



**Mathematical Cognition and Learning Society 2019-04-26
Poster Sessions**

Poster presenters are requested to be on hand at the assigned times (see below) to discuss their poster with conference attendees:

- Poster Session 1: Sunday June 16th - 4:00 P.M. - 6:00 P.M.
- Poster Session 2: Monday June 17th - 11:50 A.M. - 1:30 P.M.
- Poster Session 3: Monday June 17th - 4:30 P.M. - 6:15 P.M.
- Poster Session 4: Tuesday June 18th - 11:50 A.M. - 1:30 P.M.

Although the poster session will officially take place at the above times, presenters are encouraged to **set up their poster either in the morning (for lunch time sessions) or after the lunch time session is done (for late afternoon sessions)**. Posters should be **taken down by the end of the assigned poster session**.

We also encourage everyone to add their poster to our Open Science Framework website at:

<https://osf.io/view/MCLS2019/>

P1	Sunday June 16th - 4:00 - 6:00		
1	The Role Of Continuous Visual Cues In Numerosity Perception: A Computational Investigation		Alberto Testolin
2	Parental Beliefs About Math Importance Buffer Against The Effect Of Parental Math Anxiety In Preschool-Aged Children		Alex Silver
3	The Utility Of Audio Recordings For Examining Kindergarten Math Instruction	(P)	Alexa Ellis
4	Modeling Median Estimates Overstates Regularity In Children's Number Line Estimation		Alexandria A. Viegut
5	Teaching Geometric Similarity With Dynamic Digital Technology: A Multiple-Case Study Of Classroom Practices Of English Secondary Mathematics Teachers	(P)	Ali Simsek
6	The Importance Of Representational Shift: An Investigation Of The Cognitive Mechanisms And Individual Differences Underlying Math Performance		Allison Liu
7	Anxiety And Children's Mathematical Learning: Testing An Expressive Writing Intervention		Almaz Mesghina
8	The Neural Correlates Of Mathematical Learning In 8- To 10-Year-Old Children	(P)	Alyssa Kersey
9	Navigating The Relations Between Spatial Processes And Performance On Numerical And Mathematical Tasks		Andie Storozuk
10	Investigating The Influence Of Graphical And Textual Framing On Problem Solving Accuracy And Strategy Use		Anna Bartel
11	Is Computationally-Complex Behavior Embedded In The ANS?		Anna J Wilson
12	Assessing Children's Number Word Learning: A Systematic Review Of The Give-A-Number Task	(P)	Annelot De Rechteren Van Hemert
13	Patterns In Parents' Broad Early Math Support		Ashli-Ann Douglas
14	Task-Evoked Connectivity Of The Putative Number Form Area In Typically Developing Kindergartners		Benjamin Conrad
15	The ERP Effects Of Shared Components In Fraction Comparisons	(P)	Brian Rivera
16	Underpinnings Of Early Addition: Investigating Number Partners Understanding	(P)	Brianna Devlin
17	Is Writing Handedness Involved In The Neural Representation Of Symbolic Number?		Celia Goffin
18	Endpoint Reversal And Digit Dependence In Numerical Estimation		Chenmu Xing

19	Small Vs. Large: An Examination Of Gevers Et Al. (2006) Using Word Primes	(P)	Craig Leth-Steensen
20	Working Memory: Reliability Analysis Of Measures Within Mathematics In Grade School Age Children In The United States	(P)	Dana Miller-Cotto
21	Effects Of Attitudes, Mindset, And Anxiety On Children's Numeracy Attainment		Dawn Short
22	A Deep Learning Method To Compare Problem Similarity In Education.		Dominic Mussack
23	Children's With Different Profiles Of Direction Of Effect Understanding Demonstrated Different Levels Of Mathematics Achievement		Eason Sai-Kit Yip
24	Mathematics Anxiety, Achievement, And Teacher Influences In A Developing Nation		Elayne Teska
25	To The Math Anxious, What Is Considered Math?	(P)	Eli Zaleznik
26	Acquisition Of French Un		Elisabeth Marchand
27	How Preschool Teachers Use Math Talk Across Different Instructional Times And Activities	(P)	Emily Braham
28	"When Will I Need This In The Real World?": Realistic Problem Solving In Sixth Graders		Emily J. Rowe
29	The Emergence Of Gender Gaps In Math Learning During A Single High-Quality Instructional Opportunity		Emily Lyons
30	The Innateness Of Number: A Case Study Using Children's Counting Books		Emily Sanford
31	Comparing Response Modes In Number Line Estimation: Does It Matter When You Respond With A Mouse Or With Your Eyes?		Kelsey J. Mackay
32	Physical Fitness Correlates With Kindergarteners' Mathematics Other Than Language		Li Wang
33	Does It Add Up? Comparing Arithmetic Processing In Bilinguals And Monolinguals	(P)	Mona Anchan
34	Non-Symbolic Comparison Of Stimulus Magnitudes In An Artificial Algebra Without Feedback		Nicola Morton

P2	Monday June 17th - 11:50 - 1:30		
35	Executive Function And Math Achievement: A Meta-Analysis On Early Sex Differences	(P)	Dominic Kelly
36	Development Of Decomposed Parallel Processing In Dual Language Immersion Second Graders	(P)	Emily Speed
37	Factors Contributing To Students' Knowledge Of Mathematical Equivalence: The Case Of Teacher Knowledge And School Resources	(P)	Emine Simsek
38	Testing The Motor Simulation Theory In Processing Canonical And Non-Canonical Finger Numeral Configurations		Firat Soylu
39	Calcularis® Efficacy In Children With Developmental Dyscalculia Barely Familiar With Computers		Flavia Santos
40	The Role Of The Need For Cognition In Math Anxious Students' Mathematic Achievement		Fraulein Retanal
41	Math Vocabulary And Fraction Mapping Skills		Hafsa Hasan
42	Quantity And Quality Of Gestures Are Related To Performance On An Embodied Geometric Estimation Task		Hannah Smith
43	Cross-Cultural Differences In Children's Mathematical Development: Investigating The Home Numeracy Environment	(P)	Heather Lyle
44	Modality Preferred Network In Visual And Auditory Magnitude Processing Predict Arithmetic Performance	(P)	Hui Zhao
45	Cross-Linguistic Effects On Adults' Number Line Estimation Skills		Iro Xenidou-Dervou
46	The Ratio Processing System Supports Non-Symbolic Ratio Arithmetic		Isabella Starling Alves
47	Fractions, Decimals, Percentages: Rational Numbers In Cognitive Arithmetic		Jacob Bornheimer
48	Monotonic Responses To Numerosity In Early Visual Cortex Are Eccentricity Dependent		Jacob Paul
49	Fraction Card Games For Connecting Area Models And Symbols	(P)	Jacob R. Butts
50	Maternal Gender Biases In Early Exposure To Mathematics		Jamie Patronick
51	Algebraic Vs. Arithmetic Conceptions Of 'X' When Solving Missing-Operand Problems		Jeffrey Bye
52	Experience With A Dynamic Algebra Notation System Predicts High-School Students' Algebra Performance		Jenny Yun-Chen Chan
53	Word Problems: How Performance Varies With ADHD Traits And Math Anxiety		Jesse Nietmann

54	Rote Versus Rule: Revisiting The Role Of Language In Mathematical Thinking		Jike Qin
55	An Investigation Into Children's Mathematics Attitudes And Their Arithmetic Fluency: How Do Teachers And Parents Play A Role In Their Development?		Jill Price
56	Cross-Language Differences In Remembering And Identifying Fractions		Jimin Park
57	The Effects Of Technology On Problems-Solving Skills For Low-Achieving Students		Jiyeon Park
58	Effects Of Transcranial Electrical Stimulation On Arithmetic Learning And Neural Plasticity	(P)	Jochen A. Mosbacher
59	Confidence Counts: Relationships Between Math Dispositions And Fractions Knowledge.		John Binzak
60	Effects Of Combined Attention And Math Interventions In At-Risk Pre-Kindergarten Children Are Moderated By Working Memory		Marcia Barnes
61	Gain Scenarios Promote Attention To Number, Instead Of Proportion, During Proportional Reasoning Tasks		Karina Hamamouche
62	Understanding Of Arithmetic Concepts: Does Problem Format Matter?		Katherine M Robinson
63	Exploring Differential Relations Between Spatial Abilities And Domains Of Mathematics In Grade 2	(P)	Katherine Winters
64	Does The Relationship Between Visual Spatial Skills And Mathematical Ability Persist Or Change During Primary School?	(P)	Laura Outhwaite
65	Cognitive Markers Of High And Low Mathematical Performance In Preschool Children		Merel Bakker
66	Assessing The Influence Of Task-Context On The Neural Coding Of Quantities		Michael Slipenkyj
67	Fraction Reduction Is Cued By Division But Not By Multiplication		Shawn Tan
68	Form Perception Predicts Septinary Addition Achievement		Shijia Fang
69	Children's Math Abilities And The Relation To Risky Decision Making: A Study Proposal	(P)	Shirley Duong

P3	Monday June 17th - 4:15 - 6:00		
70	Cross-Notation Symbolic Number Comparison With Single- And Double-Digit Numbers		Irina Surducan
71	Re-Inverting Inversion: Natural Offloading In Number Transcoding?		Julia Bahnmueller
72	Improving Numeracy In Children With Down Syndrome Through Computer-Based Cognitive Training		Marco Zorzi
73	Spatial Biases Induced By Mental Arithmetic And The Impact Of Task Difficulty		Maria Glaser
74	Involving Parents In Children's Learning And Perceptions Of Math Through Board Games		Martin Buschkuehl Brandon Smith
75	Arithmetic Learning In Children – An Fmri Training Study		Merel Declercq
76	Is Bilingualism Really A Plus? Investigating Addition Mechanisms In Children Using Fnirs And Eye-Tracking	(P)	Mona Anchan
77	One-Year Follow-Up On A Classroom-Based Mindfulness Program For Math Anxiety		Nadine Yildiz
78	Non-Symbolic Addition In An Artificial Algebra		Nicola Morton
79	The Development Of Symbolic Magnitude Understanding In Early Childhood	(P)	Nicole Scalise
80	Mathemarmite: A Video Game To Train Children Count		Pedro Cardoso-Leite
81	Why We Love Or Hate Math: How Experiences Shape Attitudes About Math		Rachel Jansen
82	Exploring The Symbolic Math Processing In Immersion And Non-Immersion Students		Renée Whittaker
83	Testing The Specificity And Extent To Which State-Level Math Anxiety Explains The Link Between Trait-Level Math Anxiety And Online Math Performance		Richard Daker
84	Fraction Education Based On Cognitive Neuroscience Theory And 4A-Instructional Model Intermediated By A Lesson Study	(P)	Rogéria Toledo
85	Representing Numerical Information Across Different Formats In The Adult Brain		Ruizhe Liu
86	Using Mathematics Applications As Digital Home Intervention Tool	(P)	Sabrina Shajeen Alam
87	Approximate Number System Acuity In Girls With Turner Syndrome: A Model For Pathways To MLD		Sarah Lukowski

88	Variables That Influence The Algebra Performance Of University Students		Sarah Powell
89	Representation And Processing Of Exponential Expressions		Sashank Varma
90	Cognitive Support For Learning Fractions By Analogy		Shuyuan Yu
91	Evaluating The Neural Correlates Of Fraction Arithmetic: An Fmri Study	(P)	Silke M. Bieck
92	Number Sense In Children With Cerebral Palsy		Silvia Cristina De Freitas Feldberg
93	Componential Vs. Holistic Processing Of Fractions: A Cross-Language Difference Of Fraction Reading Order In English And Korean		Soo-Hyun Im
94	Nonsymbolic Number Processing In Children With Hearing Loss		Stacee Santos
95	The Brain Correlates Of Numerical Order Processing And Their Relationship To Arithmetic Performance In Children: A Functional MRI Study		Stephan E. Vogel
96	Influences Of Stimulus Complexity On Infant Number Discrimination: Shapes Vs. Faces		Taylor Williams
97	From The Eye Of Children With Mathematics Learning Disability: Do They Perceive Arithmetic Word Problems Differently?		Terry Tin-Yau Wong
98	Knowing How And What To Count: Children's Conceptual Counting Mistakes Are Uniquely Related To Early Numeracy		Theresa Elise Wege
99	Early Numerical Skills And School Trajectory		Victor Koleszar
100	How Is Finger Counting Related To Addition Learning In First Graders?		Vitor Geraldi Haase
101	The Number-Weight Illusion		Wolf Schwarz
102	Perceptions Of The Magnitude Of Mathematical Language Terms In Preschoolers And Adults	(P)	Yemimah King
103	Different Roles Of Number-Quantity Processing In The Development Of Children's Arithmetic Skills		Yiyun Zhang
104	Where And Under What Conditions Do Spatial And Numerical Cognition Converge And Diverge In The Brain? An fMRI Meta-Analysis.		Zachary Hawes

P4	Tuesday June 18th - 11:50 - 1:30		
105	The Contributions Of Cognitive, Numeracy, And Motivational Factors For Middle Childhood Math Performance		Allison Liu
106	Individual And Developmental Differences In The Neurocognitive Integration Of Number Notations And Their Relation To Math Competence	(P)	Darren Yeo
107	Reverse Distance Effects Do Not Exist		Eli Zaleznik
108	Learning Under Pressure: Impacts Of Stereotype Threat Vs. Incentives On Conceptual Math Learning		Emily Lyons
109	Symbols Are Special: An Fmri Adaptation Study Of Symbolic, Nonsymbolic And Non-Numerical Magnitude Processing In The Human Brain		H Moriah Sokolowski
110	Modality Preferred Network In Visual And Auditory Magnitude Processing Predict Arithmetic Performance	(P)	Hui Zhao Jianing Lv
111	Impact Of Association, Interference, And Priming On Math Story Problems		Jill Turner
112	Math Anxiety Changes In Response To Math Learning, Task, And Difficulty		Kelly Trezise
113	Do School Psychologists Believe They Know Enough Mathematics?		Kelsey Gould
114	The Role Of The Base-10 System In Processing Magnitudes Using The Number Line Estimation Task	(P)	Kelsey J. Mackay
115	The Effect Of Formal Math Instruction On Research Findings: A Cross-Educational Study	(P)	Kiran Vanbinst
116	Number Accuracy And Arithmetic In Two Children With Mathematics Learning Disabilities After A Computerized Number Line Intervention		Laetitia Marcon
117	Inducing A Mathematical Formula Buffers Against Overgeneralization		Lauren N. Sprague
118	Gender Differences In Math And Spatial Anxiety And Self-Concept In Early Elementary School		Lindsey Hildebrand
119	Bias Towards Fraction Components And Math Achievement In Low-Income College Students		Linsah Coulanges
120	How Chilean Children's And Parents' Beliefs About Who Does Math Influence Math Learning		M. Francisca Del Rio
121	Fingers Dexterity Predicts Early Math Skills Development: Insight From 3D Human Motion Analyses		Maëlle Neveu
122	Parent And Child Spontaneous Focus On Number And Mathematical Talk During Play Activities	(P)	Mary Depascale

123	Flexible Attention To Numerical And Spatial Magnitudes In Early Childhood		Mary Fuhs
124	Neural Correlates For The Outcome Of Spaced Versus Massed Learning In Arithmetic		Mengyi Li
125	Exploring Differences In Domain-Specific And Domain-General Abilities Between Mathematicians And Non-Mathematicians.	(P)	Michaela A. Meier
126	Abacus Training Decreases The Prevalence Of Developmental Dyscalculia In China		Yujie Lu
127	One, Two, Three, What? Investigating The Distance Effect In Sequential Number Processing: A P300 Study	(P)	Nathaniel Shannon
128	The Relation Between Math-Talk And Math-Gestures For Parent-Child Dyads		Raychel Gordon
129	Fingers Come In Handy: Does Finger Use Support Learning A Pseudo-Number-Word Sequence?	(P)	Roberta Barrocas
130	Measuring Preschool Children's Affective Attitudes Towards Mathematics		Xiao Zhang
131	Effects Of A Non-Symbolic Fraction Intervention On Proportional Reasoning	(P)	Roberto A. Abreu-Mendoza
132	Sex Differences In Early Executive Function Components Vary By Measurement Type		Sammy Ahmed
133	Measuring The Quality Of Parent-Child Interactions And The Relation To Preschool-Aged Children's Math Skills		Shirley Duong
134	Linguistic Influences On Number Line Estimation: Digit Identity And Inversion Effects		Sophie Savelkouls
135	Word-Problem Solving In English Language Learners		Stephanie Hadden
136	Rules Of Order: Evidence For A Fundamental Bias When Processing The Ordinality Of Numbers		Sylvia Gattas
137	Enhancing Multi-Digit Number Knowledge Through Number Board Games		Winnie Wai Lan Chan
138	Assessing Math Performance Errors In Young Girls: Considering Age, Race And Self-Efficacy When Designing Math Interventions		Yvette Harris
139	Intelligence Mediates The Relationship Between Exact Arithmetic And Verbal Working Memory		Zhang Tingyan

Note: P = Pre-registration poster