

Janet Wilde Astington

CURRICULUM VITAE, April 2010

Address: Institute of Child Study
Department of Human Development and Applied Psychology
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DEGREES:

1985 Ph.D. (Developmental Psychology), University of Toronto (OISE)

1981 M.A. (Developmental Psychology), University of Toronto (OISE)

1980 B.A. (Psychology), University of Toronto

1966 B.Sc. (hons. Botany), University of Leeds, England

EMPLOYMENT HISTORY:

1996-present Professor, Institute of Child Study, Department of Human Development and Applied Psychology, Ontario Institute for Studies in Education, University of Toronto (OISE/UT)

1990-present Cross-appointed to Department of Psychology, University of Toronto

2002-2007 Professor & Chair, Department of Human Development and Applied Psychology, OISE/UT

1994-1996 Associate Professor, Institute of Child Study, Faculty of Education, University of Toronto

1990-1994 Assistant Professor, Institute of Child Study, Faculty of Education, University of Toronto

1987-1990 SSHRC Canada Research Fellow, Ontario Institute for Studies in Education

1985-1987 Research Officer, McLuhan Program, University of Toronto

1972-1976 Part-time teacher, Childbirth Education Association of Toronto

1967-1970 Science Teacher, Branksome Hall School, Toronto

1966-1967 Research Technician, Department of Biology, McMaster University

FELLOWSHIPS AND AWARDS:

2001-2002	University of Toronto Connaught Research Fellowship
2001	Toronto Catholic District School Board Exemplary Practice Award for Research
1995	American Educational Research Association, Raymond B. Cattell Early Career Award for Programmatic Research
1994	Delta Kappa Gamma Society International Educator's Award for <i>The Child's Discovery of the Mind</i> (Harvard University Press, 1993)
1991-1992	National Academy of Education Spencer Postdoctoral Fellowship
1987-1990	SSHRC Canada Research Fellowship
1987	NSERC Postdoctoral Fellowship (awarded but declined)
1987	Ontario Psychological Association Thesis Contest, 1st prize (Ph.D.)
1982-1985	SSHRC Doctoral Fellowships
1982	Ontario Psychological Association Thesis Contest, 1st prize (M.A.)
1980-1982	Ontario Graduate Scholarships
1980	Woodsworth College, University of Toronto, Sister St. John Award and Governor General's Medal

RESEARCH GRANTS, PRINCIPAL INVESTIGATOR: (only grants over \$5,000 are listed)

2010-2012	NSERC Discovery Grant (Individual) <i>Language and meta-representation in the development of false-belief understanding</i>	\$50,000
2005-2010	NSERC Discovery Grant (Individual) <i>Social reasoning in young children</i>	\$104,045
2003-2004	Spencer Foundation (with Jodie Baird & Joan Peskin) <i>Metacognitive language development: A pathway to school readiness</i>	\$44,225
2001-2005	NSERC Individual Research Grant <i>Language and theory-of-mind development</i>	\$96,000
2001-2002	University of Toronto Connaught Research Fellowship <i>Development of the child's theory of mind: Why does language matter?</i>	\$45,000
2001-2002	NAE Collaborative Projects Initiative (with Joan Peskin) <i>Using cognitive terms to enrich story texts for disadvantaged young children</i>	\$5,454 (US)

1997-2001	NSERC Individual Research Grant <i>Children's understanding of truth and negation</i>	\$83,790
1995-1998	SSHRC Individual Research Grant <i>Young children's theory of mind and its relation to their success in school</i>	\$122,000
1994-1997	NSERC Individual Research Grant <i>Theory of mind in middle childhood: Children's epistemologies</i>	\$64,500
1991-1994	NSERC Individual Research Grant <i>Children's understanding of intentional causation</i>	\$48,000
1991-1993	NAE Spencer Postdoctoral Fellowship <i>Young children's theory of knowledge and learning</i>	\$30,000(US)
1988-1991	NSERC Individual Operating Grant <i>Children's understanding of intention and its relation to their understanding of belief</i>	\$48,000
1987-1990	SSHRC Canada Research Fellowship <i>The relation between metalinguistic and moral judgment in children's understanding of speech acts</i>	\$78,000

RESEARCH GRANT, CO-APPLICANT:

2004-2010	CIHR Research Grant, Principal Investigators: Jenny Jenkins & Mike Boyle <i>Transactional processes in the development of emotional-behavioural regulation: Individuals in context</i>	\$2,003,731
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CONFERENCE GRANTS: (Individual applicant; only grants over \$5,000 are listed)

2002	SSHRC Aid to Occasional Research Conferences and International Congresses in Canada <i>Why language matters for theory of mind</i>	\$10,000
2002	University of Toronto, Connaught Committee, Support for International Symposia/Colloquia <i>Why language matters for theory of mind</i>	\$5,000
2000	University of Toronto, Connaught Committee, Support for International Symposia/Colloquia <i>Minds in the making: A conference uniting psychology and education</i>	\$5,000

PUBLICATIONS:***Lifetime Count of Categories:***

Books/ Edited books	5 (+ 6 translations)
Book chapters	32
Articles in refereed journals	29
Refereed commentaries, book reviews, newsletters	15
Papers at refereed conferences: first author	51
total	100
Invited presentations	66

Doctoral Thesis:

Children's understanding of promising. (University of Toronto, OISE, 1985. *Dissertation Abstracts International*, 1986, 47, 829A-830A.) Supervisor, David R. Olson.

BOOKS: (includes monographs and edited collections)

Astington, J. W., & Baird, J. A. (Eds.). (2005). *Why language matters for theory of mind*. New York: Oxford University Press.

Astington, J. W. (Ed.). (2000). *Minds in the making: Essays in honor of David R. Olson*. Oxford, UK: Blackwell.

Zelazo, P. D., Astington, J. W. & Olson, D. R. (Eds.). (1999). *Developing theories of intention: Social understanding and self control*. Mahwah, NJ: Erlbaum.

Astington, J. W. (1993). *The child's discovery of the mind*. Cambridge, MA: Harvard University Press.
 Reprinted by Fontana Press, London, 1994.
 Published in translation by Shinyosa Press (N. Matsumara, trans.), Japan, 1995;
 Ediciones Morata (T. del Amo, trans.), Spain, 1998;
 Retz (Y. Bonin, trans.), France, 1999;
 Reinhardt Verlag (M. Reiss, trans.), Germany, 2000;
 Liaohai Publishing House (Sun Chung Ying, trans.), China, 2000;
 Sigma Press (S. Song, trans.), Korea, 2007.

Astington, J. W., Harris, P. L. & Olson, D. R. (Eds.). (1988). *Developing theories of mind*. New York: Cambridge University Press. Paperback edition, 1989.

CHAPTERS IN BOOKS:

- Astington, J. W. & Hughes, C. (in press). Theory of mind: Self-reflection and social understanding. In P. D. Zelazo (Ed.), *Oxford Handbook of Developmental Psychology*. New York: Oxford University Press.
- Astington, J. W. & Dack, L. A. (2008). Theory of mind. In M. M. Haith & J. B. Benson (Eds.), *Encyclopedia of infant and early childhood development*, Vol. 3 (pp. 343-356). San Diego, CA: Academic Press.
Reprinted in *Language, memory, and cognition in infancy and early childhood*, 2009, J. B. Benson & M. M. Haith (Eds.), and also in *Social and emotional development in infancy and early childhood*, 2009, J. B. Benson & M. M. Haith (Eds.).
- Astington, J. W. (2006). The developmental interdependence of theory of mind and language. In S. C. Levinson & N. J. Enfield (Eds.), *The roots of human sociality: Culture, cognition, and human interaction* (pp. 179-206). Oxford, UK: Berg.
- Antonietti, A., Liverta-Sempio, O., Marchetti, A., & Astington, J. W. (2006). Mental language and understanding of epistemic and emotional mental states: Contextual aspects. In A. Antonietti, O. Liverta-Sempio, A. Marchetti, (Eds.), *Theory of mind and language in developmental contexts* (pp. 1-30). Springer: Dordrecht, Netherlands
- Astington, J. W., & Baird, J. A. (2005). Introduction: Why language matters. In J. W. Astington & J. A. Baird (Eds.), *Why language matters for theory of mind* (pp. 3-25). New York: Oxford University Press.
- Astington, J. W., & Baird, J. A. (2005). Representational development and false-belief understanding. In J. W. Astington & J. A. Baird (Eds.), *Why language matters for theory of mind* (pp. 163-185). New York: Oxford University Press.
- Astington, J. W. & Filippova, E. (2005). Language as the route into other minds. In B. F. Malle & S. D. Hodges (Eds.), *Other Minds: How humans bridge the divide between self and others* (pp. 209-222). New York: Guilford Press.
- Astington, J. W. & Pelletier, J. (2005). Theory of mind, language, and learning in the early years: Developmental origins of school readiness. In B. D. Homer & C. S. Tamis-Lemonda (Eds.), *The development of social cognition and communication* (pp. 205-230). Mahwah, NJ: Erlbaum.
- Baird, J. & Astington, J. W. (2005). The development of the intention concept: From the observable world to the unobservable mind. In R. R. Hassin, J. S. Uleman & J. A. Bargh (Eds.) *The new unconscious* (pp. 256-276). New York: Oxford University Press.
- Astington, J. W. & Peskin, J. (2004). Meaning and use: Children's acquisition of the mental lexicon. In J. M. Lucariello, J. A. Hudson, R. Fivush, & P. J. Bauer (Eds.), *The development of the mediated mind: Sociocultural context and cognitive development* (pp. 59-78). Mahwah, NJ: Erlbaum.

Astington, J. W. (2003). Sometimes necessary, never sufficient: False-belief understanding and social competence. In B. Repacholi & V. Slaughter (Eds.), *Individual differences in theory of mind: Implications for typical and atypical development* (pp. 13-38). New York: Psychology Press.

Astington, J. W. (2001). The paradox of intention: Assessing children's metarepresentational understanding. In B. F. Malle, L. J. Moses, & D. A. Baldwin (Eds.), *Intentions and intentionality: Foundations of social cognition*, (pp. 85-103). Cambridge, MA: MIT Press.

Astington, J. W. (2001). Theory of mind, affective relationships, and language. In O. Liverta Sempio & A. Marchetti (Eds.), *Teoria della mente e relazioni affettive* (pp. 3-9). Torino, Italy: UTET Libreria. (written in English, published in translation)

Astington, J. W. (2000). Constructivist to the core: An introduction to the volume. In J. W. Astington (Ed.), *Minds in the making: Essays in honor of David R. Olson* (pp. 1- 13). Oxford, UK: Blackwell.

Astington, J. W. (2000). Language and metalanguage in children's understanding of mind. In J. W. Astington (Ed.), *Minds in the making: Essays in honor of David R. Olson* (pp. 267-284). Oxford, UK: Blackwell.

Vinden, P. G., & Astington, J. W. (2000). Culture and understanding other minds. In S. Baron-Cohen, H. Tager-Flusberg, & D. J. Cohen (Eds.), *Understanding other minds: Perspectives from developmental cognitive neuroscience* (pp. 503-519). Oxford, UK: Oxford University Press.

Astington, J. W. (1999). The language of intention: Three ways of doing it. In P. D. Zelazo, J. W. Astington, & D. R. Olson (Eds.), *Developing theories of intention: Social understanding and self control* (pp. 295-315). Mahwah, NJ: Erlbaum.

Astington, J. W. (1999). What is theoretical about the child's theory of mind? A Vygotskian view of its development. In P. Lloyd & C. Fernyhough (Eds.), *Lev Vygotsky: Critical assessments: Future directions*, Vol. IV (pp. 401-418). Florence, KY: Taylor & Francis/Routledge. (Reprinted from Carruthers & Smith, Eds., 1996)

Olson, D. R., Astington, J. W., & Zelazo, P. D. (1999). Introduction: Actions, intentions, and attributions. In P. D. Zelazo, J. W. Astington, & D. R. Olson (Eds.), *Developing theories of intention: Social understanding and self control* (pp. 1-13). Mahwah, NJ: Erlbaum.

Astington, J. W. (1996). What is theoretical about the child's theory of mind? A Vygotskian view of its development. In P. Carruthers & P. K. Smith (Eds.), *Theories of theories of mind* (pp. 184-199). Cambridge, UK: Cambridge University Press.

Astington, J. W. & Pelletier, J. (1996). The language of mind: Its role in teaching and learning. In D. R. Olson & N. Torrance (Eds.), *The handbook of education and human*

development: New models of learning, teaching and schooling (pp. 593-619). Oxford, UK: Blackwell.

Astington, J. W. & Jenkins, J. M. (1995). Theory of mind development and social understanding. In J. Dunn (Ed.), *Connections between emotion and understanding in development* (pp. 151-165). Hove, UK: Erlbaum. (Reprinted from *Cognition and Emotion*.)

Astington, J. W. (1994). Children's developing notions of others' minds. In J. F. Duchan, L. E. Hewitt & R. M. Sonnenmeier (Eds.), *Pragmatics: From theory to practice* (pp. 72-87). Englewood Cliffs, NJ: Prentice Hall.

Perner, J. & Astington, J. W. (1992). The child's understanding of mental representation. In H. Beilin & P. Pufall (Eds.), *Piaget's theory: Prospects and possibilities* (pp. 141-160). Hillsdale, NJ: Erlbaum.

Astington, J. W. (1991). Intention in the child's theory of mind. In D. Frye & C. Moore (Eds.), *Children's theories of mind* (pp. 157-172). Hillsdale, NJ: Erlbaum.

Astington, J. W. & Gopnik, A. (1991). Developing understanding of desire and intention. In A. Whiten (Ed.), *Natural theories of mind: Evolution, development and simulation of everyday mindreading* (pp. 39-50). Oxford, UK: Blackwell.

Astington, J. W. & Gopnik, A. (1991). Theoretical explanations of children's understanding of the mind. In G. B. Butterworth, P. L. Harris, A. M. Leslie & H. M. Wellman (Eds.), *Perspectives on the child's theory of mind* (pp. 7-31). Oxford, UK: Oxford University Press. (Reprinted from *British Journal of Developmental Psychology*.)

Astington, J. W. (1990). Metapragmatics: Children's conception of promising. In G. Conti-Ramsden & C. Snow (Eds.), *Children's language*, Vol. 7 (pp. 223-244). Hillsdale, NJ: Erlbaum.

Astington, J. W. (1990). Narrative and the child's theory of mind. In B. Britton & A. Pellegrini (Eds.), *Narrative thought and narrative language* (pp. 151-171). Hillsdale, NJ: Erlbaum.

Astington, J. W. & Gopnik, A. (1988). Knowing you've changed your mind: Children's understanding of representational change. In J. W. Astington, P. L. Harris & D. R. Olson (Eds.), *Developing theories of mind* (pp. 193-206). New York: Cambridge University Press.

Olson, D. R., Astington, J. W. & Harris, P. L. (1988). Introduction. In J. W. Astington, P. L. Harris & D. R. Olson (Eds.), *Developing theories of mind* (pp. 1-15). New York: Cambridge University Press.

Olson, D. R. & Astington, J. W. (1986). Children's acquisition of metalinguistic and metacognitive verbs. In W. Demopoulos & A. Marras (Eds.), *Language learning and concept acquisition: Foundational issues* (pp. 184-199). Norwood, NJ: Ablex.

ARTICLES IN REFEREED JOURNALS:

- Filippova, E. & Astington, J. W. (2010). Children's understanding of social-cognitive and social-communicative aspects of discourse irony. *Child Development, 81*(3), 915-930.
- Filippova, E. & Astington, J. W. (2008). Further development in social reasoning revealed in discourse irony understanding. *Child Development, 79*, 126-138.
- Milligan, K., Astington, J. W. & Dack, L.A. (2007). Language and theory of mind: Meta-analysis of the relation between language ability and false-belief understanding. *Child Development, 78*, 622-646.
- Astington, J. W. (2004). Bridging the gap between theory of mind and moral reasoning. *New Directions for Child and Adolescent Development, No. 103*, 63-72.
- Baird, J. A., & Astington, J. W. (2004). The role of mental-state understanding in the development of moral cognition and moral action. *New Directions for Child and Adolescent Development, No. 103*, 37-49.
- Pelletier, J. & Astington, J. W. (2004). Action, consciousness and theory of mind: Children's ability to coordinate story characters' actions and thoughts. *Early Education and Development, 15*, 5-22.
- Peskin, J. & Astington, J. W. (2004). The effects of adding metacognitive language to story texts. *Cognitive Development, 19*, 253-273.
- Astington, J. W., Pelletier, J., & Homer, B. (2002). Theory of mind and epistemological development: The relation between children's second-order false-belief understanding and their ability to reason about evidence. *New Ideas in Psychology, 20*, 131-144.
- Astington, J. W. & Barriault, T. (2001). Children's theory of mind: How young children come to understand that people have thoughts and feelings. *Infants and Young Children, 13*, 1-12.
- Jenkins, J. M. & Astington, J. W. (2000). Theory of mind and social behavior: Causal models tested in a longitudinal study. *Merrill-Palmer Quarterly, 46*, 203-220.
- Astington, J. W. & Jenkins, J. M. (1999). A longitudinal study of the relation between language and theory of mind development. *Developmental Psychology, 35*, 1311-1320.
- Bosacki, S. & Astington, J. W. (1999). Theory of mind in preadolescence: Relations between social understanding and social competence. *Social Development, 8*, 237-255.
- Astington, J. W. (1998). "Theory of mind" goes to school. *Educational Leadership, 56*(3), 46-48.
- Astington, J. W. (1997). Reflective teaching and learning: Children's and teachers' theories of mind. *Teaching Education, 9*, 95-103.

- Jenkins, J. M. & Astington, J. W. (1996). Cognitive factors and family structure associated with theory of mind development in young children. *Developmental Psychology*, 32, 70-78.
- Astington, J. W. & Jenkins, J. M. (1995). Theory of mind development and social understanding. *Cognition and Emotion*, 9, 151-165.
- Astington, J. W. & Olson, D. R. (1995). The cognitive revolution in children's understanding of mind. *Human Development*, 38, 179-189.
- Olson, D. R. & Astington, J. W. (1993). Thinking about thinking: Learning how to take statements and hold beliefs. *Educational Psychologist*, 28, 7-23.
- O'Neill, D. K., Astington, J. W., & Flavell, J. H. (1992). Young children's understanding of the role that sensory experiences play in knowledge acquisition. *Child Development*, 63, 474-490.
- Astington, J. W. & Gopnik, A. (1991). Theoretical explanations of children's understanding of the mind. *British Journal of Developmental Psychology*, 9, 7-31.
- Ruffman, T. K., Olson, D. R. & Astington, J. W. (1991). Children's understanding of visual ambiguity. *British Journal of Developmental Psychology*, 9, 89-102.
- Astington, J. W. & Olson, D. R. (1990). Metacognitive and metalinguistic language: Learning to talk about thought. *Applied Psychology: An International Review*, 39, 77-87.
- Olson, D. R. & Astington, J. W. (1990). Talking about text: How literacy contributes to thought. *Journal of Pragmatics*, 14, 557-573.
- Astington, J. W. (1988). Children's production of commissive speech acts. *Journal of Child Language*, 15, 411-423.
- Astington, J. W. (1988). Children's understanding of the speech act of promising. *Journal of Child Language*, 15, 157-173.
- Astington, J. W. (1988). Promises: Words or deeds? *First Language*, 8, 259-270.
- Gopnik, A. & Astington, J. W. (1988). Children's understanding of representational change and its relation to the understanding of false belief and the appearance-reality distinction. *Child Development*, 59, 26-37.
- Olson, D. R. & Astington, J. W. (1987). Seeing and knowing: On the ascription of mental states to young children. *Canadian Journal of Psychology*, 41, 399-411.
- Astington, J. W. (1986). Children's comprehension of expressions of intention. *British Journal of Developmental Psychology*, 4, 43-49.

REFEREED COMMENTARIES, BOOK REVIEWS, NEWSLETTER ARTICLES:

Astington, J. W. (2008). More manifesto than blueprint: Katherine Nelson's vision for the future of cognitive development research. (Invited essay review of "Young minds in social worlds" K. Nelson), *Cognitive Development*, 23, 438-444.

Astington, J. W. (2004). What's new about social construction? Distinct roles needed for language and communication. (Commentary on "Constructing an understanding of mind: The development of children's social understanding within social interaction," J. I. M. Carpendale & C. Lewis.) *Behavioral and Brain Sciences*, 27, 96-97.

Astington, J. W. & Baird, J. A. (2004). Why language matters for theory of mind. *International Society for the Study of Behavioural Development Newsletter*, 45 (1), 7-9.

Astington, J. W. (2002). The ongoing quest to explain false-belief understanding (Invited review of "Children's reasoning and the mind," P. Mitchell & K. J. Riggs, Eds., Hove, England: Psychology Press, 2000). *Contemporary Psychology*, 47, 761-763.

Peskin, J. & Astington, J. W. (2002). Using cognitive terms to enrich story texts for disadvantaged young children. *National Academy of Education Academy Notes, New Series* 4(2) 4.

Astington, J. W. (2001). The future of theory-of-mind research: Understanding motivational states, the role of language, and real-world consequences. (Commentary on "Meta-analysis of theory of mind development: The truth about false-belief," H. M. Wellman, D. Cross, & J. K. Watson.) *Child Development*, 72, 685-687.

Astington, J. W. (1999). What would a theory of conversational awareness look like? (Commentary on "Not merely methodology: The significance of conversational awareness in cognitive development," M. Siegal.) *Developmental Science*, 2, 15-16.

Astington, J. W. (1998). Theory of mind, Humpty Dumpty, and the icebox. (Essay commentary on "Children's theory of mind: An experiential interpretation," K. Nelson, D. Plesa, & S. Henseler.) *Human Development*, 41, 30-39.

Astington, J. W. (1997). Talking of mind: Theoretical or social construction? (Invited review of "Children talk about the mind," K. Bartsch & H. M. Wellman, New York: Oxford University Press, 1995). *Contemporary Psychology*, 42, 688-691.

Astington, J. W. & Zelazo, P. D. (1996). Editorial. *Cognitive Development*, 11, 1-2.

Astington, J. W. (1995). Talking it over with my brain. (Commentary on "Young Children's Knowledge About Thinking," J. H. Flavell, F. L. Green, & E. R. Flavell.) *Monographs of the Society for Research in Child Development*, 60, (1, Serial No. 243), 104-113.

Olson, D. R. & Astington, J. W. (1995). Reply. (Reply to commentaries on "The cognitive revolution in children's understanding of mind.") *Human Development*, 38, 214-216.

Astington, J. W. (1994). Cognition and morality in laboratory and courtroom (Invited review of "Cognitive and social factors in early deception," S. J. Ceci, M. D. Leichtman, & M. E. Putnick, Eds. Hillsdale, NJ: Erlbaum, 1992). *Contemporary Psychology*, 39, 361-362.

Olson, D. R. & Astington, J. W. (1993). Cultural learning and educational process. (Commentary on "Cultural learning," Tomasello, Kruger & Ratner.) *Behavioral and Brain Sciences*, 16, 531-532.

Olson, D. R. & Astington, J. W. (1993). The role of concepts in perception and inference. (Commentary on "The psychology of folk psychology," A. I. Goldman & "How we know our minds: The illusion of first-person knowledge of intentionality," A. Gopnik.) *Behavioral and Brain Sciences*, 16, 65-6.

REFEREED CONFERENCE PRESENTATIONS: (examples from total of 100 – see Appendix A)

Astington, J. W. (2009, April). *Engaging children's social cognition for literacy instruction, Discussant's comments*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Astington, J. W. (2007, March). *Learning to read minds: Perspectives on the acquisition and development of theory of mind, language, and literacy, Discussant's comments*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Astington, J. W. (2005, June). *Beyond false belief: The development of social reasoning beyond the preschool years*. Paper presented at the Annual Meeting of the Jean Piaget Society, Vancouver, BC.

Astington, J. W. & Bertrand, J. (2005, May). *Connecting ECE and Kindergarten curricula through the cognitive sciences*. Paper presented at the OISE/UT Conference on "Teacher Education for the Schools We Need," Toronto, ON.

INVITED PRESENTATIONS: (examples from total of 66 – see Appendix B)

Astington, J. W. (2009, April) *Self-reflection and social understanding: Teaching with the mind in mind*. Paper presented at the Institute of Child Study Research Conference, University of Toronto.

Astington, J. W. (2008, June). *Language and the child's theory of mind*. Seminar presentation, Centre for Family Research, University of Cambridge.

- Astington, J. W. (2008, January). *Language and the child's theory of mind*. Seminar presentation, Department of Psychology and Human Development, Institute of Education, University of London.
- Astington, J. W. (2007, June). *Minds at play*. Keynote address presented at the Fourth Annual Summer Institute on Early Child Development, OISE/UT & George Brown College, Toronto, ON.
- Astington, J. W. (2005, June). *Facilitating children's entry into the learning society: ECE meets cognitive science*. Paper presented at the Second Annual Summer Institute on Early Child Development, OISE/UT & George Brown College, Toronto, ON.

WORK IN PROGRESS:

- Astington, J. W. Basic developmental processes in social cognition in early childhood. To be published in *Encyclopedia on Early Childhood Development* (Eds. R. Tremblay, M. Boivin, and R. DeV. Peters).
- Dack, L. A. & Astington, J. W. *Deontic and epistemic reasoning in young children and adults: Revisiting the deontic advantage*. Manuscript in preparation.
- Filippova, E. & Astington, J. W. *A new look at irony comprehension in light of recent advances in children's theory of mind*. Manuscript in preparation.
- Stalinski, S. & Astington, J. W. *Comprehension and production of sentential complements and false-belief task performance*. Manuscript in preparation.

PROFESSIONAL AFFILIATIONS AND ACTIVITIES: (examples)

Visiting Fellow, Department of Psychology and Human Development, Institute of Education, University of London. November 2007 - June 2008.

Visiting Professor, Social, Genetic, and Developmental Psychiatry Research Centre, Institute of Psychiatry, King's College, University of London. Sept. 1997 - August 1998.

Member:

Woodsworth College, University of Toronto
Cognitive Development Society
International Association for the Study of Child Language
Jean Piaget Society
Society for Research in Child Development

Editor, *Cognitive Development*, 1996-1999

Consulting Editor, *Journal of Cognition and Development*, 1999-2003

Occasional reviewer for *British Journal of Developmental Psychology*, *Child Development*, *Cognition*, *Cognition and Emotion*, *Cognitive Processing*, *Developmental Psychology*, *Developmental Science*, *Early Education and Development*, *First Language*, *Human Development*, *International Journal of Behavioral Development*, *Journal of Child Language*, *Journal of Child Psychiatry and Psychology*, *Journal of Experimental Child Psychology*, *Language and Cognitive Processes*, *Merrill Palmer Quarterly*, *Psychological Science*, *S.R.C.D. Monographs*, *Social Development*, Blackwell, Cambridge University Press, Guilford Press, Psychology Press, and Routledge.

Grant consultant for Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada, Canada Council Killam Program, National Science Foundation (USA), Economic and Social Research Council (UK), Isaac Newton Trust (UK), Leverhulme Trust (UK), Medical Research Council (UK), European Science Foundation, Austrian Science Fund, University of Cyprus, CONICYT–Chile, Research Grants Council (Hong Kong).

External reviewer for tenure and promotion committees at University of Wisconsin-Madison, University of Wyoming, and Clark University, Oct.-Nov. 1998; University of Virginia, Nov. 1999, Clark University, Nov. 2001, University of Cambridge, Indiana University, University of Victoria, Aug-Oct. 2003; Bradley University, Oct. 2004; University of Oregon, University of Washington, Sept-Oct. 2007.

External examiner for PhD thesis, Dept. of Psychology, University of Waterloo, August 2001; Dept. of Psychology, University of Calgary, May 2007.

Chair of AERA Nominations Committee for Raymond B. Cattell Early Career Award for Programmatic Research, 2002; Member, 2001.

Chair of organizing committee for *Minds in the Making: A Conference Uniting Psychology and Education*, OISE/University of Toronto, June 2000.

Chair of organizing committee for *International Conference – Why Language Matter for Theory of Mind*, University of Toronto, April 2002.

GRADUATE SUPERVISION AND TEACHING:

Full Member of the School of Graduate Studies, University of Toronto, November 1989-present

Thesis supervision and committee membership:

Ph.D. supervision	11 completed; 2 in progress
Ph.D. committee membership	11 completed; 2 in progress
Ph.D. project supervision	1 completed
M.A. supervision	9 completed
M.A. committee membership	6 completed
Postdoctoral supervision	2 completed

Courses taught:

HDP 2200	Child Study: Observation, Evaluation, Reporting, and Research
HDP 2211	Theory and Curriculum I: Language and Literacy
HDP 3203	Children's Theory of Mind
ICS 1001	Studying the Child in Educational Settings
ICS 1003	Issues in Child Development
ICS 4050	Children's Theory of Mind
ICS 4074	The Psychology and Pedagogy of Reading

UNIVERSITY SERVICE: (last five years only)

Chair of Department of Human Development and Applied Psychology, 2002-2007

Committees:

University of Toronto:

Woodsworth College Council, 2003-2007
Principals, Deans, Academic Directors, and Chairs, 2002-2007
Search Committee for Chair of Dept. of Psychology, Faculty of Arts and Science, 2005
University Child Care Advisory Committee, 2006-present

OISE/UT:

Faculty Council, 1996-2007
Dean's Advisory Committee, 2002-2007
Enrolment Planning Committee, 2002-2006
Space Committee and Project Planning Committee, 2004-2007
CUPE 3907, Management Bargaining Team, 2006

Department of Human Development and Applied Psychology, OISE/UT:

Executive Committee (Chair), 2002-2007
Promotions Committee (Chair), 2002-2007
Chair of Search Committee for Director of Institute of Child Study, 2004-2005
Chair of Search Committee for CRC in Special Education, 2004-2005
Chair of Search Committee for Assistant Professor in Special Education, 2005-2006
Chair of Search Committee for Lecturer in Special Education, 2005-2006
Chair of Search Committee for Lecturer in Psychological Foundations, 2005-2006
Chair of Tenure Review Committees (Moss, 2007; Scott, 2007)
Chair of Three-year Review Committees (Perlman, 2005; Chen, 2006; Hong, 2006; Peskin, 2006)
Member, Space Committee, 2008-present
Member, Tenure Committee (Hong), 2009
Member, Search Committee for Director, Institute of Child Study, 2009-10
Member, Search Committee for Atkinson Chair, HDAP, 2009-10

Presentations at Refereed Conferences (career total = 100)

Doebel, S. & Astington, J. W. (2009, June). *If you say it, you have to do it: Children's understanding of the concept of promising*. Poster presented at the Annual Convention of the Canadian Psychological Association, Montreal, PQ.

Doebel, S. & Astington, J. W. (2009, October). *Psychological and deontic concepts in children's understanding of promising*. Poster presented at the Biennial Meeting of the Cognitive Development Society, San Antonio, TX.

Astington, J. W. (2009, April). *Engaging children's social cognition for literacy instruction, Discussant's comments*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Cheung, C., Astington, J. W., & Jenkins, J. (2009, April). *Executive functioning moderates the role of language on theory-of-mind ability*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Chiu Loke, I. & Astington, J. W. (2009, April). *Children's understanding of intentional causation in moral reasoning about harmful behavior*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Dack, L. A. & Astington, J. W. (2009, April). *Deontic and epistemic reasoning in children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Stalinski, S. & Astington, J. W. (2009, April). *Comprehension and production of sentential complements and false-belief task performance*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Nguyen, T-K. & Astington, J. W. (2008, July). *The relation between preschool children's language competence and their performance on a low-verbal false-belief task*. Poster presented at the 20th meeting of the International Society for the Study of Behavioural Development, Wuerzburg, Germany.

Dack, L. A. & Astington, J. W. (2007, Oct.) *Children's deontic reasoning: Effects of context and language*. Poster presented at the Fifth Biennial Meeting of the Cognitive Development Society, Santa Fe, NM.

Nguyen, T-K. & Astington, J. W. (2007, Oct.) *The relation between language and performance on a low-verbal false-belief task*. Poster presented at the Fifth Biennial Meeting of the Cognitive Development Society, Santa Fe, NM.

Astington, J. W. (2007, March). *Learning to read minds: Perspectives on the acquisition and development of theory of mind, language, and literacy, Discussant's comments*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Cheung, C. & Astington, J. W. (2007, March). *Belief-based and real-apparent emotion understanding in English- and Cantonese-speaking children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Dack, L. A., Astington, J. W., & Watson, S. F. (2007, March). *The effect of authority figures on preschool children's reasoning about rules and statements*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Leef, J. & Astington, J. W. (2007, March). *Linguistic markers of perspective in reported speech: The contrast between "looks" and "feels"*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

- Leef, J. & Astington, J. W. (2007, March). *School-aged children's theory of mind: Performance on second-order false-belief, 'doodles', and ambiguous figures tasks*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Astington, J. W. (2005, June). *Beyond false belief: The development of social reasoning beyond the preschool years*. Paper presented at the Annual Meeting of the Jean Piaget Society, Vancouver, BC.
- Astington, J. W. (2005, June). *Mediation and mental state understanding: Discussant's comments*. Paper presented at the Annual Meeting of the Jean Piaget Society, Vancouver, BC.
- Dack, L. A. & Astington, J. W. (2005, June). *Beyond theory of mind: Reasoning based on social rules*. Poster presented at the Annual Meeting of the Jean Piaget Society, Vancouver, BC.
- Astington, J. W. & Bertrand, J. (2005, May). *Connecting ECE and Kindergarten curricula through the cognitive sciences*. Paper presented at the OISE/UT Conference on "Teacher Education for the Schools We Need," Toronto, ON.
- Astington, J. W. (2005, April). *Links between theory of mind, language and family communicative environments: Discussant's comments*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta: GA.
- Astington, J. W. (2005, April). *Language and social cognition: What aspects of language are necessary for understanding mental states? Discussant's comments*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta: GA.
- Baird, J. A., Astington, J. W. & Peskin, J. (2005, April). *Metacognitive language and theory of mind: Learned or acquired?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta: GA.
- Filippova, E. & Astington, J. W. (2005, April). *School-aged children's developing understanding of critical and complimentary forms of irony*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta: GA.
- Milligan, K. & Astington, J. W. (2005, April). *The relation between language and false-belief understanding: A meta-analysis*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta: GA.
- Chan, K. T. & Astington, J. W. (July, 2004). *Is there a bilingual advantage in theory-of-mind development?* Paper presented in the Symposium "Why language matters for theory of mind: Contributions from differential, comparative, and training studies" (M. Deleau & J. W. Astington, co-chairs) at the Meeting of the International Society for the Study of Behavioural Development, Ghent, Belgium. (written & presented by Astington)
- Astington, J. W. & Pelletier, J. (July, 2004). *Readiness for school: False-belief understanding and social competence*. Paper presented in the Symposium "Theory of mind and positive social behaviour" (B. Selcuk & J. W. Astington, co-chairs) at the Meeting of the International Society for the Study of Behavioural Development, Ghent, Belgium.
- Astington, J. W. (2003, April). *Mind and society: psychological and deontic aspects of children's social cognition: Discussant's comments*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.
- Astington, J. W. (August, 2002). *The role of language in developing theories of mind: Contribution of differential approaches*. Symposium discussion presented at the Meeting of the International Society for the Study of Behavioural Development, Ottawa, Canada.
- Peskin, J. & Astington, J. W. (2002, August). *Effects of adding metacognitive language to young children's story texts*. Paper presented at the Meeting of the International Society for the Study of Behavioural Development, Ottawa, Canada.

- Filippova, E. & Astington, J. W. (2002, August). *The role of language in the acquisition of advanced theory of mind: Children's understanding of verbal irony*. Poster presented at the Meeting of the International Society for the Study of Behavioural Development, Ottawa, Canada.
- Wells Jopling, R., Barriault, T. & Astington, J. W. (2002, August). *False Belief and embedded negation understanding: What's left after general language ability is accounted for?* Poster presented at the Meeting of the International Society for the Study of Behavioural Development, Ottawa, Canada.
- Comay, J., Bakos, R., & Astington, J. W. (2002, April). *Language and theory-of-mind development: Children's narrative production*. Poster presented at the International Conference – Why Language Matters for Theory of Mind, University of Toronto.
- Filippová, E. & Astington, J. W. (2002, April). *The relationship between children's understanding of verbal irony and their linguistic competence*. Poster presented at the International Conference – Why Language Matters for Theory of Mind, University of Toronto.
- Peskin, J. & Astington, J. W. (2002, April). *Using cognitive terms to enrich story texts for disadvantaged young children*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Astington, J. W. & Baird, J. A. (2001, October). *Language and theory-of-mind development: Children's performance on verbal vs. visual false-belief tasks*. Poster presented at the Second Biennial Meeting of the Cognitive Development Society, Virginia Beach, VA.
- Baird, J. A. & Astington, J. W. (2001, June). *Is she doing a "good" thing or a "bad" thing?: Children's evaluations of others' actions*. Paper presented at the Annual Meeting of the Jean Piaget Society, Berkeley, CA.
- Astington, J. W. (2001, April). *The interface between children's theories of mind and socio-moral development: Discussant's comments*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Barriault, T. & Astington, J. W. (2001, April). *Trying, not trying, and trying not: Emergent validity of a task tapping school-age children's understanding of intention*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Astington, J. W. (2000, May). *Intention: Fundamental but complex*. Paper presented at Development 2000, Conference of Developmental Section of Canadian Psychological Association, Waterloo, Ont.
- James, T. L., Astington, J. W., & Pelletier, J. (2000, May). *Children's perception of school: Relations to theory of mind, school performance and family life*. Poster presented at Development 2000, Conference of Developmental Section of Canadian Psychological Association, Waterloo, Ont. (Also presented at Minds in the Making conference at OISE/UT)
- Pelletier, J. & Astington, J. W. (2000, April). *"Theory of Mind" and the "Language of Mind" in Early Childhood*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Astington, J. W. & Pelletier, J. (1999, October). *Language and metalanguage in children's understanding of mind*. Poster presented at the Inaugural Meeting of the Cognitive Development Society, Chapel Hill, NC.
- Pelletier, J. & Astington, J. W. (1999, April). *Theory of mind and representational understanding in early childhood education*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, PQ.
- Kamawar, D. & Astington, J. W. (1999, April). *Children's understanding of intentions explicitly and implicitly encoded in language*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.

Astington, J. W. (1998, October). *The relation between language and theory of mind: Why does language matter?* Poster presented at the Conference on Human Cognitive Specializations, University of Southwestern Louisiana, Lafayette, LA.

Baetz, C. & Astington, J. W. (1998, July). *Children's false belief understanding and social-emotional functioning: Individual and developmental differences.* Paper presented at the Meeting of the International Society for Behavioral Development, Berne, Switzerland.

Astington, J. W., Pelletier, J., & Jenkins, J. M. (1998, June). *Language and theory of mind development over time: A Vygotskian perspective.* Paper presented at the Annual Meeting of the Jean Piaget Society, Chicago, IL.

Pelletier, J. & Astington, J. W. (1998, June). *Representational understanding of mind and print: Relations between theory of mind and print awareness in the early school years.* Paper presented at the Annual Meeting of the Jean Piaget Society, Chicago, IL.

Bosacki, S. & Astington, J. W. (1998, May). *Theory of mind in preadolescence: Implications for a curriculum connecting self and other.* Paper presented at the 26th Annual Meeting of the Canadian Society for the Study of Education, Ottawa, Ont.

Bosacki, S., Pelletier, J. & Astington, J. W. (1998, April). *"She's such a shy child": Metacognitive underpinnings and teachers' perceptions of shyness in young girls and boys.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Kamawar, D., Pelletier, J. & Astington, J. W. (1998, April). *"I know where she'll look for it, but I don't know where she'll say it is": The development of children's proficiency with embedded verbs.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Pelletier, J. & Astington, J. W. (1998, April). *Young children's theories of minds and their relation to school success.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Bosacki, S. & Astington, J. W. (1998, February). *Self-perceptions in preadolescence: Self-concept as a mediator or moderator in the relationship between social understanding and self competence.* Paper presented at the Annual Meeting of the Eastern Educational Research Association, Tampa, FL.

Astington, J. W. & Pelletier, J. (1997, June). *Metacognitive language in children's narrative comprehension and production.* Paper presented at the Annual Conference of the Canadian Society for the Study of Education, St. John's, NF.

Homer, B. D. & Astington, J. W. (1997, June). *The development of children's understanding of second-order beliefs.* Paper presented at the Annual Meeting of the Canadian Psychological Association, Toronto, Ont.

Pelletier, J. and Astington, J. W. (1997, June). *Theory of mind, family structure and early school success.* Paper presented at the Annual Meeting of the Canadian Psychological Association, Toronto, ON.

Astington, J. W. & Pelletier, J. (1997, April). *Young children's theory of mind and its relation to their success in school.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Washington DC.

Astington, J. W. (1997, April) *The social origins and implications of a theory of mind, Discussant's comments.* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Washington DC.

Pelletier, J. & Astington, J. W. (1997, March). *Theory of mind at school: Children's metacognitive language in story retelling.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

- Polak, A. & Astington, J. W. (1996, Sept.) *Theory of mind development and display rules: Cognitive mechanisms and social factors underlying emotion expression*. Poster presented at the British Psychological Society Developmental Psychology Section Annual Conference, Oxford, England.
- Astington, J. W. (1996, April). *The roots of metacognition and morality*. Paper presented at the Annual Meeting of the American Educational Research Association, New York.
- Astington, J. W. & Homer, B. (1995, April). *Children's understanding of second-order beliefs and its relation to their ability to distinguish between causes and reasons*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Astington, J. W. & Jenkins, J. M. (1995, March). *Language and theory of mind: A theoretical review and a longitudinal study*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN.
- Homer, B. & Astington, J. W. (1995, March). *Children's understanding of second-order beliefs in self and other*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN.
- Lee, E. & Astington, J. W. (1994, June). *Plans: intentions or actions? Children's plan generation in narrative*. Paper presented at the Annual Symposium of the Jean Piaget Society, Chicago, IL.
- Lee, E. & Astington, J. W. (1994, May). *Children's attribution of intention to story characters*. Paper presented at the University of Waterloo Conference on Child Development, Waterloo, Ontario.
- Astington, J. W. & Jenkins, J. M. (1993, August). *Individual differences in theory of mind development*. Paper presented at the Annual Meeting of the American Psychological Association, Toronto, ON.
- Astington, J. W. (1993, March). *Individual differences in developing theories of mind*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, New Orleans, LA.
- Jenkins, J. M. & Astington, J. W. (1993, March). *Cognitive, linguistic, and social factors associated with theory of mind in young children*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, New Orleans, LA.
- Astington, J. W. (1992, June). *Simulation or theory? The developmental evidence*. Paper presented at the Annual Meeting of the Society for Philosophy and Psychology, Montreal, PQ.
- Astington, J. W. & Olson, D. R. (1992, June). *Developing understanding of truth*. Paper presented at the Annual Convention of the Canadian Psychological Association, Quebec City, PQ.
- Astington, J. W. & Butler, A. (1992, May). *Episodic memory and development of a theory of mind*. Paper presented at the University of Waterloo Conference on Child Development, Waterloo, Ontario.
- Astington, J. W. & Lee, E. (1992, May). *Development of the distinction between desire and intention*. Paper presented at the University of Waterloo Conference on Child Development, Waterloo, Ontario.
- Astington, J. W. (1992, April). *Children's understanding of truth*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Lee, E. & Astington, J. W. (1991, June). *Preschoolers' understanding of intentional causation*. Paper presented at the Annual Convention of the Canadian Psychological Association, Calgary, AB.
- Astington, J. W. & Lee, E. (1991, April). *What do children know about intentional causation?* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- O'Neill, D. K., Astington, J. W. & Flavell, J. H. (1991, April). *Young children's understanding of the role that sensory experiences play in knowledge acquisition*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- O'Neill, D. K., Astington, J. W. & Flavell, J. H. (1991, April). *Young children's understanding of the perceptual sources of knowledge*. Paper presented at the Annual Convention of the Western Psychological Association, San Francisco, CA.

Astington, J. W. (1990, June). *Wishes and plans: Children's understanding of intentional causation*. Paper presented at the Annual Meeting of the Jean Piaget Society, Philadelphia, PA.

Ruffman, T. K. & Astington, J. W. (1990, June). *Young children's understanding of intentional and unintentional action*. Paper presented at the Annual Convention of the Canadian Psychological Association, Ottawa, Ontario.

Astington, J. W. & Olson, D. R. (1990, May). *Representing mental representations*. Paper presented at the University of Waterloo Conference on Child Development, Waterloo, Ontario.

Lee, E., Astington, J. W. & O'Neill, D. K. (1990, April). *Beginning to plan: Preschooler's understanding of the concepts underlying planning activity*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

Keenan, T. R. & Astington, J. W. (1990, April). *Young children's understanding of inferential reasoning*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

O'Neill, D. K. & Astington, J. W. (1990, April). *Preschoolers' developing understanding of the role sensory experiences play in knowledge acquisition*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

Astington, J. W. & Palamedes, A. M. (1989, June). *Predicting action based on false belief and pretence*. Paper presented at the Annual Convention of the Canadian Psychological Association, Halifax, N.S.

Astington, J.W. (1989, April). *Developing theories of mind: What develops and how do we go about explaining it?* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Kansas City, MO.

Astington, J.W. (1989, April). *Metalinguistic and social judgment in children's understanding of speech acts*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Kansas City, MO.

Astington, J.W. & Gopnik, A. (1989, April). *Developing understanding of desire and intention*. Paper presented at the International Symposium on The Emergence of Mindreading: Evolution, Development and Simulation of Second Order Representations, St. Andrews, Scotland.

Astington, J.W. (1988, Sept.). *The young child's understanding of desire and intention*. Paper presented at the British Psychological Society Developmental Section Annual Conference, Harlech, Wales.

Astington, J.W. (1988, May). *Children's understanding of intention*. Paper presented at the Annual Meeting of the Society for Philosophy and Psychology, Chapel Hill, NC.

Astington, J.W. (1987, July). *Children's understanding of promising: Metalinguistic judgment versus moral judgment*. Paper presented at the 4th International Congress for the Study of Child Language, Lund, Sweden.

Astington, J.W. (1987, April). *Children's conception of promising*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Astington, J.W. & Olson, D.R. (1987, April). *Literacy and schooling: Learning to talk about thought*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Astington, J.W., Gopnik, A. & Olson, D.R. (1987, April). *Metarepresentational ability: The fundamental metacognitive skill*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Gopnik, A., Astington, J.W., Ferguson, L. & Olson, D.R. (1987, April). *Children's understanding of representational change*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Astington, J.W. (1986, June). *Children's understanding of intention and action*. Paper presented at the Annual Convention of the Canadian Psychological Association, Toronto, Ontario.

Astington, J.W. (1986, May). "*I promise I will*": *Children's production of commissive speech acts*. Paper presented at the University of Waterloo Conference on Child Development, Waterloo, Ontario.

Astington, J.W. (1985, May). *Promises: Words or deeds?* Paper presented at the Annual Meeting of the Society for Philosophy and Psychology, Toronto, Ontario.

Astington, J.W. & Olson, D.R. (1984, May). *Children's comprehension of true negation*. Paper presented at the University of Waterloo Conference on Child Development, Waterloo, Ontario.

Astington, J.W. (1984, April). *Changes in children's concept of sex role typing of some adult activities after two years in school*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Astington, J.W. (1982, May). *Children's understanding of linguistic expressions of intention*. Paper presented at the University of Waterloo Conference on Child Development, Waterloo, Ontario.

Invited Presentations (career total = 66)

Astington, J. W. (2009, April) *Self-reflection and social understanding: Teaching with the mind in mind*. Paper presented at the Institute of Child Study Research Conference, University of Toronto.

Astington, J. W. (2008, June). *Language and the child's theory of mind*. Seminar presentation, Centre for Family Research, University of Cambridge.

Astington, J. W. (2008, January). *Language and the child's theory of mind*. Seminar presentation, Department of Psychology and Human Development, Institute of Education, University of London.

Astington, J. W. (2007, June). *Minds at play*. Keynote address presented at the Fourth Annual Summer Institute on Early Child Development, OISE/UT & George Brown College, Toronto, ON.

Astington, J. W. (2007, May). *Language and theory of mind: Developmental interdependence*. Colloquium presentation, Department of Psychology, University of Calgary.

Astington, J. W. (2005, June). *Facilitating children's entry into the learning society: ECE meets cognitive science*. Paper presented at the Second Annual Summer Institute on Early Child Development, OISE/UT & George Brown College, Toronto, ON.

Astington, J. W. (2004, Oct). *The developmental interdependence of theory of mind and language*. Paper presented at the Wenner-Gren Symposium on "The roots of human sociality: Culture, cognition, and human interaction" Duck, NC.

Astington, J. W. (2003, Sept). *Co-construction of theory of mind: The role of language*. Paper presented at Other Minds: An Interdisciplinary Conference, Institute of Cognitive and Decision Sciences, University of Oregon,

Astington, J. W. (2003, August). *Language and the child's theory of mind*. American Psychological Association Division 7 Invited Address, Toronto, Canada.

Astington, J. W. (2003, February). *Sometimes necessary, never sufficient: False-belief understanding and social competence*. Seminar presented to the Carolina Consortium on Human Development, University of Chapel Hill, NC.

Astington, J. W. (2002, May). *Language and theory-of-mind development*. Invited Colloquium, Department of Psychology, University of Gothenberg, Sweden.

Astington, J. W. (2002, May). *Theory of mind and language in early childhood education*. Invited Series of Colloquium Presentations, University of Gothenberg, Sweden.

Astington, J. W. (2002, April). *Why language matters: Introduction to the conference*. Paper presented at the International Conference – Why Language Matters for Theory of Mind, University of Toronto.

Astington, J. W. & Baird, J. A. (2002, April). *Representational development and false-belief understanding*. Paper presented at the International Conference – Why Language Matters for Theory of Mind, University of Toronto.

Astington, J. W. (2002, February). *Language and theory-of-mind development*. Invited Research Forum presentation, Department of Speech-Language Pathology, University of Toronto.

Astington, J. W. & Baird, J. (2001, October). *The role of language in the development of false-belief understanding*. Paper presented at the Communication and Cognition Conference, New York University, New York.

Astington, J. W. (2001, July). *Language and theory-of-mind development*. Keynote address at the Australasian Human Development Association Conference, Brisbane, Australia.

Astington, J. W. (2001, July). *Theory of mind, language, and schooling*. Invited colloquium presentation, Department of Psychology, University of Queensland, Brisbane, Australia.

Astington, J. W. (2001, July). *Sometimes necessary, seldom sufficient: False-belief understanding and social competence*. Paper presented at the interdisciplinary conference on "Mindreading and social behaviour" Macquarie Centre for Cognitive Science, Macquarie University, Sydney, Australia.

Astington, J. W. (2000, June). *Language and metalanguage*. Paper presented at Minds in the Making: A Conference Uniting Psychology and Education. OISE/UT.

Astington, J. W. (1999, November). *The child's discovery of the mind*. Senior Common Room talk, University College, University of Toronto.

Astington, J. W. (1999, October). *Young children's theory of mind and its relation to their success in school*. Psychology Dept. Colloquium, Concordia University, Montreal.

Astington, J. W. (1999, April). *Metarepresentation and quotation*. Paper presented at the Conference on Literacy and Conceptions of Language, University of Toronto.

Astington, J. W. (1998, December). *New frontiers in science: How young children come to understand that others have thoughts and feelings*. Plenary Session, Zero To Three National Training Institute, Washington, DC.

Astington, J. W. (1998, October). *The language of intention*. Interdisciplinary Conference on Intentionality, University of Oregon, Eugene, OR.

Astington, J. W. (1998, November). *Young children's theory of mind and its relation to their success in school*. Department of Psychology, University of Waterloo

Astington, J. W. (1998, September). *Young children's theory of mind and its relation to their success in school*. Department of Human Development and Applied Psychology, OISE/UT

Astington, J. W. (1998). *Young children's theory of mind and its relation to their success in school*. Versions of this paper presented during my sabbatical:

February 10	Department of Psychology, Essex University
February 12	Department of Psychology, Sussex University
February 18	Department of Experimental Psychology, Oxford University
February 20	Department of Experimental Psychology, Cambridge University
April 27	Department of Psychology, University of St. Andrews
May 11	Institute of Education, University of London
May 27	Institute of Psychiatry, King's College, University of London
June 15	University of Wurzburg, Germany
June 17	University of Salzburg, Austria

Astington, J. W. (1997, November). *Subjectivity and emotion: The role of language in ascribing subjective perspective*. Paper presented at the Development and Emotion Workshop, University of Sussex, England. (Published as

Astington, J. W. (1997, April). *Three ways of doing it: The language of intention*. Paper presented at the conference Developing Intentions in a Social World, University of Toronto.

Astington, J. W. (1997, April). *Conversation with editors of developmental journals*. Presented at the Biennial Meeting of the Society for Research in Child Development, Washington DC.

Astington, J. W. (1995, April). *Further developments in children's theory of mind*. Developmental Colloquium, Dept. of Psychology, Stanford University, Stanford, CA.

- Astington, J. W. & Jenkins, J. M. (1995, March). *Language and theory of mind*. Presented at the International Workshop on Children's Theory of Mind, Ontario Institute for Studies in Education, Toronto, Ont.
- Astington, J. W. (1995, Feb.). *Children's theory of mind*. Presented to the Ontario Chapter of the Delta Kappa Gamma Society International, Toronto, Ont.
- Astington, J. W. (1994, July) *What is theoretical about the child's theory of mind? A Vygotskian view of its development*. Paper presented at the conference on Theories of Theory of Mind, University of Sheffield, England.
- Astington, J. W. (1994, April) *Two senses of metarepresentation in children's theory of mind*. Paper presented at the Conference on Human Development, Pittsburgh, PA.
- Astington, J. W. (1993, November). *The child's discovery of the mind*. Psychology Dept. Colloquium, University of Western Ontario, London, Ont.
- Astington, J. W. & Olson, D. R. (1993, October). *Children's folk psychology: Explanation or understanding?* Paper presented at the conference on Reassessing the Cognitive Revolution, York University, Toronto, Ont.
- Astington, J. W. (1993, May). *Learning to talk about thought*. Paper presented at the Meeting of the National Academy of Education, Stanford University, CA.
- Astington, J. W. (1993, May). *Using children's pretend play to investigate their understanding of learning*. Paper presented to the Stanford/Berkeley Seminar on Pretence, University of California at Berkeley.
- Astington, J. W. (1993, March). *Children learn to talk about thought*. Paper presented in the Joint Centre for Teacher Development seminar series, FEUT/OISE.
- Astington, J. W. (1992, October). *Individual differences in developing theories of mind*. Psychology Dept. Colloquium, Dalhousie University, Halifax, NS.
- Astington, J. W. & Jenkins, J. M. (1992, September). *Individual differences in theory of mind development*. Paper presented to the Applied Developmental Research Group, University of Toronto.
- Astington, J.W. (1992, June). *New directions in children's theories of mind: Discussant's comments*. Paper presented at the Annual Meeting of the Jean Piaget Society, Montreal, PQ.
- Astington, J.W. (1992, March). *Children's developing notions of others' minds*. Paper presented at the conference Pragmatics: From theory to therapy, SUNY, Buffalo, NY.
- Astington, J. W. (1990, April). *The child's theory of mind*. Job talk presented to the Department of Psychology, York University.
- Astington, J. W. (1990, March). *The child's theory of mind*. Job talk presented to the Institute of Child Study, Faculty of Education, University of Toronto.
- Astington, J.W. (1990, January). *Young children's recognition of their own wrong beliefs*. Paper presented at the University College Symposium, University of Toronto, Toronto, Ont.
- Astington, J. W. (1989, May). *The child's discovery of the mind*. Job talk presented to the Department of Applied Psychology, Ontario Institute for Studies in Education.
- Astington, J.W. (1989, February). *Children's theory of mind, I: The beginnings of metacognition* and *Children's theory of mind, II: Understanding social interaction*. Papers presented at the Calgary City Teachers' Convention, Calgary, Alberta.

Astington, J.W. (1989, February). *Children's understanding of higher-order intentional states*. Paper presented at the Baycrest Competency Clinic, Baycrest Centre for Geriatric Care, Toronto, ON.

Astington, J.W. (1988, March). *Children's understanding of prior intention*. Paper presented at the meeting of the Society for Research in Child Development Study Group on the Child's Theory of Mind, Yale University, New Haven, CT.

Astington, J.W. (1987, February). *Children's understanding of promising*. Paper presented at the Annual Convention of the Ontario Psychological Association, Toronto, Ontario.

Astington, J.W. & Olson D.R. (1986, July). *Metarepresentational language in the school: Thought and talk about thought and talk*. Paper presented at the I.A.A.P. 21st International Congress of Applied Psychology, Jerusalem, Israel.

Astington, J.W. & Gopnik, A. (1986, May). *Knowing you've changed your mind: Children's understanding of representational change*. Paper presented at the International Conference on Developing Theories of Mind, Toronto, Ontario.

Astington, J.W. (1985, December). *Children's understanding of promising*. Paper presented at the McLuhan Centre for Culture and Technology, University of Toronto.

Astington, J.W. (1985, November). *Children's understanding of promising*. Paper presented at the Centre for Applied Cognitive Science, Ontario Institute for Studies in Education, Toronto, Ontario.

Bruner, J.S., Olson, D.R., Watson, R. & Astington, J.W. (1983, Feb.). *The development of mental states and speech acts*. Seminar conducted as part of the activities inaugurating the Centre for Applied Cognitive Science, Ontario Institute for Studies in Education, Toronto, Ontario.