

Sarah Dunphy-Lelii

(formerly Sarah Lopez-Duran)

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CURRENT TITLE: **Associate Professor of Psychology**
Bard College, Annandale--on--Hudson, NY
12504

EDUCATION: **Ph.D., Developmental Psychology** (*December 2006*)
University of Michigan, Ann Arbor, MI 48105

M.A., Developmental Psychology (*January 2003*)
University of Michigan, Ann Arbor, MI 48105

B.A. with Honors in Psychology (*May 2000*)
The Pennsylvania State University, University Park, PA 16802
Schreyer Honors College, Summa Cum Laude, Phi Beta Kappa

RESEARCH INTERESTS:

Infant precursors to preschool social cognition, preschool social cognition, theory of mind, imitation, development of self-awareness and self-recognition, early sociocognitive indicators of autism spectrum disorders, self-recognition and autobiographical memory in autism, cognitive evolution, and primate cognition.

PUBLICATIONS

1. **Dunphy--Lelii, S.**, McGivern, L., Hooley, M., Skouteris, H., & Cox, R. (2014). Can I reach that sticker? Preschoolers' practical judgments about their own and others' body size. *Journal of Cognition and Development, 15*(4), 584--598.
2. **Dunphy--Lelii, S.**, Hooley, M., McGivern, L., Guha, A., & Skouteris, H. (2014). Preschoolers' body--knowledge inaccuracy: Body dissatisfaction or perceptual self-deficit? *Early Child Development and Care*.
3. **Dunphy--Lelii, S.**, LaBounty, J., Lane, J., & Wellman, H. (2014). The social context of infant intention understanding. *Journal of Cognition and Development, 15*(1), 60--77.
4. **Dunphy--Lelii, S.** (2014). Initial investigations into preschoolers' mirror--style versus transposed bodily imitation. *Canadian Journal of Experimental Psychology, 68*(1), 38--45.
5. **Dunphy--Lelii, S.** & Wellman, H. (2011). Delayed self recognition: An autism--specific difficulty? *Research in Autism Spectrum Disorders, 6*(1), 212--223.
6. Povinelli, D., Reaux, J., **Dunphy--Lelii, S.**, & Vonk, J. (2011). Weight as impediment. In Povinelli, D. (Ed.) World without weight: perspectives on an alien mind (Ch 5). Oxford, Oxford University Press.
7. Wellman, H., **Lopez--Duran, S.**, LaBounty, J., & Hamilton, B. (2008). Infant attention to intentional action predicts preschool theory of mind. *Developmental Psychology, 44*(2), 618--623.

8. **Dunphy--Lelii, S.** & Wellman, H. (2004). Infants' understanding of others' line-of-sight: Implications for an emerging theory of mind. *European Journal of Developmental Psychology*, 1(1), 49--66.
9. Wellman, H., Phillips, A., **Dunphy--Lelii, S.**, LaLonde, N. (2004). Infant social attention predicts preschool social cognition. *Developmental Science*, 7(3), 283--288.
10. Povinelli, D.J., Theall, L., Reaux, J., & **Dunphy--Lelii, S.** (2003). Chimpanzees spontaneously alter the location of their gestures to match the attentional orientation of others. *Animal Behaviour*, 66 (1), 71--79.
11. Povinelli, D.J., **Dunphy--Lelii, S.**, Reaux, J., & Mazza, M. (2002). Psychological diversity in chimpanzees and humans: New longitudinal assessments of chimpanzee's understanding of attention. *Brain, Behavior and Evolution*, 59, 33--53.
12. Povinelli, D. J. & **Dunphy--Lelii, S.** (2001). Do chimpanzees seek explanations? Preliminary comparative investigations. *Canadian Journal of Experimental Psychology*, 55(2), 185--193.

PROFESSIONAL PRESENTATIONS

1. Cruz, A., Swanson, R., & Shu, W. & **Dunphy--Lelii, S.** (2015). *Preschoolers' non-conscious imitation of task-irrelevant movements depends on their social context*. Poster presented at the meeting of the Cognitive Development Society, Columbus, OH.
2. **Dunphy--Lelii, S.** (2015). *Theory of Mind in non-humans: Comparative methodologies*. Invited talk presented at the annual meeting of the American Psychological Association, Toronto, Canada.
3. **Dunphy--Lelii, S.** & Lane, K. (2013). *Effects of collaborative vs competitive priming on imitation: A developmental investigation*. Poster presented at the meeting of the Cognitive Development Society, Memphis, TN.
4. **Dunphy--Lelii, S.**, Skouteris, H., & Hooley, M. (2011). *Preschoolers' body size judgments: Implications for decision-making*. Poster presented at the meeting of the Cognitive Development Society, Philadelphia, PA.
5. **Dunphy--Lelii, S.** (2011). *Mirror-style imitation increases with age and Theory of Mind performance*. Symposium talk presented at the meeting of the Society for Research in Child Development, Montreal, Canada.
6. **Dunphy--Lelii, S.** (2011). *Self- and other-knowledge between 3 and 5 years of age*. Invited talk presented at the University of Massachusetts, Amherst, MA.
7. **Lopez--Duran, S.** (2010). *Distinguishing self from other in autism*. Invited talk presented at SUNY Albany, Albany, NY.
8. **Lopez--Duran, S.** (2009). *A link between perspective-taking and body-matching in preschoolers*. Poster presented at the Child Development Society, San Antonio, TX.
9. **Lopez--Duran, S.** (2008). *New techniques in investigating the relationship between visual and sociocognitive perspective-taking in preschoolers*. Invited symposium talk presented at Tulane University, New Orleans, LA.
10. LaBounty, J., Wellman, H., **Lopez--Duran, S.**, & Hamilton, B. (2008). *Contributions of mother-infant interactions to concurrent and later social cognitive reasoning*. Poster presented at the International Society for Infant Study, Vancouver, Canada.
11. **Lopez--Duran, S.** (2007). *Self-memory and delayed self-recognition in typical development and autism*. Poster presented at the Cognitive Development Society, Santa Fe, New Mexico.
12. **Lopez--Duran, S.** (2007). *The self through time: Autobiographical memory and delayed self-recognition in typical development and autism*. Symposium talk at the Jean Piaget Society, Amsterdam, Netherlands.

13. **Lopez--Duran, S.,** LaBounty, J., Hamilton, B., & Wellman, H. (2007). *Infant attention to intentional action predicts preschool theory of mind*. Poster presented at the Society for Research in Child Development, Boston, Massachusetts.
14. **Lopez--Duran, S.** (2005). *The link between autobiographical memory and self-recognition in children with autism*. Poster presented at the Cognitive Development Society, San Diego, California.
15. **Dunphy--Lelii, S.** & Wellman, H. (2005). *Infants' Understanding of Others' Attention and Intention: Implications for an Emerging Theory of Mind*. Symposium talk at the Society for Research in Child Development, Atlanta, Georgia.
16. **Dunphy--Lelii, S.** (2004). *Mirror Self-Recognition and Imitation: Development of Self in Autism*. Talk at the LIFE conference (Life Course: Evolutionary and Ontogenetic Dynamics), Berlin, Germany.
17. **Dunphy--Lelii, S.** (2004). *Infants' Understanding That 'Seeing' Equals 'Knowing: The Role of Surprise: Further Investigations*. Poster presented at the International Society for Infant Study, Chicago, Illinois.
18. **Dunphy--Lelii, S.** (2004). *Theory of Mind in Chimpanzees: Insights from Comparative Work*. Invited talk at "Evolutionary Neighbors: From Genes to Mind", Kyoto, Japan.
19. **Dunphy--Lelii, S.** (2004). *Theory of Mind in Chimpanzees: Insights from Comparative Work*. Poster presented at "African Great Apes: Evolution, Diversity, and Conservation", Kyoto, Japan.
20. **Dunphy--Lelii, S.** & Wellman, H. (2003). *Infants' Understanding That 'Seeing' Equals 'Knowing: The Role of Surprise*. Poster presented at the Cognitive Development Society, Park City, Utah.
21. **Dunphy--Lelii, S.** & Wellman, H. (2003). *What Children Understand About Occlusion of Others' Line-of-Sight: Implications for an Emerging Theory of Mind*. Poster presented at the Society for Research in Child Development, Tampa, Florida.

AWARDS AND HONORS

Bard Research Fund Grant (\$5,200), Bard College, *May 2017*

Bard Research Fund Grant (\$18,000), Bard College, *May 2009*

Departmental Associate, UM Department of Psychology (Sept 2005 – Sept 2006)

Psychology Dissertation Grant: *March 2005*

Barbara Perry Roberson Master's Thesis Award: *April 2004*

RESEARCH EXPERIENCE:

Child Development Project at Bard College

Director (Spring 2007 – Present)

Created an on-campus research laboratory for the study of child cognitive development. Children from the community between the ages of 2--5 years participate in a variety of projects designed to investigate the emergence of perspective-taking and self-awareness during the preschool years. Thus far, our database for on-site testing includes 198 volunteer families, and 101 children have participated on-site in Preston Hall. The laboratory also offers mobile testing for interested families unable to travel to campus. Work currently proceeds at 8 local nursery schools and a children's museum; 366 additional local children have participated off-campus to-date.

Ngogo Chimpanzee Project, Kibale National Park, Uganda

Field Researcher (July – December 2016)

Worked as part of an international collaborative team to track, observe, and collect data on community of 214 wild chimpanzees. Resided on-site at remote fieldsite as part of 25-year-long continuous data collection on largest wild chimpanzee community in the world – chimpanzees followed as they ranged daily throughout 30km² of rugged, closed-canopy rain forest. Research questions focused on the developmental trajectory of pant-hoot greeting among females and their dependent offspring.

Infant Cognition Project (Dr. Henry Wellman)

Examiner and trainer (Fall 2001 – Spring 2006)

Tested children ranging in age from 14 months to 6 years on a variety of tasks targeting sociocognitive performance, IQ, and memory. Supervised and trained undergraduates on standardized testing instruments as well as laboratory-specific protocols.

University of Michigan Autism and Communication Disorders Center (UMACC)

Training on the ADOS autism diagnostic instrument for research, including administering diagnostic instrument (while supervised) to children between the ages of 10 months and 4 years at risk for autism. Participation in long-term research studies targeting linguistic, motor, and sociocognitive precursors and risk factors for autism. Also co-managed two peer socialization groups: one for boys with autism and one for adults with Asperger syndrome.

Michigan Longitudinal Study (Dr. Sheryl Olson)

Examiner (Spring 2002 – January 2005)

Responsible for administration of extensive test battery with 5 year-olds at risk for aggression, including paradigms designed to elicit self-inhibitory behaviors and moral reasoning, as well as standard measures of cognitive performance (e.g. WPSSI, false-belief).

Institute of Cognitive Science, New Iberia Research Center, University of Louisiana

Study Review Coordinator and Behavioral Technician (Aug 2000 – Aug 2001)

Extensive live observation of captive chimpanzees, live coding of experimental and spontaneous behaviors of an adult seven-chimpanzee colony. Design and execution of experimental protocol dealing with cognitive performance of chimpanzees and young children; statistical and reliability analysis of experimental results, literature review, and research paper preparation.

OTHER PROFESSIONAL ACTIVITIES:

Ad hoc reviewer (35 articles in the past 7 years): *Infancy, Journal of Genetic Psychology, Animal Cognition, Autism Research, Evolutionary Psychology, Child Development Perspectives, Journal of Cognitive Psychology, Research in Developmental Disabilities, Research in Autism Spectrum Disorders, Infant Behavior and Development, Child and Youth Care Forum, PLoS ONE, PeerJ, Developmental Psychology, Cognitive Science.*

All-school assembly talk “Chimpanzees of Ngogo” presented September 2017 at George School, Newtown, PA

Lecture “Strengths and Challenges at Key Developmental Time Points” presented to the Foster Grandparent Program, Poughkeepsie, NY (September 2014).

Women in Science series lecture “Taking others’ perspectives: Do you need a human body to do it?” presented at George School, Newtown, PA (April 2014)

Volunteer intern, Center for Spectrum Services, Kingston, NY (Spring 2011)

All-school assembly talk "Children with Autism" presented February 2011 at George School, Newtown, PA

TEACHING INTERESTS:

I teach courses on introductory psychology, developmental psychology, cognitive psychology, child development, research methodology, and comparative cognition. In addition, I enjoy teaching upper-level seminars on more specific topics like theory of mind, preschool cognition, and primate cognition.

COURSES DEVELOPED AT BARD COLLEGE

Advanced Seminar on Comparative Cognition, *Fall '09, Fall '13*

Advanced Seminar on Preschooler Cognition, *Spr '08, Fall '12, Fall '15*

Advanced Seminar on Children with Autism, *Fall '11, Fall '14*

Child Development (200--level course), *Fall '10, Spr '13*

Child Development (100--level laboratory course), *Spring '15*

Development & Psychopathology (Child Abnormal), *Spr '07, Fall '07, Spr '10, Fall '10, Fall '12, Spring '15*

Developmental Psychology (Lifespan), *Spr '09, Spr '10, Spr '12, Fall '13, Spr '16*

Introduction to Psychology, *Spr '07, Fall '07, Fall '08, Fall '09, Fall '11, Spr '13, Fall '15*

Science of Behavior (Laboratory course), *Fall '17*

Advanced Methodology in Developmental Psychology, *every semester except Fall '10-Spr '11 and Fall '16-Spr'17 (sabbatical)*

Research Methods in Psychology (Laboratory course), *Spr '08, Spr '09, Spr '12, Spring '14, Spr '16*

BOARD SERVICE

Moderation Boards: 155

Senior Boards: 90

SENIOR PROJECTS ADVISED

1. **R. Konefal** (expected Spring 2018)
2. **S. Klein** (expected Spring 2018)
3. **S. Such** (expected Spring 2018)
4. **S. Nielsen** (expected Spring 2018)
5. **A. Obbagy:** Does the Combination of Music and Movement Have Similar Benefits as Dopaminergic Medications? The Effects of the Ronnie Gardiner Rhythm and Music Therapy on Patients with First Stage Parkinson's Disease (*Fall 2016*)
6. **H. Wippick:** If It Looks Like a Dax, But I call it a Wug, What Is It? Examining the Role of Essentialism in Children's Social Categorizations (*Spring 2015*)

7. **A. Cruz:** Could an attachment theory based intervention prevent childhood-onset conduct disorder? (*Spring 2015*)
8. **R. Swanson:** Look Who's Talking Now: Representations of Female Characters in Children's Chapter Books (*Spring 2015*)
9. **C. Weinman:** An attachment style based experimental design to maximize dog adoption success (*Fall 2015*)
10. **M. Weil:** The effects of high and low valence affective faces on facilitation of learning in children with autism (*Spring 2015*)
11. **R. Anders:** The influence of gender and diagnosis on parent perception of children with autism spectrum disorders (*Spring 2015*)
12. **H. Mason:** Sociality of gaze following in black and white ruffed lemurs: Following a live person versus a photograph (*Spring 2015*)
13. **E. Copeland:** Cognitive enrichment intervention for captive killer whales (*Spring 2015*)
14. **C. West:** Allowing the experience to happen: Why mindfulness may be the key component for successful treatments of Borderline Personality Disorder and comorbid Substance use Disorder (*Fall 2014*)
15. **R. Samuels:** Posttraumatic stress disorder through the lens of the self-medication hypothesis (*Spring 2014*)
16. **M. Smillie:** Storm and Text: Considering social anxiety and communication tendencies in adolescents (*Spring 2014*)
17. **H. Greenberg:** Museum education in the United States: History, theory and evaluative methodologies. (*Spring 2014*)
18. **W. Cordes:** Teaching regulation without repression: Using the Jungian shadow to inform an adaptive socialization of emotion (*Fall 2013*)
19. **M. Andersen:** Talking about the mind: Mental state language and Theory of Mind performance in preschoolers (*Spring 2013*)
20. **D. Kalish:** The moderating effect of siblings on the relationship between Theory of Mind and executive function in preschool children (*Spring 2013*)
21. **N. Haaser:** Combatting pediatric obesity with a universal intervention for elementary school age children: A tailored program for Hinds County, Mississippi (*Spring 2013*)
22. **E. Walsh:** Destruction in disguise? Examining relationships between eating disorders and vegetarian and vegan diets (*Fall 2012*)
23. **C. Stergides:** The diagnosis of post-traumatic stress disorder in clients with comorbid intellectual disability: Challenges and a proposal for better diagnosis (*Spring 2012*)
24. **Y. Sun:** Do urban only children in China experience more stress in adulthood (than adults with siblings)? Factors, consequences, and solutions (*Spring 2012*)
25. **I. Cottingham** (*withdrew from Psychology after Senior I*)

26. **M. Brady:** (Dis)order in the court: Gender and jurors' decisions about mentally ill offenders of filicide (*Spring 2012*)
27. **J. Gittes:** "Climb into his skin and walk around in it": How cognitive and emotional empathy lead to sympathy, moral reasoning, and prosocial behavior (*Spring 2012*)
28. **J. Lebovits:** "I is an other": An exploration of the development of childhood and adolescent self--concept (*shared with D. D'Albertis, Spring 2012*)
29. **A. Brainard:** Mental imagery: Debating the format of mental representations (*Fall 2010*)
30. **M. DiPierro:** The God diagnosis: Psychological factors in the interpretation of religious experiences (*shared with K. Lane, Spring 2011*)
31. **S. Celi:** The psyche's search for balance: Examining how the psyche attempts to balance increased risk behavior during adolescence through dreams (*shared with B. Gershuny, Spring 2011*)
32. **D. Plattner:** Playing to survive (*Spring 2010*)
33. **C. Sargent:** Meet the therapists: An interview--based analysis of psychotherapy for adolescents with depression (*Spring 2010*)
34. **A. Merrill:** Puppet Play: A comparison of typically developing preschoolers and children with autism in a theory of mind role--playing task (*Spring 2010*)
35. **D. O'Loughlin:** Children of Katrina: Education as a means of promoting childhood resilience in a community recovering from natural disaster (*Spring 2010*)
36. **J. Bourque:** Gender differences in childhood play (*Fall 2009*)
37. **L. Smith:** Effects of maternal depression on children's socio--cognitive skills (*Fall 2009*)
38. **A. Engelson:** Age--related developmental changes and other factors that contribute to individual differences in preschoolers' memory abilities: An examination of the variables that help or hinder preschoolers' recall (*Spring 2009*)
39. **T. Walsh:** Growing up bipolar: Social, emotional, and cognitive contributors to the diagnosis of pediatric bipolar disorder (*Spring 2009*)
40. **M. Lanni:** Fur, feather, fin: The human--pet relationship as a correlate of empathy and nonverbal accuracy (*Fall 2008*)
41. **C. Ball:** The puzzle with no pieces: Putting together an understanding of childhood onset schizophrenia (*Fall 2008*)
42. **T. Revelas:** Effective therapy: Freud and Rogers did it (*Spring 2008*)
43. **D. Millman:** Complex posttraumatic stress disorder: A cognitive--behavioral approach to the symptomatology and treatment of childhood abuse survivors (*Spring 2008*)
44. **M. Abreu--Herazo:** Domestic violence among Latinos: The influence of *machismo* and *marianismo* in abusive relationships (*Fall 2007*)

COLLEGE SERVICE

Public Presentations:

- *Social cognition in non-humans: Recent methods from the laboratory, implications for the field.* Talk for the Biology Program Colloquium Series, presented at Bard College, NY (2016).
- *Are we the same? Preschoolers' decisions about their bodies in space.* Bard Research Fund talk, presented at Bard College, NY (2012).
- *Does she know that I know? The development of perspective-taking between 3 and 5 years of age.* Faculty Seminar talk, presented at Bard College, NY (2008).
- *The development of self-awareness: Lessons from the atypical trajectory in autism.* Symposium talk for the Psychology Program Colloquia Series, Bard College, NY (2007).
- *Early social cognition – What can monkeys and apes tell us about how preschoolers think?* Symposium talk for Bard College Language & Thinking Summer Program (2007).

Other:

Chair of Psychology Program (Summer '17-present)

Tenure track Psychology professor search, Chair (Fall 2017)

Citizen Science Committee (Summer '17-present)

Writing Across the Curriculum Committee (Fall '17-present)

FERC committee member (Fall '15--Spring '16, Fall '17-present)

Citizen Science, Faculty (January 2016)

Visiting Psychology professor search, Chair (Fall '15/Spring '16)

Pretenure review class visitor (B. Jude, Spring '16)

Tenure review class visitor (C. LaFratta, Fall '15; B. Robertson, Fall '17)

SM&C Laboratory Technician search, Member (Fall '15)

Citizen Science Evaluation Committee, HHMI (Spring '15 – present)

Fellowships and Scholarships Committee (member, Fall '14--Spring '16)

New(er) faculty CFCD: Balancing teaching and research (November, '14)

Chair of the Psychology Program (Fall '13 – Summer '15)

Divisional Evaluator for S. Jain tenure case (Spring '15)

Tenure track Psychology professor search, Chair (Fall 2013, Fall 2014)

Visiting Psychology professor search, member (Spring '13)

Tenure track Psychology professor search, member (Fall 2012)

HHMI Pedagogy Group member (Spring '13--present)

Co--chair of Psychology Program (Fall '11--Spring '12)

Bard College Institutional Review Board (Spring '08--Spr '12, Chair Spr '10--Spr '12)

Faculty Advisor, Psi Chi Honors Organization, Bard College (Spring 2007 – Present)

Visiting Psychology professor search, Chair (Spring 2012)

Tenure track Psychology Professor search, member (Fall 2011)

Tenure track Developmental Biology professor search, member (Fall 2011)

SOTC/CAFE Revision Committee, Bard College (Spring 2007 – Spring 2010)

CFCD Committee, Bard College (Fall 2009 – Spring 2010)

Speaker, CFCD event *Knowing Your Student* (Spring 2012)

Speaker, GSS film series, *Ma vie en rose* (Spring 2010)

Speaker, CDO event Psychology Career Night (Spring 2007)

Speaker, CFCD New Faculty Orientation (Fall 2007)

“Super Advisor” for summer registration (August 2008/2009/2010/2012/2013)

Organizer, Mind Matters weekly discussion group (Fall 2008)

Lecturer, Parent Weekend (Fall 2008, 2013, 2014)

Speaker, CFCD event Teaching Portfolios (Spring 2009)

Participant, Greenhouse Gases/Conservation Workshop (Spring 2009)

Judge, Red Hook Elementary Science Fair (Spring 2009 and 2012)

Participant, HEOP “Faculty Hunt” (Summer 2009)