

# SHELBY SUTHERLAND, Ph.D.

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**Banting Postdoctoral Fellow, 2017-present**, Department of Psychology, University of Toronto  
**Postdoctoral Fellow, 2016-2017**, Department of Psychology, University of Toronto  
**Ph.D., 2016**, Developmental Psychology, University of Illinois at Urbana-Champaign  
**Masters of Arts, 2013**, Psychology, University of Illinois at Urbana-Champaign  
**Masters of Applied Science, 2011**, Developmental Communication Sciences, University of Waterloo  
**Honours Bachelors of Arts, 2010**, Psychology Major, Philosophy Minor, University of Waterloo

## PUBLICATIONS

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- Sutherland, S. L. & Cimpian, A. (2019).** Developmental Evidence for a Link between the Inherence Bias in Explanation and Psychological Essentialism. *Journal of Experimental Child Psychology*, *177*, 265-281. (Analytic Syntax and Raw Data available on Open Science Framework.)
- Rule, N. O. & **Sutherland, S. L. (2017).** The social categorization of faces: Evidence from obvious and ambiguous groups. *Current Directions in Psychological Science*, *26*, 231-236.
- Sutherland, S. L. & Cimpian, A. (2017).** Inductive generalization relies on category representations. *Psychonomic Bulletin & Review*, *24*, 632-636.
- Sutherland, S. L. & Cimpian, A. (2015).** An explanatory heuristic gives rise to the beliefs that words are well suited for their referents. *Cognition*, *143*, 228-240.
- See also: Sutherland, S. L. (2015, Sept. 23). Why do people feel ‘a rose by any other name’ wouldn’t fit as well? *The Conversation*.
- Sutherland, S. L. & Cimpian, A. (2015).** Children show heightened knew-it-all-along errors when learning new facts about kinds: Evidence for the power of kind representations in children’s thinking. *Developmental Psychology*, *51*, 1115-1130.
- Sutherland, S. L. & Cimpian, A., Leslie, S.-J., & Gelman, S. A. (2015).** Memory errors reveal a bias to spontaneously generalize to categories. *Cognitive Science*, *39*, 1021-1046.
- Sutherland, S. L. & Friedman, O. (2013).** Just pretending can be really learning: Children use pretend-play as a source for acquiring generic knowledge. *Developmental Psychology*, *49*, 1660-1688.
- Sutherland, S. L. & Friedman, O. (2012).** Preschoolers acquire general knowledge by sharing in pretense. *Child Development*, *83*, 1064-1071.

## PRESENTATIONS

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### INVITED TALKS:

- Sutherland, S. L. (2018, January).** *Category learning across development*. Developmental Psychology research group, University of Waterloo.
- Sutherland, S. L. (2017, November).** *Category learning across development*. Ebbinghaus Empire Series, University of Toronto.
- Sutherland, S. L. (2017, January).** *Learning about categories across development*. Department of Psychology, York University (Canada).

**Sutherland, S. L.** (2016, November). *Learning about categories across development*. Department of Psychology, University of Toronto Mississauga.

**Sutherland, S. L.** (2016, November). *Learning about categories across development*. Department of Psychology, University of Toronto Scarborough, Department of Psychology.

**Sutherland, S. L.** (2014, October). *What are the origins of essentialism? A basic explanatory process lays the foundation for the development of essentialist beliefs*. Cognitive Psychology research group, Northwestern University.

#### CONFERENCE TALKS:

**Sutherland, S. L.** & Cimpian, A., Leslie, S.-J., & Gelman, S. A. (2016, May). Adults reveal an implicit bias to make inferences about kinds. In G. Csibra (Chair), *Genericity bias in development: Where does it come from and what is it good for?* Symposium conducted at the Biennial International Congress of Infant Studies. New Orleans, LA.

**Sutherland, S. L.** & Cimpian, A. (2016, January). *Foundations for the development of essentialist beliefs: The role of general explanatory process*. Paper presented at the Budapest CEU Conference on Cognitive Development. Budapest, HU.

Cimpian, A., **Sutherland, S. L.**, & Tworek, C. M. (2014, July). Essentialism is an offshoot of a broader, earlier-developing inherence heuristic. In H. Rakoczy (Chair), *The evolutionary, developmental and cognitive foundations of psychological essentialism*. Symposium conducted at the Biennial International Conference on Infant Studies. Berlin, Germany.

Cimpian, A., & **Sutherland, S. L.** (2014, July). The case for early abstraction in children's conceptual representations. In E. H. Wojcik (Chair), *Specificity vs. generalization in early representations of words, objects, and concepts*. Symposium conducted at the Biennial International Conference on Infant Studies. Berlin, Germany.

**Sutherland, S. L.**, & Cimpian, A. (2013, April). Information about kinds is privileged in children's thinking: Evidence from a Generic Déjà Vu Effect. In A. Gulgoz (Chair), *The centrality of generic knowledge in early conceptual development*. Paper presented at the Biennial Meeting of the Society for Research in Child Development. Seattle, WA.

Cimpian, A., Bian, L., & **Sutherland, S. L.** (2013, April). The origins of children's beliefs about achievement: Thinking about the abilities of groups causes 4-year-olds to devalue effort. In A. Cimpian (Chair), *Achievement beliefs and the origin of gender gaps: New ideas, new evidence*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development. Seattle, WA.

Friedman, O., & **Sutherland, S. L.** (2013, April). Children selectively acquire generic knowledge from shared pretense. In P. Ganea (Chair), *Preschoolers transfer information from fiction to reality*. Symposium at the Biennial Meeting of the Society for Research in Child Development. Seattle, WA.

**Sutherland, S. L.**, & Cimpian, A. (2011, October) Generic language impairs performance and induces maladaptive beliefs about achievement in young children. In C. Kalish (Chair), *Specific generalities: Learning at different levels*. Symposium conducted at the Biennial Meeting of the Cognitive Development Society. Philadelphia, PA.

Friedman, O. & **Sutherland, S. L.** (2011, March). Acquiring generic knowledge through shared pretend play. In A. Cimpian & O. Friedman (Chairs), *How do children acquire generic knowledge?* Symposium conducted at Society for Research in Child Development. Montreal, QC.

## POSTERS

**Sutherland, S. L. & Rule, N. O.** (2017, October). *Developmental shifts in the preference to learn about social categories versus individuals belonging to those categories*. Poster presented at the Biennial Meeting of the Cognitive Development Society. Portland, OR.

Horne, Z., Cimpian, A., & **Sutherland, S. L.** (2014, February). *Your brain is like the first copy of The Great Gatsby: The link between intuitions about personal identity and essentialist beliefs about objects*. Poster session at the 15<sup>th</sup> Annual Meeting of the Society for Personality and Social Psychology. Austin, TX.

**Sutherland, S. L. & Cimpian, A.** (2013, October). *The origins of psychological essentialism: The case for the inherence heuristic*. Poster presented at the Biennial Meeting of the Cognitive Development Society. Memphis, TN.

**Sutherland, S. L. & Cimpian, A.** (2013, October). *The inherence heuristic as an explanation for nominal realism*. Poster presented at the Biennial Meeting of the Cognitive Development Society. Memphis, TN.

**Sutherland, S. L. & Cimpian, A.** (2013, April). *Nominal realism as an instance of broader inherence-based reasoning*. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Seattle, WA.

**Sutherland, S. L. & Cimpian, A.** (2012, June). *Children think they have always known generic facts that they just learned*. Poster presented at the Biennial International Conference on Infant Studies. Minneapolis, MN.

Cimpian, A., **Sutherland, S. L.**, Bian, L. (2011, October). *Exposure to generic language induces rapid changes in children's naive theories about achievement*. Poster session at the Biennial Meeting of the Cognitive Development Society. Philadelphia, PA.

**Sutherland, S. L. & Friedman, O.** (2011, June). *Shared pretense facilitates learning*. Poster presented at The Canadian Psychological Association's 72nd Annual Convention. Toronto, ON.

**Sutherland, S. L. & Friedman, O.** (2011, January). *Shared pretense communicates general knowledge*. Poster presented at the Budapest CEU Conference on Cognitive Development. Budapest, HU.

**Sutherland, S. L. & Friedman, O.** (2010, March). *Pretend play as natural pedagogy*. Poster presented at Biennial International Conference on Infant Studies. Baltimore, MD.

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## TEACHING/MENTORING

### INSTRUCTOR:

PSYCH 363- Research Methods in Developmental Psychology- University of Illinois (Summer 2015)

### MENTOR:

#### **Current**

Lola Wazir- Research Assistant (Sept 2018- present)

Yuki Cai- High School Research Assistant (Sept 2018- present)

Tania Muthu- Research Assistant (Sept 2018- present)

Gloria Rebello- Research Assistant (Sept 2018- present)

McLean (Mac) Morgan- Research Assistant (May 2018- present)

Jonathan Tavares- Research Assistant (May 2018- present)

Tyler Delmore- Research Opportunity Position (Dec 2017- present)

Kristina Axenova- Research Assistant (Sept 2017- present)

Nada Abou Seif- Research Assistant (Sept 2017- present)  
Alston Lo- High School Research Assistant (Sept 2017- present)  
Jinisha Panjwani- Research Opportunity Position & Research Assistant (May 2017- present)  
Rachel Eng- Research Assistant (Jan 2017- present)

### **Past**

Jill Sigler- Research Assistant (July 2017- April 2018)  
Ramez Fares- Research Assistant (May- Aug 2017)  
Yejin (Esther) Lee- Research Assistant (Feb 2017- June 2018)  
Sophia Liao- Research Assistant (Feb 2017- April 2018)  
Hamid Qureshi- Research Assistant (Sept 2016- April 2018)  
Alex Chang- Research Assistant (Jan 2017- June 2017)  
Fred Elazar- Research Assistant (Aug 2017)  
Seraphina Seo - Research Assistant (Feb- Aug 2017)  
Robert Bulford- Undergraduate Research Opportunity Position (May- Aug 2017)  
Jala Alsoufi- Research Assistant (Sept 2016- Jan 2017)  
Matt Workman- Undergraduate Research Thesis student (Aug 2015- May 2016)  
Alana Glickman- Capstone Undergraduate Research Thesis student (Aug 2014- May 2015)  
Neetika Thapan- Undergraduate Research Thesis student (Aug 2014- May 2015)  
Desiree Garcia- Undergraduate Research Thesis student (Aug 2014- May 2015)  
Hannah Travis- Undergraduate Research Thesis student (Jan 2014- Dec 2014)  
Chelsea Hart- Undergraduate Research Thesis student (Aug 2013- May 2014)

### GUEST LECTURER:

PSYCH 462- How Children Think- University of Illinois (March 2015) Topic: Language and Thought  
PSYCH 216- Child Psychology- University of Illinois (Nov 2013) Topic: Achievement Motivation

### TEACHING ASSISTANT:

PSYCH 393- Research in Developmental Psychology- University of Waterloo (Fall 2010)

### FUNDING

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| 2018-2020 | <b>Social Sciences and Humanities Research Council of Canada (SSHRC)</b><br>Insight Development Grant<br>Title: <i>How the drive to learn about social categories facilitates implicit generalizations across development</i><br>Role: Principal Investigator<br>Total: \$38 781 |
| 2017-2019 | <b>Social Sciences and Humanities Research Council of Canada (SSHRC)</b><br>Banting Postdoctoral Fellowship<br>Title: <i>Explicit and implicit biases to learn about social categories: An investigation of their development and how to restrict them</i><br>Total: \$140 000   |
| 2015-2016 | <b>American Psychological Foundation (APF)</b><br>Elizabeth Munsterberg Koppitz Graduate Student Fellowship<br>Title: <i>How do children make sense of the world? An investigation of the process of explanation</i><br>Total: \$25 000  |

- 2012-2015 **Natural Sciences and Engineering Research Council of Canada (NSERC)**  
 Postgraduate Scholarship  
 Title: *Children think they have always known newly acquired generic facts*  
 Total: \$63 000
- 2012-2015 **Natural Sciences and Engineering Research Council of Canada (NSERC)**  
 Alexander Graham Bell Canadian Graduate Scholarship  
 Title: *Children think they have always known newly acquired generic facts*  
 Total: \$105 000 (declined)
- 2011-2012 **Natural Sciences and Engineering Research Council of Canada (NSERC)**  
 Postgraduate Scholarship  
 Title: *Pretense facilitates general knowledge acquisition*  
 Total: \$17 300
- 2011-2012 **Natural Sciences and Engineering Research Council of Canada (NSERC)**  
 Alexander Graham Bell Canadian Graduate Scholarship  
 Title: *Pretense facilitates general knowledge acquisition*  
 Total: \$17 500 (declined)
- 2011-2012 **Ontario Graduate Scholarship (OGS)**  
 Total: \$15 000 (declined)
- 2010-2011 **Ontario Graduate Scholarship (OGS)**  
 Total: \$15 000
- 2010-2011 **University of Waterloo President's Graduate Scholarship**  
 Total: \$10 000

#### AWARDS

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Alumni Advisory Board Graduate Student Travel Award- 2016- \$350  
 Developmental Division Conference Travel Award- 2016- \$200  
 Teacher Ranked as Excellent- Summer- 2015  
 J. McVicker Hunt Award for Excellence in Graduate Research and Scholarship- 2015- \$150  
 SRCD Student Travel Award- 2013- \$300  
 Developmental Division Conference Travel Award- 2011- \$200  
 NSERC Undergraduate Student Research Award, Advisor: Dr. Ori Friedman- 2009- \$4 500  
 NSERC Undergraduate Student Research Award, Advisor: Dr. Colin MacLeod- 2008- \$4 500

#### AD-HOC REVIEWER

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Child Development  
 Cognition  
 Cognitive Development  
 Frontiers  
 Infancy  
 Journal of Experimental Social Psychology  
 Journal of Nonverbal Behavior  
 Journal of Personality and Social Psychology  
 Lingua