



BABY LAB

**FALL 2021
News**



The Baby Lab would like to thank all of the parents who have committed their time to having their children participate in our studies! It is the dedication from all of you that allows us to keep exploring children's cognitive development! We all greatly appreciate your interest and involvement!

Do you have a friend or family member with a young child?
Please tell them about us – we would love to see them in the lab or online!



**Dr. Zsuzsa Kaldy | Dr. Vivian Ciaramitaro |
Dr. Tashauna Blankenship | Dr. Erik Blaser**

How Can You Participate?

We are offering both **on campus** and **online** studies!
We are currently recruiting children between the ages of 8 months and 5 years.

If you are interested in participating, please:

1) Visit our Booking Site!

Visit our booking site at **babylab.youcanbook.me** to choose a time that best fits your schedule!

2) Give us a call!

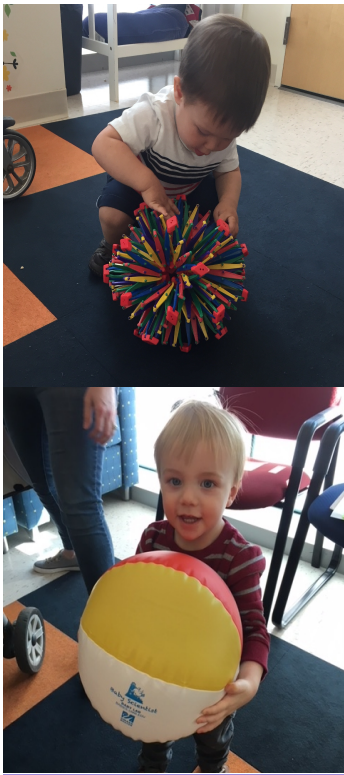
Our lab is open from Monday through Friday from 9:00 AM to 5:00 PM! You can give us a call at **617-287-6363**.

3) Send us an email!

Send us an email at **babylab.umb@gmail.com** with any questions you may have about our studies or schedule an appointment with us! For visiting us on campus for a study, you will receive \$20, a parking pass, and a small gift for your child; or a \$10 gift card for helping out with our online studies!



Our entire team is fully vaccinated!



Introducing our New Online Studies!

Besides our in person studies, we are now studying memory in 2-5 year olds using a free video chat software called Zoom! We are available on both weekdays and weekends, as well as during the evening. As a thank you for participating we will send you a \$10 amazon gift card. If you are interested in participating, please contact our experimenter:
Tashauna.blankenship@umb.edu



Current Studies!

How do children see the world?

When children look around, they take a snapshot of their surroundings at each of their looks. Can they stitch these separate snapshots together and build the whole environment in their mind? Can they use this memory to help them search? In this study, we are examining how children accumulate information from separate looks and use this information.

ONLINE STUDY!

Can toddlers use memories to plan?

In this study, we are interested in how children use memories to make plans and accomplish goals. Past research suggests that 2-year-olds can use past experiences to generate simple one-step plans, while 3-4-year-olds are able to engage in more complex planning. We are investigating what is driving performance changes observed during this period of development. During this study, children will play memory and inhibitory control ; similar to Simon says) games remotely (over Zoom).





Our graduate student Mollie and our undergraduate student Tessyia at the Children's Museum of New Hampshire.

Conferences and Presentations:

The baby lab attended various virtual academic conferences and presentations to present our data and discuss our findings with other scientists!

Some of our recent publications on children's working memory, audio, and visual development:

The role of redundant verbal labels in 8- and 10- month-olds' working memory, *Infant Behavior and Development*, 64, 101617.

Comparing developmental changes in sound-shape correspondence for audio-visual and audio-tactile stimuli. *Journal of Experimental Child Psychology*, 209.

For additional publications and findings, please visit our website:

Umassbostonbabylab.weebly.com/publications.html

Does naming objects help babies remember them better?

Evidence in adults suggests that it does. But would language help an infant the same way? Even if they have not fully developed language yet? In this study, we are interested in understanding if language might help infants remember items better.

Can babies sum up visual information and understand it as a coherent scene?

Our world is full of visual objects and information that we must put together in order to make sense of our environments. For example, a plate and a table would make sense in a kitchen scene but if there was a shoe on the kitchen table this might seem out of place based on what we would expect to see in a kitchen. Adults have the ability to sum up visual information very rapidly (even without realizing they are doing so) in order to categorize visual information into a "scene." For example, forest, kitchen, and beach are scenes. In this study we are interested in understanding how infants process visual scenes. Can babies sum up visual information and understand it as a coherent scene? Can they do this before the development of language?

Interference Studies:

Have you ever called your child by the name of another one of your children? Have you ever made a mistake when cooking a recipe because you accidentally put $\frac{1}{2}$ cup of sugar when the recipe called for $\frac{1}{4}$ cup of sugar and $\frac{1}{2}$ cup of flour? In order to successfully remember information and complete an array of daily tasks we must also keep out information that is not relevant. The more similar these items are the more difficult keeping the information becomes. This non-relevant information is called interference. In a series of studies, we are interested in understanding how interference might contribute to memory errors in young babies and children. These studies are done either by playing a modified version of the card game "memory" or by watching a short video. We have even started looking into this phenomenon at the Children's Museum of New Hampshire where we have been playing a virtual version of the memory game on a tablet with children between the ages of 2 years old and 8 years old.





We are teachers, researchers, and students in the Baby Lab at the University of Massachusetts Boston.

Top row, right to left: Dr. Erik Blaser, Dr. Zsuzsa Kaldy, Dr. Vivian Ciaramitaro, Dr. Tashauna Blankenship, Shibo Cao

Bottom row, right to left: Sangya Dhungana, Mollie Hamilton, Elisabeth Boyce-Jacino, Yibiao Liang, Jamie Beshore, Erinda Morina



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News!

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your friends and family!**