



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	Patterns In Parents' Broad Early Math Support		Ashli-Ann Douglas
13	Task-Evoked Connectivity Of The Putative Number Form Area In Typically Developing Kindergartners		Benjamin Conrad
14	The ERP Effects Of Shared Components In Fraction Comparisons	(P)	Brian Rivera
15	Underpinnings Of Early Addition: Investigating Number Partners Understanding	(P)	Brianna Devlin
16	Is Writing Handedness Involved In The Neural Representation Of Symbolic Number?		Celia Goffin
17	Endpoint Reversal And Digit Dependence In Numerical Estimation		Chenmu Xing
18	Small Vs. Large: An Examination Of Gevers Et Al. (2006) Using Word Primes	(P)	Craig Leth-Steensen

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

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

53	An Investigation Into Children's Mathematics Attitudes And Their Arithmetic Fluency: How Do Teachers And Parents Play A Role In Their Development?		Jill Price
54	Cross-Language Differences In Remembering And Identifying Fractions		Jimin Park
55	The Effects Of Technology On Problems-Solving Skills For Low-Achieving Students		Jiyeon Park
56	Effects Of Transcranial Electrical Stimulation On Arithmetic Learning And Neural Plasticity	(P)	Jochen A. Mosbacher
57	Confidence Counts: Relationships Between Math Dispositions And Fractions Knowledge.		John Binzak
58	Effects Of Combined Attention And Math Interventions In At-Risk Pre-Kindergarten Children Are Moderated By Working Memory		Marcia Barnes
59	Gain Scenarios Promote Attention To Number, Instead Of Proportion, During Proportional Reasoning Tasks		Karina Hamamouche
60	Understanding Of Arithmetic Concepts: Does Problem Format Matter?		Katherine M Robinson
61	Exploring Differential Relations Between Spatial Abilities And Domains Of Mathematics In Grade 2	(P)	Katherine Winters
62	Does The Relationship Between Visual Spatial Skills And Mathematical Ability Persist Or Change During Primary School?	(P)	Laura Outhwaite
63	Cognitive Markers Of High And Low Mathematical Performance In Preschool Children		Merel Bakker
64	Assessing The Influence Of Task-Context On The Neural Coding Of Quantities		Michael Slipenkyj
65	Fraction Reduction Is Cued By Division But Not By Multiplication		Shawn Tan
66	Form Perception Predicts Septinary Addition Achievement		Shijia Fang
67	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		
68	Cross-Notation Symbolic Number Comparison With Single- And Double-Digit Numbers		Irina Surducan
69	Re-Inverting Inversion: Natural Offloading In Number Transcoding?		Julia Bahnmüller
70	Improving Numeracy In Children With Down Syndrome Through Computer-Based Cognitive Training		Marco Zorzi
71	Spatial Biases Induced By Mental Arithmetic And The Impact Of Task Difficulty		Maria Glaser
72	Involving Parents In Children's Learning And Perceptions Of Math Through Board Games		Martin Buschkuehl Brandon Smith
73	Arithmetic Learning In Children – An Fmri Training Study		Merel Declercq
74	Is Bilingualism Really A Plus? Investigating Addition Mechanisms In Children Using Fmris And Eye-Tracking	(P)	Mona Anchan
75	One-Year Follow-Up On A Classroom-Based Mindfulness Program For Math Anxiety		Nadine Yildiz
76	Non-Symbolic Addition In An Artificial Algebra		Nicola Morton
77	The Development Of Symbolic Magnitude Understanding In Early Childhood	(P)	Nicole Scalise
78	Mathemarmite: A Video Game To Train Children Count		Pedro Cardoso-Leite
79	Exploring The Symbolic Math Processing In Immersion And Non-Immersion Students		Renée Whittaker
80	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
81	Fraction Education Based On Cognitive Neuroscience Theory And 4A-Instructional Model Intermediated By A Lesson Study	(P)	Rogéria Toledo
82	Representing Numerical Information Across Different Formats In The Adult Brain		Ruizhe Liu
83	Using Mathematics Applications As Digital Home Intervention Tool	(P)	Sabrina Shajeen Alam
84	Approximate Number System Acuity In Girls With Turner Syndrome: A Model For Pathways To MLD		Sarah Lukowski

85	Variables That Influence The Algebra Performance Of University Students		Sarah Powell
86	Representation And Processing Of Exponential Expressions		Sashank Varma
87	Cognitive Support For Learning Fractions By Analogy		Shuyuan Yu
88	Evaluating The Neural Correlates Of Fraction Arithmetic: An Fmri Study	(P)	Silke M. Bieck
89	Number Sense In Children With Cerebral Palsy		Silvia Cristina De Freitas Feldberg
90	Componential Vs. Holistic Processing Of Fractions: A Cross-Language Difference Of Fraction Reading Order In English And Korean		Soo-Hyun Im
91	Nonsymbolic Number Processing In Children With Hearing Loss		Stacee Santos
92	The Brain Correlates Of Numerical Order Processing And Their Relationship To Arithmetic Performance In Children: A Functional MRI Study		Stephan E. Vogel
93	Influences Of Stimulus Complexity On Infant Number Discrimination: Shapes Vs. Faces		Taylor Williams
94	From The Eye Of Children With Mathematics Learning Disability: Do They Perceive Arithmetic Word Problems Differently?		Terry Tin-Yau Wong
95	Knowing How And What To Count: Children's Conceptual Counting Mistakes Are Uniquely Related To Early Numeracy		Theresa Elise Wege
96	Early Numerical Skills And School Trajectory		Victor Koleszar
97	How Is Finger Counting Related To Addition Learning In First Graders?		Vitor Geraldi Haase
98	The Number-Weight Illusion		Wolf Schwarz
99	Perceptions Of The Magnitude Of Mathematical Language Terms In Preschoolers And Adults	(P)	Yemimah King
100	Different Roles Of Number-Quantity Processing In The Development Of Children's Arithmetic Skills		Yiyun Zhang
101	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		
102	The Contributions Of Cognitive, Numeracy, And Motivational Factors For Middle Childhood Math Performance		Allison Liu
103	Individual And Developmental Differences In The Neurocognitive Integration Of Number Notations And Their Relation To Math Competence	(P)	Darren Yeo
104	Reverse Distance Effects Do Not Exist		Eli Zaleznik
105	Learning Under Pressure: Impacts Of Stereotype Threat Vs. Incentives On Conceptual Math Learning		Emily Lyons
106	Symbols Are Special: An Fmri Adaptation Study Of Symbolic, Nonsymbolic And Non-Numerical Magnitude Processing In The Human Brain		H Moriah Sokolowski
107	Mathematics Anxiety, Achievement, And Teacher Influences In A Developing Nation		Elayne Teska
108	Impact Of Association, Interference, And Priming On Math Story Problems		Jill Turner
109	Math Anxiety Changes In Response To Math Learning, Task, And Difficulty		Kelly Trezise
110	Do School Psychologists Believe They Know Enough Mathematics?		Kelsey Gould
111	The Role Of The Base-10 System In Processing Magnitudes Using The Number Line Estimation Task	(P)	Kelsey J. Mackay
112	The Effect Of Formal Math Instruction On Research Findings: A Cross-Educational Study	(P)	Kiran Vanbinst
113	Number Accuracy And Arithmetic In Two Children With Mathematics Learning Disabilities After A Computerized Number Line Intervention		Laetitia Marcon
114	Inducing A Mathematical Formula Buffers Against Overgeneralization		Lauren N. Sprague
115	Gender Differences In Math And Spatial Anxiety And Self-Concept In Early Elementary School		Lindsey Hildebrand
116	Bias Towards Fraction Components And Math Achievement In Low-Income College Students		Linsah Coulanges
117	How Chilean Children's And Parents' Beliefs About Who Does Math Influence Math Learning		M. Francisca Del Rio
118	Fingers Dexterity Predicts Early Math Skills Development: Insight From 3D Human Motion Analyses		Maëlle Neveu
119	Parent And Child Spontaneous Focus On Number And Mathematical Talk During Play Activities	(P)	Mary Depascale

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

Note: P = Pre-registration poster