before and after 8 weeks during which the children receive attention training and their parents receive training in parenting skills once a week. Standardized measures of cognition and ERP measures of attention and language document large and significant effects of these different types of inputs on neurocognitive function. Genetic and Gene X Environment (training) interactions are also evident in these data. These studies will contribute to a basic understanding of the nature and mechanisms of human brain plasticity. In addition, they can contribute information of practical significance in the design and implementation of educational programs. For further information, please visit Dr. Neville's [website](#). (**no longer accepting students**).

Neville, H., Stevens, C., Pakulak, E., Bell, T.A., Fanning, J., Klein, S., and Isbell, E. (2013). Family-based training program improves brain function, cognition and behavior in lower socioeconomic status preschoolers. *PNAS*, Early Edition.

Yamada, Y., Stevens, C., Dow, M., Harn, B., Chard, D.J., and Neville, H.J. (2011). Emergence of the neural network for reading in five-year-old beginning readers of different levels of pre-literacy abilities: An fMRI study. *NeuroImage* 57:704-713. PMID:PMC3129372.

Batterink, L., and Neville, H. (2011). Implicit and explicit mechanisms of word learning in a narrative context: An event-related potential study. *Journal of Cognitive Neuroscience*. PMID:PMC3129368.

Stevens, C., and Neville, H. (2011). Different profiles of neuroplasticity in human neurocognition. In S. Lipina and M. Sigman (eds.), *Cognitive neuroscience and education*. Del Zorzal, Buenos Aires, pp. 107-132.

Pakulak, E. and Neville, H. (2010). Proficiency differences in syntactic processing of monolingual native speakers indexed by event-related potentials. *Journal of Cognitive Neuroscience*, 22(12):2728-2744. PMID:PMC2891257.

Batterink, L., Karns, C., Yamada, Y., and Neville, H. (2009). The role of awareness in semantic and syntactic processing: An ERP attentional blink study. *Journal of Cognitive Neuroscience*, 22,(11):2514-2529.

Stevens, C., Lauinger, B. and Neville, H. (2009). Differences in the neural mechanisms of selective attention in children from different socioeconomic backgrounds: An event-related brain potential study. *Developmental Science* 12(4):634-646.

Bell, T. & Neville, H. (under review). Genetic variation, attention and cognition.

Richard Marrocco (Neuroscience, Cognitive)

Dr. Marrocco is interested in the effects of naturalistic environments on sustained attention and cognitive function. He has one active funded project under way. For information about his previous work, please visit Dr. Marrocco's [faculty website](#) or [lab website](#) and see representative articles below. (No longer accepting students)

- B.G. Oberlin, J.A. Alford, and R.T. Marrocco. (2005). Normal attention orienting but abnormal stimulus alerting and conflict in combined subtype of ADHD. *Behav Brain Res*, 165, 1-11.
- Beane M., Marrocco R.T. (2004). Cholinergic and noradrenergic inputs to the posterior parietal cortex modulate the components of exogenous attention. In Posner M.I. (Ed) *Attention*. Guilford Press.
- Beaudoin, J. and Marrocco, R.T. (2004). Attentional validity effect across the human menstrual cycle varies with basal temperature changes. *Behav. Brain Res*, 158, 23-29.
- Beane, M., and Marrocco, R.T. (2004). Norepinephrine and acetylcholine mediation of the components of reflexive attention: implications for attention deficit disorders. *Progress in Neurobiology*, 74, 167-181.
- Shirtcliff, E., & Marrocco, R.T. (2003). Salivary cotinine levels in human tobacco smokers predict the attentional validity effect size during smoking abstinence. *Psychopharmacology*, 166:11-18.
- Cutrell, E.C., and Marrocco, R.T. (2002). Microstimulation of posterior parietal cortex elicits orienting and alerting components of covert attention. *Exp. Brain Res.*, 144:103-113.

Michael Posner, Professor Emeritus (Cognitive, Neuroscience)

Dr. Posner's current work deals with genetic and experiential factors in the development of brain networks underlying attention and self regulation. We are currently continuing a longitudinal study of the origins and development of attention networks. We are also studying means of modifying attention or attentional state. The research draws on fMRI, EEG and molecular genetic methods. The research is joint with M.K. Rothbart. (No longer accepting students)

- Posner, M.I., Rothbart, M.K., Sheese, B.E., & Voelker, P. (2014). Developing Attention: Behavioral and Brain Mechanisms. *Advances in Neuroscience, Volume 2014*, Article 405094.
- Tang, Y-Y., Tang, R., & Posner, M.I. (2013). Brief meditation training induces smoking reduction. *Proceedings of the US National Academy* 110/34, 13971-13975.
- Petersen, S.E., & Posner, M.I. (2012). The attention system of the human brain: 20 years after. *Annual Review of Neuroscience*, 35, 71-89.
- Tang, Y. & Posner, M.I. (2009). Attention training and Attention State Training. *Trends in Cognitive Science* 13, 222-227.
- Rueda, M.R., Rothbart, M.K., & Saccamanno, L. & Posner, M.I. (2005). Training, maturation and genetic influences on the development of executive attention. *Proc. U.S Nat'l Acad of Sciences*, 102, 14931-14936.

Mary K. Rothbart, Professor Emeritus (Developmental)

Dr. Rothbart studies the development of individual differences in temperament using methods that range from questionnaire to laboratory observations. She has developed parent- and self-report questionnaires for assessing temperament in infancy, childhood, early adolescence, and adulthood. She has also developed standardized laboratory assessments of temperament, and she has done extensive laboratory work on the early development of the emotions, activity, and attention. Her research work on development of attentional systems is done in collaboration with Michael Posner. For more information, visit Dr. Rothbart's website at <http://www.uoregon.edu/~maryroth/>. (No longer accepting students)

- Rothbart, M.K., & Bates, J.E. (1998). Temperament. In W. Damon (Series Ed.), & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3. Social, emotional and personality development, (5th Ed)*. New York: Wiley, pp. 105-176.
- Ruff, H.A., & Rothbart, M.K. (1996). *Attention in early development: Themes and variations*. New York: Oxford University Press.

Myron Rothbart, Professor Emeritus (Social)

Dr. Rothbart continues to work on a issues related to social categorization, stereotyping, and intergroup relations, but is no longer actively conducting experiments in this area. He is completing projects involving already-collected data, and writing a book on categorization and prejudice. (No longer accepting students)

- Rothbart, M., & Lewis, T. L. (2006, in press). Attitudes and Beliefs in a Marching Band: Stereotyping and Accentuation in a Favorable Intergroup Context. *European Journal of Social Psychology*.
- Foroni, F., & Rothbart, M. (2006). *Labeling and categorization: Evidence for a mere labeling effect*. Manuscript submitted for publication.

Marjorie Taylor, Professor Emeritus (Developmental, Development of Imagination and Creativity)

Dr. Taylor studies the development of imagination and creativity. She has investigated children's creation of imaginary companions and pretend identities during the preschool years and the role these fantasies play in children's emotional and cognitive development. Currently, she is investigating the development of anthropomorphism, how pretend play contributes to resilience and the relation between moral judgment and creativity. In addition, her work examines adult forms of fantasy behavior, such as the relationship between adult fiction writers and the characters they create for their novels. For further information, visit Dr. Taylor's [website](#). (No longer accepting students)

- Aguiar, N.A.*, & Taylor, M. (in press). Children's concepts of the social affordances of a virtual dog and a stuffed dog. *Cognitive Development*.
- Mottweiler, C.M.*, & Taylor, M. (in press). Elaborated role play and creativity in preschool age children. *Journal of Aesthetics, Creativity and the Arts*.
- Taylor, M. (2013). Imagination. In P. Zelazo (Ed.) *Oxford Handbook of Child Development: Body and Mind* (Vol. 1, pp. 791-831). New York: Oxford University Press.
- Taylor, M. (Ed.) (2013). *The Oxford Handbook of the Development of Imagination*. New York: Oxford University Press.
- Taylor, M., & Aguiar, N.R.* (2013). How real is the imaginary? In M. Banaji & S.A. Gelman (Eds.) *Navigating the social world: What infants, children, and other species can teach us* (pp. 113-116). New York: Oxford University Press.
- Taylor, M., Sachet, A.B.*, Mannering, A.M., & Maring, B.L. (2013). The assessment of elaborated role-play in young children: Invisible friends, personified objects and pretend identities. *Social Development*, 22, 75-93.
- Taylor, M., Hulette, A. C., & Dishion, T. J. (2010). Longitudinal outcomes of young high-risk adolescents with imaginary companions. *Developmental Psychology*, 46, 1632-1636.
- Taylor, M. (1999). *Imaginary companions and the children who create them*. New York: Oxford University Press.

Robert L. Weiss, Professor Emeritus (Clinical)

Dr. Weiss's clinical research focuses on assessment and intervention in intimate relationships, most notably dysfunctional marital relationships. Studies are concerned both with basic processes in marital relationships (e.g., behavior-cognition interface, insider-outsider perceptions of behavior, withdrawal, and attributional processes), treatment of distressed couples. Past research has produced assessment techniques now in wide use with couples, including behavioral observation coding systems. The latter serve as vehicles for answering questions about the nature of distressed and nondistressed interactions. For further information, visit Dr. Weiss's website at <http://www.uoregon.edu/~rlweiss/>. (No longer accepting students)

- Weiss, R.L. (2005). A critical view of marital satisfaction. In W. Pinsof and J. Lebow (Eds.) *Family Psychology: The Art of the Science*. Oxford University Press.
- Weiss, R. L., & Arrow, H. (2004). With these Equations I Do Thee Wed. Review of *The Mathematics of Marriage: Dynamic Nonlinear Models*, by John M. Gottman, James D. Murray, Catherine Swanson, Rebecca Tyson, Kristin R. Swanson, *Contemporary Psychology*, 49, 604-606.
- Weiss, R. L., & Heyman, R. E. (2004) Couples Observational Research: An impertinent, critical overview. In P. K. Kerig & D. H. Baucom (Eds.) *Couple observational Coding Systems*. (pp. 11-26). Mahwah, NJ: Lawrence Erlbaum Associates
- Weiss, R.L., & Perry, B.A. (2002). Behavioral couples therapy. In T. Patterson (Ed.), *Comprehensive Handbook of Psychotherapy: (Vol. Two) Cognitive Behavioral Approaches*. (pp. 395-420) New York: Wiley.
- De Koning, E., & Weiss, R.L. (2002). The Relational Humor Inventory: Functions of humor in close relationships. *The American Journal of Family Therapy*, 30, 1-18.
- Weiss, R.L., & Heyman, R.E. (1997). Marital interaction. In W. Halford and H. Markman (Eds.), *Clinical handbook of marriage and marital interaction* (pp. 113-35). New York: Wiley.