

TRICIA SKOLER PhD | STRIANO

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 Address 320 E 42 St # 804, New York, NY 10017

EDUCATION & DEGREES

2014 Certified Negotiation Expert (CNE, RENI)
 2008 Habilitation *Universität Osnabrück*
 2004 Summer Institute Cognitive Neuroscience, *Dartmouth College*
 2002 ERP Training: Theoretical & Practical Aspects
 Center for Brain & Cognition, *University College London*
 2000 Ph.D. Psychology, *Emory University*
 1999 M.A. Psychology, *Emory University*
 1995 B.A. Psychology, *College of the Holy Cross*

PROFESSIONAL

2014- Licensed NYS Real Estate Salesperson
 2011- Tenured Full Professor, Department of Psychology
Hunter College, City University of New York
 2007 Associate Professor, Department of Psychology
Hunter College, City University of New York
 2005-2007 Assistant Professor, Department of Pediatrics
Vanderbilt University School of Medicine
 2004-2008 Director of Neuro-cognition & Development Research Group
Max Planck Institute for Human Cognitive and Brain Sciences
Universität Leipzig, Center for Advanced Studies
 2000-2005 Director of Cultural Ontogeny Research Group *Max*
Planck Institute for Evolutionary Anthropology

AWARDS, FELLOWSHIPS, & HONORS

- 2017- Invited Research Ambassador, Germany (DAAD)
- 2016 Guest Professorship, University Cagliari, Italy
- 2013 Guest Professorship, University Cagliari, Italy
- 2011 Guest Professorship, University Cosenza, Italy
- 2010 Sancte Crucis Award, College of the Holy Cross
- 2008 George Schuster Faculty Fellowship
- 2008 Guest Professorship, University Cagliari, Italy
- 2007 Auxiliary Enterprise Award Hunter College, CUNY
- 2004 Fellowship, Summer Institute in Cognitive Neuroscience Dartmouth College
- 2004 Sofja Kovalevskaja Prize, Alexander von Humboldt Foundation
- 1995 Maranthi Georgoudi Award, College of the Holy Cross

GRANTS & FUNDING

- 2014 "Arts Across Curriculum" funding **\$2,500** (Hunter College/Mellon Foundation)
- 2013 PSC CUNY Award, **\$3,500** Detecting social milestones with media
- 2009 Alexander von Humboldt Foundation, **\$136,624** including matching funds, Effects of familiarity on early face processing
- 2009 PSC CUNY Research Award: Joint attention in early infancy, **\$3,200**
- 2008 National Sciences Foundation Neural correlates of eye gaze in infancy **\$108,000**
- 2008 PSC CUNY Research Award: Learning in early infancy **\$3,000**
- 2006 Deutsche Forschungsgemeinschaft, Influence of social cues on infants' object processing in live and televised interactions **\$83,000**
- 2005 Gabrielle Strenesse (donation) **\$3,000**
- 2005 John GmbH (donation) **\$1,000**
- 2005 Alexander von Humboldt Foundation **\$86,900** including matching funds Neural correlates of action sequence processing: Autism and early development
- 2004 Sofja Kovalevskaja Prize, Alexander von Humboldt Foundation **\$1,129,000** Social cognition in the first year: Detection and function of other's attention and expression
- 2004 Person perception in infancy. Workshop Grant. European Science Foundation **\$17,640**
- 2000 Max Planck Society Award, Independent research group **\$1,800,000**

MEDIA/INTERVIEWS

Eltern, Jobs.Ac.uk, Education.com, Spiegel TV, WDR, ZEIT Wissen- Magazin, RTL, Bayerischer Rundfunk/Hörfunk, SCHLAWINER- Stadtmagazin, DeutscheWelle, BILD Leipzig, Hallo Leipzig, LeipzigMagazine, Uni-Leipzig Journal, NDR.de, 1Stein-Magazine of the Federal Ministry of Education and Research, Kosmos Mitteilungen der Alexander von Humboldt-Stiftung, ZDF, VOX, Popular Mechanics, New Scientist, Science Daily, Badische Zeitung, Babytalk, KölnerStadt-Anzeiger, Sontag AZ, Italian America, Weymouth News, USA Today.com, Handelsblatt, Le monde de L'intelligence, Parents' Magazine, American Baby, Tribuna di Treviso, Gazzetta del Sud

CONSULTING/OTHER

Sapienza University of Rome, Graduate School Committee Psychology
 Emory University Alumni Interviewer 2016-
 Lebanese American University Psychology Dept. External Reviewer 2016
 Emory University Signature Committee and NYC Volunteer 2012 –
 International Society Infant Studies Undergraduate Committee 2014-

TEACHING

Research Methods
 Methods in Developmental Science
 Cognitive Development/Arts Across Curriculum

PROFESSIONAL ORGANIZATIONS

International Society for Infant Studies
 Society for Research in Child Development
 Real Estate Board of New York

JOURNAL REVIEWER

British Journal Developmental Psychology, Child Development, Developmental Review;
 Developmental Science; European Journal of Developmental Psychology, Infant and Child
 Development; Infant Behavior and Development; Journal of Child Language; Journal of
 Cognitive Development; Journal of Neurolinguistics; Social Development

EDITORIAL BOARD/INVITED BLOGS

Rassenga di Psicologia 2015-
 Child Development Research 2010-2013
 Infant & Behavioral Development 2003-
 Psychology Today “Smart Baby” 2011-

AD HOC GRANT REVIEWING

National Fellowship Committee, Graduate Woman in Science; PSC CUNY Award
 Program; Deutsche Forschungsgemeinschaft; National Institute of Health
 National Science Foundation

INVITED PANELS /ORGANIZATIONAL COMMITTEES

2017 German Engineered Success: Doing a PhD in Germany
 2015 Careers in Developmental Sciences, Hunter College Career Office
 2013 Art and Science: Insights into Consciousness Workshop, Mortimer D. Sackler, MD
 Family Foundation with The Watermill Center

- 2013 International Congress, Co-organizer Knowledge through Interaction, University, Heidelberg
- 2011 American Friends of the Alexander von Humboldt Foundation: Research Opportunities in Germany: The Sofja Kovalevskaja Prize, CUNY Graduate Center, New York
- 2010 Organizer, Presidential Lunch Series on Autism, Hunter College, Ellen Winner
- 2009 Gene Center Hunter College: Autism, Genes, Neuroscience Conference Organization Committee
- 2009 International Society Infant Studies, Social Development Selection Panel
- 2009 Hunter College, Organizer Presidential Lunch Series on Autism, Peter Mundy
- 2008 PSC CUNY Grant Panel
- 2007 International Society Infant Studies, Social Development Selection Panel
- 2006 Organization Committee, European Conference Developmental Psychology
- 2005 International Workshop, Co-Organizer, Person Perception in Infancy, University Leipzig & Max Planck Institute for Human Cognitive and Brain Sciences
- 2004 Society for Research Child Development, Social Development Selection Panel
- 2003 International Society for Infant Studies, Social Development Selection Panel
- 2002 Society for Research Child Development, Cognition Selection Panel
- 2001 International Society for Infant Studies, Social Development Selection Panel

SERVICE TO HUNTER COLLEGE

- 2007- Policy Committee
- 2007- Masters Committee
- 2007-2011 University Senate
- 2007-2011 Scholarship Committee
- 2008-2009 Convocation for New Students
- 2008 Search Committee, Hunter College Autism Center
- 2007 Library Essay Prize Panel

SERVICE OTHER

New York University, Steinhardt School of Culture, Education and Human Development, External Reviewer for Tenure /Associate Professor, Trinity College, External Reviewer for Associate Professor, University Ghent, Max Planck Institute for Human Cognitive and Brain Sciences

SUPERVISION

5 PhD students between 2000-2008 from University Leipzig/Max Planck Institutes, including several young investigator award winners, all completed the PhD in 36 months or less; 8 MA between 2002-2008; 6 Postdocs between 2003-2009; 10+ External PhD committees, including several international PhD committees in Belgium and Germany; 20+ undergraduate Honors Thesis since 2008 including several award winners; 3 High School Intel Science projects ; 100+ volunteers and Independent Study undergraduate students; Hosted 20+ international visiting scholars between 2008-2015

INVITED PRESENTATIONS/ KEYNOTE ADDRESSES

Striano, T. (2018, invited). Workshop, Mortimer D. Sackler, MD Family Foundation with The Watermill Center

Striano, T. (April 2016). What infants have to say about autism. Workshop on prematurity and autism: Perspectives from neuroscience. University Cagliari, Italy

Striano, T. (June 2015). Joint attention in the first year. University Cagliari, Italy
Striano, T. (June 2015). Doing Developmental Research. University Cagliari, Italy

Striano, T. (June 2013). Social cognition and early learning. University of Verona, Italy

Striano, T. (June 2013). Move, Baby! Motor development, communication and learning, University of Verona, Italy

Striano, T. (April 2013). What infants have to say about autism. University Cagliari, Italy

Striano, T. (April 2013). Learning from joint attention. University Cagliari, Italy

Striano, T. (December, 2012). Raising children in the digital age. Rullingnet Corp. New York, NY

Striano, T. (February 2012). How infants learn from adults: The role of joint attention. International Congress on Knowledge through Interaction: University Heidelberg, Germany

Striano, T. (February, 2012). Communicating developmental science with social media, University Heidelberg, Germany

Striano, T. (April, 2011). What infants have to say about autism. Hunter-Cornell Weil Autism Symposium. Understanding Autism Spectrum Disorder

Striano, T. (January 2011). German Academic International Network. Career paths for postdocs and researchers in Germany. MIT. Boston, MA

Striano, T. (October 2010). Joint attention in early learning. University Ghent, Belgium.

Striano, T. (April, 2010). German Academic International Network. How to become a young investigator in Germany. Washington DC

Striano, T. (February 2010). What infants have to say about autism. University Cosenza, Italy

Striano, T. (November, 2009). What modern books and art can do for children and research. Talk. Falling Walls. Einstein Foundation. Berlin, Germany

Hoehl, S. & **Striano, T.** (August, 2008). Invited Talk. Early Precursors and Neural Underpinnings of Joint Attention in Infancy. Workshop on Joint Attention, Bochum, Germany

Striano, T. (March, 2008). Learning from infants. Jacobs Foundation Conference, Marbach Castle, Germany

Striano, T. (December, 2007). The study of infants and autism. Hingham High School

Striano, T. (August, 2007). Keynote address. Infants' understanding of others. What develops? European Conference on Developmental Psychology, Jena, Germany

Striano, T. (April, 2007). Social Cognition in the first year: What develops? College of the Holy Cross, Worcester, USA

Striano, T. & Hoehl, S. (September, 2006). Kommunikation und Interaktion in der Entwicklung-Wie beeinflussen soziale Reize das frühkindliche Lernen? Symposium turmdersinne 2006. Nürnberg, Germany

Striano, T. (September, 2006). Learning from joint attention cues in infancy. International Symposium. University Kyoto, Japan

Striano, T., Reid, V.M & Cleveland, A. (January, 2006). Social cues influence learning about objects in infancy. International workshop on learning and adjustment disorders. Leipzig, Germany

- Striano, T.** (October, 2005). From Brain to Behavior and Behavior to Brain: Development in the first year. University Leipzig. Jahrestag. Center for Advanced Studies, Leipzig, Germany
- Striano, T.** (December, 2004). Infants and Internationalization. German Parliament, Berlin, Germany
- Striano, T.** (November, 2004). Keynote address. Infants and Internationalization: What develops? Alexander von Humboldt Foundation, Berlin, Germany
- Striano, T. & Bertin, E.** (October, 2003). Invited talk. University of Leipzig Women's Hospital. Infant Social Development in the first 3 months, Leipzig Germany
- Striano, T.** (June, 2002). Dyadic interaction as a precursor of language development. International Workshop: Perceptual, Cognitive, and Neuropsychological perspectives on normal and impaired language development. Berlin, Germany

INVITED COLLOQUIA

- Striano, T.** (November 2014). Developing Social Cognition. Pace University. New York
- Striano, T.** (October 2012). Learning from joint attention. New York University. Department of Applied Psychology, New York
- Striano, T.** (November, 2010). Tips on publishing in academia (panel). Hunter College
- Striano, T.** (February, 2010). Joint attention and early learning. University Rome, Italy
- Striano, T.** (May, 2008). Early Cognitive Development. University Osnabruck, Germany
- Striano, T.** (May, 2008). Early Autism. University Osnabruck, Germany
- Striano, T.** (April, 2008). What infants have to say about autism. Hunter College Autism Group
- Striano, T.** (January, 2008). Developing Social Cognition. Columbia University College of Physicians & Surgeons
- Striano, T.** (November, 2007). Social Cognition: What develops? Graduate Center of City University, Department of Speech and Hearing Sciences expressions and attention in the first year. University of Cosenza, Department of Psychology, Italy
- Striano, T.** (February, 2005). Early development of social understanding. University Ghent. Ghent, Belgium
- Striano, T.** (February, 2005). Social Cognition: What develops? University Ghent. Ghent, Belgium
- Striano, T.** (February, 2005). Developing an understanding others in the first year. University Gießen. Gießen, Germany
- Striano, T.** (February, 2005). Methods to study early social cognitive development. Max Planck Institute for Human Development. Berlin, Germany
- Striano, T.** (May, 2003). Understanding facial and vocal signals in early infancy. University of Jena, Jena, Germany
- Striano, T.** (May, 2003). Understanding others in the first year: Is behavior enough? Max Planck Institute for Human Cognitive and Brain Sciences. Leipzig, Germany
- Henning, A. & **Striano, T.** (March, 2003). Social cognition in the first year. University Verona, Italy
- Striano, T.** (March, 2003). Study of early social cognition. University Verona, Italy
- Striano, T.** (February, 2003). Understanding others in the first year. University College London, London, UK
- Striano, T.** (December, 2002). Early social cognition. University of Massachusetts, Boston, Massachusetts, USA
- Striano, T.** (November, 2002). Understanding others in early infancy. Max Planck Institute for Psycholinguistics, Nijmegen, Netherlands
- Striano, T.** (June, 2002). Developing Social Cognition in Dyadic and Triadic Contexts. CNRS,

Hopital el la Salpetriere, Paris, France

Striano, T. (February, 2002). Early Development of Social Cognition. University of Miami, Florida, USA

Striano, T. (January, 2002). Emerging social cognition in the first year. Ontario Institute for Study of Education. University of Toronto, Toronto, Canada

Striano, T. (December, 2001). Early development of social information gathering. University La Sapienza, Rome, Italy

Striano, T. (April, 2001). Early Symbolic Functioning in Children. College of the Holy Cross. Department of Psychology. Worcester, Massachusetts

Striano, T. (February, 2001). Early Development of Social Cognition. Vanderbilt University, Nashville, Tennessee, USA

Striano, T. (November, 2000). Early development of social cognition. Max Planck Institute for Evolutionary Anthropology. Leipzig, Germany

Striano, T. (October, 2000). Emerging dyadic and triadic social competencies and understanding intentions in others. University of Munich and MPI Psychology Colloquium Series

PUBLICATIONS

After each article the publication type is listed as follows:

- (1) Journal article (2) Chapter (3) Published proceedings (4) Book review/commentary (5) Edited volume (6) Review paper (7) book (*) submitted as undergraduate, pre-graduate or graduate student author

BOOKS/VOLUMES

Striano, T. (2016). Doing Developmental Research: A Practical Guide Guilford Press (7)

Striano, T. & Reid, V.M. (2008). Social Cognition: Development, Neuroscience and Autism. Eds. T. Striano & V.M. Reid. Wiley-Blackwell Publishing (5)

Reid, V. & **Striano, T.** & Koops, W. (2007). Social cognition during infancy. Psychology Press. (5)

2017/IN PRESS/UNDER REVIEW

119. Fadda, R., Congiu, S., Doneddu, G., G., Frigo, **Striano, T.** (under review). Developmental trajectories of spontaneous visual attention. Frontiers in Neurorobotics. Shared Autonomy. (1)

118. Solodow, E., Schug, M., Cleveland, A., Palumbo, L., Parise, E. & **Striano, T.** (under review). Too many toys? An investigation of triadic visual attention. (1)

117. Solodow, E., Otto, H., Ruan, L., Carmine, F. & **Striano, T.** (under review). Assessing strategic looks in infancy. (1)

116. Hoehl, S. & **Striano, T.** (in press). Development of joint attention. Sage Encyclopedia. (2)

115. Liberati, A., Fadda, R., Doneddu, G., *Congiu, S., Javarone, M., **Striano, T.**, Chessa, A. (2017). A statistical physics perspective to understand visual perception in Autism Spectrum Disorder. Perception, 889-913 (1)

2016

114. Fadda, R. *Congui, S., Doneddu, G. & **Striano, T.** (2016). Impaired representational gaze

following in children with autism spectrum disorder, *Research in Developmental Disabilities*, 11-17 (1)

113. Bertin, E. *Wong, C. & **Striano T.** (2016) Assessing Social Cognition: A new instrumental paradigm based on contingent feedback. *Infant and Child Development*. DOI: 10.1002/icd.1964. (1)

2015

112. *Michel, C., Stets, M., Parise, E., Reid, V. **Striano, T.** & Hoehl, S. (2015). Theta and alpha band activity in response to eye gaze cues in early infancy, *Neuroimage*. (1)

111. Hoehl, S. & **Striano, T.** (2015). *Handbook of Infant Social Development. The Development and mechanisms of joint attention.* Guilford Press. (2)

2014

110. Hoehl, S., * Michel, C., Reid, V.M., Parise, E., & **Striano, T.** (2014). Eye contact during live social interaction modulates infants' oscillatory brain activity. *Social Neuroscience*. (1)

109. *Michel, C., Hoehl, S. & **Striano, T.** (2014) The influence of familiarity on explicit eye gaze judgment in preschoolers. *European Journal of Developmental Psychology*. (1)

107. Schug, M.G., & **Striano, T.** (2014). Social foundations of communicative development. In L. Rogers, P. Brooks, and V. Kempe (Eds.), *Encyclopedia of language development* Thousand Oaks, CA: Sage Publications, Inc. (2)

2013

106. Penning, M., **Striano, T.** & Oliverio, S. (2013). A picture tells a thousand words: Impact of an educational nutrition booklet on nutrition label gazing. *Marketing Letters*. 10.1007/s11002-013-9259-9 (1)

105. Hoehl, S. & **Striano, T.** (2013). Further evidence for continuity in infants' joint attention development. *Invited Commentary. Human Development*, 56:249-253 (4)

2012

104. **Striano, T.** (2012). *From Research to Practice. Path to Success: Guide for Parents*, Rullingnet Corp. (2)

103. Hoehl, S., *Whal, S., *Michel, C., **Striano, T.** (2012). Effects of eye gaze cue provided by the caregiver compared to a stranger on infants' object processing. *Developmental Cognitive Neuroscience*, 81-89. (1)

102. Landt, J, Grigutsch, M. Reid, V. & **Striano, T.** (2012). Mu rhythm modulation during observation of an occluded grasping action in 14-month-old infants. *International Journal of Psychology*, 266. (3)

101. **Striano, T.** & A. Woodward. (2012). *Social Cognition.* Cambridge University Press. (2)

2011

100. *Geangu, E., Benga, O., Stahl, D. & **Striano, T.** (2011). Individual differences in infant's emotional resonance to a peer in distress. *Self-other awareness and emotion regulation. Social Development*, 20, 450-470. (1)

99. **Striano, T.** & Hoehl, S. (2011). Kontextuelle Einflüsse auf die kindliche Informationsverarbeitung. In Keller, H. (Ed.), *Handbuch der Kleinkindforschung*, Bern: Huber. (2)

98. *Henning, A. & **Striano, T.** (2011). Infant and maternal sensitivity to interpersonal timing. *Child Development*, 82, 916-931. (1)
97. Reid, V.M., **Striano, T.** & Iacoboni, M. (2011). Neural correlates of dyadic interaction during infancy. *Developmental Cognitive Neuroscience*, 33, 558-568. (1)
96. *De Schuymer, L., De Groot, **Striano, T.** Roeyers, H. &. (2011). Preverbal skills as mediators for language outcome in preterm and full term children. *Early Human Development*, 265-272. (1)
95. *De Schuymer, L., De Groot, I., **Striano, T.**, Stahl, D., & Roeyers, H. (2011). Dyadic and triadic skills in preterm and full term infants: A longitudinal study in the first year. *Infant Behavior and Development*, 179-188. (1)

2010

94. Hoehl, S. & **Striano, T.** (2010). Infants' neural processing of positive emotion and eye gaze, *Social Neuroscience*, 5, 30-39. (1)
93. *Hoehl,S., Brauer, J., Brasse, G., **Striano, T.** & Friederici, A. D. (2010). Children' processing of emotions expressed by peers and adults: An fMRI study. *Social Neuroscience*,5,543-559. (1)
92. Parise, E., *Handl,A. **Striano.T** (2010). Processing faces in dyadic and triadic contexts. *Neuropsychologia*, 48,518-528. (1)
91. Parise, E., Friederici, A. D., & **Striano, T.** (2010). "Did you call me?" 5- Month-Old Infants' own name guides their attention. *PLoS ONE*, 5 (12), e14208. (1)
90. *Geangu, E, Benga, O., Stahl, D. & **Striano, T.** (2010). Contagious crying beyond the first days of life. *Infant Behavior and Development*, 279-288. (1)
89. Reid, V.M., Stahl, D., & **Striano, T.** (2010). The presence or absence of older siblings and variation in infant goal directed motor development. *International Journal of Behavioral Development*, 325-329. (1)
88. *Hoehl, S. & **Striano, T.** (2010). The development of emotional face and gaze processing. *Developmental Science*, 6, 813-825. (1)
87. *Hoehl, S. & **Striano, T.** (2010). Emotion Review. Discrete emotions: Perception without production, *Emotion Review*, 2, 132-133. (2)
86. Stahl, D., Parise, E., *Hoehl, S., & **Striano, T.** (2010). Eye contact and emotional face processing in 6-month-old infants: Advanced statistical methods applied to event potentials. *Brain & Development*. (1)

2009

85. Reid, V.M., *Hoehl, S., Grigutsch, M., *Groendahl, A., Parise, E., & **Striano, T.** (2009). The neural correlates of infant and adult goal prediction: evidence for semantic processing systems. *Developmental Psychology*, 45(3), 620-629. (1)
84. *Hoehl, S. & **Striano, T.** (2009). Kommunikation und Interaktion in der Entwicklung – Wie beeinflussen soziale Reize das frühkindliche Lernen? In R. Rosenzweig & H. Fink (Eds.), *Neuronen im Gespräch - Sprache und Gehirn*, Paderborn: mentis.
83. *Zmyk,N., Hauf, P. & **Striano, T.** (2009). Discrimination between real time and delayed visualfeedback of self performed leg movements in the first year of life. *Cognition Brain Behavior*, 4, 478-489. (1)
82. **Striano, T.**, Stahl, D., & *Cleveland, A. (2009). Taking a closer look at social and cognitive Skills: A weekly longitudinal assessment between 7 and 10 months of age. *European Journal of Developmental Psychology*, 1, 567-591. (1)
81. *Hoehl, S., Reid, V., Parise, E., *Handl, A., *Palumbo, L., & **Striano, T.** (2009). Looking at

eye gaze processing and its neural correlates in infancy: Implications for social development and autism spectrum disorder. *Child Development*, 80(4) 968-985. (6)

80. Hirotani, M., *Stets, M., **Striano, T.**, & Friederici, A. (2009). Joint attention helps infants learn new words: event-related potential evidence. *NeuroReport*, 20, 600-605. (1).

79.*Hoehl,S. & **Striano, T.** (2008).Neural processing of eye gaze and threat-related emotional facial expressions in infancy. *Child Development*, 79(6), 1752-1760. (1)

2008

78. Reid,V.M., *Hoehl, S., *Landt, J., & **Striano, T.** (2008). Human infants dissociate structural from dynamic information in biological motion: Evidence from neural systems. *Social, Cognitive and Affective Neuroscience*, 3, 161-167. (1).

77. **Striano, T.** & Reid, V. (2008). Social cognition at the crossroads: Perspectives on understanding others. In T.Striano & V. Reid (Eds). *Social Cognition: Development, Neuroscience and Autism*. Wiley- Blackwell Publishing. (2)

76. Reid, V. & **Striano, T.** (2008). The directed-attention model of infant social cognition: further evidence. in T. Striano & V.M. Reid, Eds., *Social Cognition: Development, Neuroscience and Autism*. Wiley-Blackwell Publishing (2)

75. *Hoehl, S., *Wiese, L., & **Striano, T.** (2008). Young infants' Neural Processing of Objects is Affected by Eye Gaze Direction and Emotional Expression. *PLOS One*, 3(6), 1-6. (1)

74. Schirmer, A., Escoffier, N., Zysset, S., Koester, D., **Striano, T.**, & Friederici, A.D. (2008). When vocal processing gets emotional: On the role of social orientation in relevance detection by the human amygdala. *Neuroimage*, 40, 1402-1410. (1)

73. *Cleveland, A., & **Striano, T.** (2008). Televised social interaction and object learning in 14- and 18-month-old infants. *Infant Behavior and Development*, 31, 326-331. (1)

72. Parise, E., Reid, V. *Stets, M. & **Striano, T.** (2008). Direct eye contact influences the neural processing of objects in 5 month old infants. *Social Neuroscience*, 1-10. (1)

71. Reid, V.M., & Striano, T. (2008). N400 involvement in the processing of action sequences. *Neuroscience Letters*, 433, 93-97. (1)

70. *Hoehl, S., *Palumbo, L., *Heinisch, C. & **Striano, T.** (2008). Infants' attention is biased by emotional expressions and eye gaze direction. *Neuroreport*, 19, 579-582. (1)

69. *Hoehl, S., Reid, V.M., *Mooney, J. & **Striano, T.** (2008). What are you looking at? Infant's neural processing of an adult's object-directed eye gaze. *Developmental Science*,11,10-16. (1).

68. *Kobiella, A., *Grossmann, T., Reid, V.M. & **Striano, T.** (2008). The discrimination of angry and fearful facial expressions in 7-month-old infants: An event-related potential study. *Cognition and Emotion*, 22, 134-146. (1)

2007

67. *Cleveland, A., *Schug, M. & **Striano, T.** (2007). Joint attention and object learning in 5- and 7-month old infants. *Infant and Child Development*, 16, 295-306. (1)

66. *Cleveland, A. & **Striano, T.** (2007). The effects of joint attention on object processing in 4- and 9-month-old infants. *Infant Behavior and Development*, 30,499-504 .(1)

65. **Striano, T.**, Stahl, D., *Cleveland, A. & *Hoehl, S. (2007). Sensitivity to triadic attention between 6 weeks and 3 months of age. *Infant Behavior and Development*, 30, 529-534. (1)

64. *De Groot, I., Roeyers, H., & **Striano, T.** (2007). Gaze following as a function of affective expression in 3, 6, and 9-month-old infants. *Infant Behavior and Development*, 30,492-498. (1)

63. *Grossmann, T., **Striano, T.** & Friederici, A. (2007). Developmental changes in infants'

processing of happy and angry facial expressions: A neurobehavioral study. *Brain and Cognition*, 64, 30-41. (1)

62. Parise, E., *Cleveland, A., Costabile, A. & **Striano, T.** (2007). Influence of vocal cues on learning about objects in joint attention contexts. *Infant Behavior and Development*, 30, 380-384. (1)

61. Reid, V.M., **Striano, T.** & Koops, W. (2007). (Eds). Special issue: Social cognition during infancy. *European Journal of Developmental Psychology*. (5)

60. Reid, V.M. & **Striano, T.** (2007). The directed attention model of infant social cognition. *European Journal of Developmental Psychology*, 4, 100-110. (1)

2006

59. **Striano, T.** & Reid, V.M. (2006). Social cognition in the first year. *Trends in Cognitive Sciences*, 10, 471-476. (2)

58. Bertin, E. & **Striano, T.** (2006). The still-face response in newborn, 1.5-, and 3-month old infants. *Infant Behavior and Development*, 29, 294-297. (1)

57. Chen, X., Reid, V.M. & **Striano, T.** (2006). Oral exploration and reaching toward social and non-social objects in two-, four-, and six- month-old infants. *European Journal of Developmental Psychology*, 3, 1-12. (1)

56. *Cleveland, A., *Kobiella, A. & **Striano, T.** (2006). Intention or expression? Four-month-olds' reactions to a sudden still-face. *Infant Behavior & Development*, 29, 299- 307. (1)

55. *Grossmann, T., **Striano, T.** & Friederici, A.D. (2006). Crossmodal integration of emotional information from face and voice in the infant brain. *Developmental Science*, 9, 309-315. (1)

54. *Liszkowski, U., Carpenter, M., **Striano, T.** & Tomasello, M. (2006). 12- and 18-month-olds point to provide information for others. *Journal of Cognition and Development*, 7, 173-187. (1)

53. *Rakoczy, H., Tomasello, M. & **Striano, T.** (2006). The role of experience and discourse in children's developing understanding of pretend play actions. *British Journal of Developmental Psychology*, 24, 305-335. (1)

52. Reid, V.M., *Hoehl, S. & **Striano, T.** (2006). The perception of biological motion by infants: An event-related potential study. *Neuroscience Letters*, 395, 211-214. (1)

51. **Striano, T.**, Chen, X., *Cleveland, A. & *Bradshaw, S. (2006). Joint attention social cues influence infant learning. *European Journal of Developmental Psychology*, 3, 289-299. (1)

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SELECTION OF RECENT CONFERENCE PRESENTATIONS

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*Zakin, M., *Stamm, M. Fadda, R. & **Striano, T.** (accepted, 2017). Environments that foster drawing: a study on children's preferences for technological media. Society for Research on Child Development. Austin, Texas

*Parente, S. *De-Reubeis, **Striano, T.** (2014). How babies understand playful intentions in natural contexts. International Conference for Infant Studies, Berlin.

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