

## **LUCAS P. BUTLER**

Department of Human Development & Quantitative Methodology  
3942 Campus Drive  
University of Maryland  
College Park, MD 20742

Email: [lpbutler@umd.edu](mailto:lpbutler@umd.edu)  
Phone: 202-262-2962  
Lab Website: [cogdevlab.umd.edu](http://cogdevlab.umd.edu)  
Personal Website: [lucaspbutler.com](http://lucaspbutler.com)

### **EDUCATION**

- 2012                      Ph.D. in Psychology  
Stanford University, Stanford, CA  
*Committee:* Ellen M. Markman (chair), Herbert H. Clark, Michael C. Frank,  
Daniel L. Schwartz
- 2009                      M.A. in Psychology  
Stanford University, Stanford, CA
- 2005                      A.B. *cum laude* in Psychology  
Harvard University, Cambridge, MA  
Thesis Advisor: Susan Carey

### **PROFESSIONAL APPOINTMENTS**

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

### **AWARDS & HONORS**

- 2018                      Excellence in Scholarship Award, University of Maryland College of Education
- 2017                      Research and Scholarship Award, University of Maryland
- 2016                      Rising Star Award, Association for Psychological Science
- 2015-2016                SPARC Assistant Professor Award, University of Maryland

2012-2014	Postdoctoral Research Fellowship, Alexander von Humboldt Foundation
2011	Student Travel Award, Society for Research in Child Development
2011	Norman H. Anderson Research Fund, Stanford University
2011	Dissertation Research Award, American Psychological Association
2009-2012	Graduate Research Fellowship, National Science Foundation
2007-2008	Sidney Siegel Fellowship, Stanford University
2005	Harvard Psychology Faculty Prize for Distinguished Honors Thesis
2005	Jerome Kagan Undergraduate Research Award, Harvard University

## PUBLICATIONS

\*Student author

†Authors contributed equally

### *Books*

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

### *Chapters*

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

### *Invited Articles*

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

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

### *Peer-reviewed Journal Articles*

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

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

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

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

- Butler, L. P., & Markman, E. M.** (2014). Preschoolers use pedagogical cues to guide radical reorganization of category knowledge. *Cognition*, 130, 116-12.
- Butler, L.P., & Walton, G.M.,** (2013). The opportunity to collaborate increases preschoolers' motivation for challenging tasks. *Journal of Experimental Child Psychology*, 116, 953-961.
- Butler, L. P., & Markman, E. M.** (2012). Preschoolers use intentional and pedagogical cues to guide inductive inferences and exploration. *Child Development*, 83, 1416-1428.
- Butler, L. P., & Markman, E. M.** (2012). Finding the cause: Verbal framing helps children extract causal evidence embedded in a complex scene. *Journal of Cognition & Development*, 13, 38-66.
- Ganea, P. A., Allen, M. A., **Butler, L.**, Carey, S., & DeLoache, J. S. (2009). Toddlers' referential understanding of pictures. *Journal of Experimental Child Psychology*, 104, 267-282.

#### ***Peer-reviewed Conference Proceedings***

- Butler, L. P., & Markman, E. M.** (2013). Preschoolers' ability to navigate communicative interactions in guiding their inductive inferences. *Proceedings of the 35<sup>th</sup> Annual Meeting of the Cognitive Science Society*.
- Butler, L. P., & Markman, E. M.** (2010). Pedagogical cues influence children's inductive inference and exploratory play. *Proceedings of the 32nd Annual Meeting of the Cognitive Science Society*.

#### ***Manuscripts under review***

- Butler, L. P.** (under review). Look again: Pedagogical demonstration facilitates children's use of counterevidence.
- Butler, L. P., Schmidt, M. F. H., Tavassolie, N., & \*Gibbs, H.** (under review). Children's evaluation of verified and unverified claims.

#### ***Manuscripts in preparation***

- Butler, L. P., \*Gibbs, H., & Tavassolie, N.** (in prep). You can't teach what you don't know: Children's developing understanding of the importance of verification

#### **RESEARCH FUNDING**

- |           |  |
|-----------|--|
| 2017-2018 | Small Research Grant, Spencer Foundation<br><i>Children's Developing Understanding that Claims About the World Need to be Verified</i><br>\$49,935                                       |
| 2017-2018 | Research and Scholarship Award, University of Maryland<br><i>Asked and Answered: How Adults' Explanatory Responses Influence Children's Causal Exploration and Discovery</i><br>\$10,000 |
| 2015-2016 | SPARC Assistant Professor Award, University of Maryland  |

*How Parents Shape Children's Learning From Evidence*  
\$15,000

2012-2014 Alexander von Humboldt Postdoctoral Fellowship  
*The Role of Communicative Inference in Young Children's Learning from Others*  
€63,200

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

## TALKS & PRESENTATIONS

### *Invited Talks*

**Butler, L. P.** (2018, March). The Roots of Skepticism: How Children Evaluate Others' Verified and Unverified Claims. Early Childhood Cognition Lab, Massachusetts Institute of Technology, Cambridge, MA.

**Butler, L. P.** (2018, February). How children reason about evidence in a social world. Neuroscience and Cognitive Science Seminar, University of Maryland, College Park, MD.

**Butler, L. P.** (2018, January). How children reason about evidence in a social world. Psychology Colloquium, Georgetown University, Washington, DC.

**Butler, L. P.** (2018, January). How children navigate the social history of evidence. Georgetown Early Learning Project, Georgetown University, Washington, DC.

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

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

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

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

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

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

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

### *Chaired Symposia*

**Butler, L. P., & Corriveau, K. H.** (2017, April). Social influences on reasoning from evidence Symposium organized for the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Nurmsoo, E., & **Butler, L. P.,** (2013, January). Beyond faithful imitation: How context shapes children's learning from others. Symposium organized for the 2013 Budapest CEU Conference on Cognitive Development, Budapest, Hungary.

**Butler, L. P., & Buchsbaum, D.** (2011, October). Pedagogy and selective trust: The trade-offs of learning from others. Symposium organized for the 2011 Biennial Meeting of the Cognitive Development Society, Philadelphia, PA.

### *Conference Presentations*

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

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

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

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

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

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

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

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

- Butler, L. P., & Tomasello, M.** (2013, October). Preschoolers' use of ostensive and linguistic cues in guiding inductive inferences. Poster presented at the 2013 Biennial Meeting of the Cognitive Development Society, Memphis, TN.
- Butler, L. P., & Markman, E. M.** (2013, April). Preschoolers' ability to navigate pedagogical interactions in guiding inductive inferences. Poster presented at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
- Butler, L. P., & Markman, E. M.** (2013, April). Preschoolers use communicative cues to guide radical reorganization of category knowledge. Paper presented at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
- Butler, L. P., & Markman, E. M.** (2013, January). Preschoolers' ability to navigate pedagogical interactions in guiding inductive inferences. Paper presented at the 2013 Budapest CEU Conference on Cognitive Development, Budapest, Hungary.
- Butler, L. P., & Markman, E. M.** (2011, October). For me? Children's use of communicative and pedagogical cues in guiding inductive inference. Paper presented at the 7th Biennial Meeting of the Cognitive Development Society, Philadelphia, PA.
- Butler, L. P., & Markman, E. M.** (2011, May). The influence of intentional and pedagogical cues on children's acquisition of generic knowledge. Paper presented at the 2011 Stanford-Berkeley-Santa Cruz Developmental Conference, Stanford, CA.
- Butler, L. P., & Markman, E. M.** (2011, April). Blickets stick! The influence of intentional and pedagogical cues on children's acquisition of generic knowledge. Psychology Department Developmental Brownbag Series, Stanford University.
- Butler, L. P., & Markman, E. M.** (2011, April). The influence of intentional and pedagogical cues on children's inductive inferences and exploratory play. Paper presented at the 2011 Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Butler, L. P., & Markman, E. M.** (2011, April). Preschoolers make inferences about category membership on the basis of intentional demonstration, but not intentional action. Poster presented at the 2011 Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Butler, L. P., & Markman, E. M.** (2011, January). Preschoolers make inferences about feature centrality on the basis of intentional demonstration, but not intentional action. Poster presented at the 2011 Budapest CEU Conference on Cognitive Development, Budapest, Hungary.
- Butler, L. P.** (2010, May). The influence of pedagogical cues on children's inductive inference and exploration. Psychology Department Cognitive Seminar, Stanford University.
- Butler, L. P., & Markman, E. M.** (2010, March). Did you mean to show me that? Intentional demonstration and children's causal exploration. Poster presented at the XVIIth Biennial International Conference on Infant Studies, Baltimore, MD.
- Butler, L. P., & Markman, E. M.** (2010, January). Young children use pedagogical cues to guide their causal exploration and inductive inferences. Poster presented at the Central European University Cognitive Development Center Opening Conference, Budapest, Hungary.

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

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

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

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

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

## TEACHING

### *Instructor:*

#### **University of Maryland**

*EDHD629: Seminar for the Center for Children, Relationships, and Culture*, Fall 2015, Fall 2016, Fall 2017, Graduate Core Course

*EDHD690: History and Systems in Child Development*, Fall 2015, Fall 2016, Graduate Core Course

*EDHD411: Child Growth & Development*, Spring & Fall 2015, Spring & Fall 2016, Spring 2017, Undergraduate General Education Requirement

#### **Stanford University**

*Psychology 124S: Applying Psychology to Modern Life*, Summer 2010 & 2011

*Psychology 113S: Developmental Psychology*, Summer 2009

### *Teaching Assistant:*

#### **Stanford University**

*Psychology 60: Introduction to Developmental Psychology*, Spring & Fall, 2011

*Psychology 104: Uniquely Human*, Winter 2009

*Psychology 141: Cognitive Development*, Fall 2009

*Psychology 1: Introduction to Psychology*, Fall 2008 & Spring 2009

## MENTORING

### *Current Doctoral Students*

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

***Current M.A. Students***

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

***Member of Doctoral Thesis Committees***

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

***Previous M.A. Students***

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

***Previous Graduate Research Assistants Supervised***

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

***Undergraduate Supervision:*****University of Maryland**

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

**University of Leipzig**

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

**Stanford University**

Jamie Lawrence, Undergraduate RA, Winter 2013  
 Diego Aguilar, Psych Summer Program, Summer 2012  
 Kimmy Scheible, Undergraduate RA, 2011-2012



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

## UNIVERSITY, COLLEGE, AND DEPARTMENTAL SERVICE

### *University of Maryland*

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

### *Stanford University*

Organized Stanford-Berkeley-Santa Cruz Developmental Conference, 2011  
 Departmental Website Committee, 2010  
 Developmental Graduate Admissions Committee, 2010  
 Organized Series of Workshops on EndNote, 2009  
 Departmental Graduate Student Representative, 2007-2012  
 Psychology Department Green Committee, 2008-2012  
 Developmental Area Faculty Search Committee, 2008-2009  
 Organized Developmental Brownbag Talk Series, 2008-2009

## SCHOLARLY ACTIVITIES

### *Editorial Boards*

Consulting Editor, *Child Development*, 2017-present

### *Ad-Hoc Reviewer*

*British Journal of Developmental Psychology*  
*Child Development*  
*Cognition*  
*Cognitive Development*  
*Cognitive Science*  
*Collabra*  
*Developmental Psychology*  
*Developmental Science*  
*Frontiers in Psychology*

*Journal of Experimental Child Psychology*  
*Mind and Language*  
*Quarterly Journal of Experimental Psychology*  
*Science*

***Conference Reviewing***

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