

Mark Sabbagh

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Education

- 1998 Ph.D., Psychology, University of Oregon, Eugene
- 1996 M.Sc., Psychology, University of Oregon, Eugene
- 1993 B.A., Psychology, University of California, Santa Cruz

Positions

- 2000 – pres. Assistant to Full Professor, Queen's University at Kingston
- 2013–4 Visiting Professor, UC San Diego
- 2007–8 Visiting Professor, UC Santa Cruz
- 1999–2000 NICHD Postdoctoral Fellow, University of Michigan

Grant Funding for Research

- 2012 NSERC (\$60,323)
A high-speed high-definition video imaging facility for Queen's University
WA Take, N Hoult, MA Sabbagh
- 2012–2016 SSHRC (\$90,752)
Individual differences in adult theory of mind
KL Harkness, MA Sabbagh
- 2011–2015 NSERC (\$235,000)
Experience, biology and the development of a theory of mind
MA Sabbagh
- 2011–2014 NSERC Discovery Accelerator Supplement (\$125,000)
- 2010–2014 SSHRC (\$102,000)
Conventionality and Knowledge Acquisition
MA Sabbagh
- 2006–2009 SSHRC (\$90,300)
Conventionality and word learning
MA Sabbagh

- 2006–2010 NSERC (\$124,800)
Neurocognitive bases of theory-of-mind development
MA Sabbagh
- 2002–2005 SSHRC (\$68,000)
Cultural experience and theory of mind development
MA Sabbagh
- 2002–2006 NSERC (\$80,000)
Conceptual, cognitive and neurobiological correlates of preschoolers' understanding of knowledge
MA Sabbagh
- 2000 CFI/OIT (\$310,000)
Integrated brain and behavioural science laboratory
MA Sabbagh, KL Harkness

Grant Funding for Conferences & Workshops

- 2012 SSHRC
The Jean Piaget Symposia: Rethinking Cognitive Development
MA Sabbagh
- 2007 SSHRC
Selective Social Learning
MA Sabbagh, S Fitneva

Refereed Publications

- 2014 Tahiroglu, D., Moses, L. J., Carlson, S. M., Olafson, E., Mahy, C. E. V. & Sabbagh, M. A. (2014). The Children's Social Understanding Scale: Construction and validation of a parent-report measure for assessing individual differences in children's theories of mind. *Developmental Psychology*, *XX*, xxx-xxx.
- Mo, S., Su, Y., Sabbagh, M. A., & Xiu, J. (2014). Sentential complements and false belief understanding in Chinese Mandarin-speaking preschoolers: A training study. *Cognitive Development*.
- 2013 Koenig, M. & Sabbagh, M. A. (2013). Selective Social Learning: New perspectives on learning from others. *Developmental Psychology*, *49*, 399-403.
- Henderson, A. M. E., Sabbagh, M. A., & Woodward, A. L. (2013). Preschoolers' selective learning is guided by the principle of relevance, *Cognition*, *126*, 246-257.
- Benson, J. E., Sabbagh, M. A., Carlson, S. M. & Zelazo, P. D. (2013). Individual differences in executive functioning predict preschoolers improvement from theory-of-mind training, *Developmental Psychology*.

- 2012 Akhtar, N., Menjivar, J., Hoicka, E. & Sabbagh, M. A. (2012). Learning foreign labels from a foreign speaker: The role of (limited) exposure to a second language. *Journal of Child Language*, *39*, 1135-1149.
- Harkness, K. L., Jacobson, J. A., Sinclair, B., Chan, E. & Sabbagh, M. A. (2012). For love or money? What motivates people to know the minds of others. *Cognition and Emotion*, *26*, 541-549.
- Lackner, C. L., Sabbagh, M. A., Hallinan, E., Liu, X., & Holden, J. J. E. (2012). Dopamine receptor D4 gene variation predicts preschoolers' developing theory of mind. *Developmental Science*, *15*, 272-280.
- 2011 Harkness, K. L., Washburn, D., Theriault, J., Lee, L., & Sabbagh, M. A. (2011). Maternal history of depression is associated with enhanced theory of mind in depressed and nondepressed adult women. *Psychiatry Research*, *189*, 91-96.
- 2010 Sabbagh, M. A., Hopkins, S. F. R., Benson, J. E., & Flanagan, J. R. (2010). Conceptual change and preschoolers' theory of mind: Evidence from load-force adaptation. *Neural Networks*, *43*, 1043-1050.
- Harkness, K. L., Jacobson, J. A., Duong, D. & Sabbagh, M. A. (2010). Mental state decoding in remitted major depression: Effects of sad versus happy mood induction. *Cognition and Emotion*, *24*, 497-513.
- Lackner, C. L., Bowman, L. C. & Sabbagh, M. A. (2010). Dopaminergic functioning and preschoolers' theory of mind. *Neuropsychologia*, *48*, 1767-1774.
- Henderson, A. M. E. & Sabbagh, M. A. (2010). Parents use of conventional and unconventional labels in conversations with their preschoolers. *Journal of Child Language*, *37*, 793-816.
- 2009 Sabbagh, M. A. & Shafman, D. (2009). How children block learning from ignorant speakers. *Cognition*, *112*, 415-422.
- Saylor, M. M., Sabbagh, M. A., Fortuna, A., & Troseth, G. (2009). Preschoolers use speakers' preferences to learn words. *Cognitive Development*, *24*, 125-132.
- Sabbagh, M. A., Bowman, L. C., Evraire, L. & Ito, J. M. B. (2009). Neurodevelopmental bases of preschoolers' theory-of-mind development. *Child Development*, *80*, 1147-1162
- Liu, D., Sabbagh, M. A., Gehring, W. J., & Wellman, H. M.. (2009). Neural correlates of theory of mind reasoning in adults and children. *Child Development*, *80*, 318-326
- 2008 Liu, D., Wellman, H. M., Tardif, T., & Sabbagh, M. A. (2008). Theory of mind development in Chinese children: A meta-analysis of false-belief understanding across languages and cultures. *Developmental Psychology*, *44*, 523-531.

- Sabbagh, M. A. & Seamans, E. L. (2008). Intergenerational transmission of theory-of-mind. *Developmental Science*, *11*, 354-360.
- 2007 Kalish C. W. & Sabbagh, M. A. (2007). Conventionality and cognitive development: Learning to think the right way. *New Directions for Child and Adolescent Development*, *115*, 1-9.
- Sabbagh, M. A. & Henderson, A. M. E. (2007). How an appreciation of conventionality shapes early word learning. *New Directions for Child and Adolescent Development*, *115*, 25-38.
- 2006 Sabbagh, M. A. & Flynn, J. (2006). Mid-frontal EEG alpha asymmetries predict individual differences in one aspect of theory of mind: Mental state decoding. *Social Neuroscience*, *1*, 299-308.
- Sabbagh, M. A., Moses, L. J., & Shiverick, S. M. (2006). Executive functioning and preschoolers' understanding of false beliefs, false photographs, and false signs. *Child Development*, *77*, 1034-1049.
- Sabbagh, M. A., Xu, F., Carlson, S. M., Moses, L. J., Lee, K., (2006). Executive functioning and theory of mind in preschool children from Beijing, China: Comparisons with U.S. preschoolers, *Psychological Science*, *17*, 74-81.
- 2005 Lee, L., Harkness, K. L., Sabbagh, M. A., & Jacobson, J. A. (2005). Mental state decoding abilities in clinical depression. *Journal of Affective Disorders*, *86*, 247-258.
- Harkness, K. L., Sabbagh, M. A., Jacobson, J. A., Chowdrey, N., & Chen, T. (2005). Sensitivity to subtle social information in dysphoric college students: Evidence for an enhanced theory of mind. *Cognition and Emotion*, *19*, 999-1026. (order of 1st two authors is alphabetical).
- 2004 Callanan, M. A. & Sabbagh, M. A. (2004). Multiple labels in conversations between young children and their mothers. *Developmental Psychology*, *40*, 746-763.
- Sabbagh, M. A. (2004). Recognizing and reasoning about mental states: Understanding orbitofrontal contributions to theory of mind and autism. *Brain and Cognition*, *55*, 209-219.
- Liu, D., Sabbagh, M. A., Gehring, W. J., & Wellman, H. M. (2004). Decoupling beliefs from reality in the brain: An ERP study of theory of mind. *NeuroReport*, *15*, 991-995.
- Saylor, M. M. & Sabbagh, M. A. (2004). Different kinds of information affect word learning in the preschool years: The case of part-term learning. *Child Development*, *75*, 395-408
- Sabbagh, M. A., Moulson, M., & Harkness, K. L. (2004). Neural correlates of mental state recognition in human adults: An ERP study. *Journal of Cognitive Neuroscience*, *16*, 415-426.

- 2003 Sabbagh, M. A., Wdowiak, S. & Ottaway, J. M. (2003). Do word learners ignore ignorant speakers? *Journal of Child Language*, 30, 905-924
- 2002 Saylor, M. M., Sabbagh, M. A., & Baldwin, D. A. (2002). Children use implicit contrast as a pragmatic cue to word meaning. *Developmental Psychology*, 38, 993-1103
- 2001 Sabbagh, M. A. & Baldwin, D. A. (2001). Learning words from knowledgeable versus ignorant speakers: Links between preschoolers' theory of mind and semantic development. *Child Development*, 72, 1054-1070.
- 2000 Sabbagh, M. A. & Gelman, S. A. (2000). Buzzsaws and Blueprints: What children need (or don't need) to learn language. *Journal of Child Language*, 22, 715-726. Followed by commentary and response.
- Sabbagh, M. A. & Taylor, M. (2000). Neural correlates of theory of mind reasoning in adults: An event-related potential study. *Psychological Science*, 11, 46-50.
- 1999 Callanan, M. A., Cervantes, C. A. & Sabbagh, M. A. (1999). Conversation and conceptual development: Challenges, alternatives and future directions. *Human Development*, 42, 356-361.
- Sabbagh, M. A. (1999). Communicative intentions and language: Evidence from right hemisphere damage and autism. *Brain and Language*, 70, 29-69.
- Sabbagh, M. A. & Clegg, B. A. (1999). Some costs of assimilating data to the implicit/explicit distinction. *Behavioral and Brain Sciences*, 22, 783-784.
- 1998 Sabbagh, M. A. & Callanan, M. A. (1998). Metarepresentation in action: Children's theories of mind developing and emerging in parent-child conversations. *Developmental Psychology*, 34, 491-502.
- 1996 Taylor, M. & Sabbagh, M. A. (1996). Review of Children Talk About the Mind. *Merrill-Palmer Quarterly*, 42, 612-619.

Book Chapters

- 2013 Sabbagh, M. A. (2013). Brain electrophysiological studies of theory of mind. In S. Baron-Cohen, H. Tager-Flusberg (Eds.). *Understanding Other Minds, 3rd Ed* (pp. 119-131). Oxford: Oxford University Press.
- Henderson, A. M. E. & Sabbagh, M. A. (2013). Learning words from experience: An integrated framework. In L. Gogate & G. Hollich (Eds.), *Theoretical and computational models of word learning: Trends in Psychology and Artificial Intelligence*.
- Sabbagh, M. A. & Henderson, A. M. E. (2013). Children are selective word learners. In M. Banaji & S. A. Gelman (Eds.) *Navigating the Social World*.

- 2012 Sabbagh, M. A, Benson, J. E., & Kuhlmeier, V. A. (2012). False belief understanding in infants and preschoolers. In M. Legerstee, D. Haley, and M. Bornstein (Eds.) *The Infant Mind*. Guilford Press.
- 2009 Benson, J. E. & Sabbagh, M. A. (2009). Theory of mind and executive functioning: A developmental neuropsychological approach. In P. Zelazo, E. Crone & M. Chandler (Eds.). *Developmental social cognitive neuroscience*.
- 2008 Baldwin, D. A., Loucks, J. & Sabbagh, M. A. (2008). Pragmatics of human action. In T. F. Shipley and J. Zacks (Eds.), *Understanding Events: How humans see, represent and act on events*.
- 2007 Moses, L. J. & Sabbagh, M. A. (2007). Interactions between domain specific and domain general processing in the development of children's theory of mind. In M. J. Roberts (Ed.) *Integrating the mind: Domain general versus domain specific processes in higher cognition* (pp. 275-291). New York: Psychology Press.
- 2006 Sabbagh, M. A., Henderson, A. M. E. & Baldwin, D. A. (2006). What infants' understanding of referential intentions tells us about the neuro-cognitive underpinnings of word learning. In R. Flom, K. Lee, & D. Muir (Eds), *Gaze-Following: Its development and significance* (pp. 171-192). Mahwah, NJ: Erlbaum.
- Sabbagh, M. A. (2006). Neurocognitive bases of preschoolers' theory-of-mind development: Integrating cognitive neuroscience and cognitive development. In P. Marshall & N. Fox (Eds.). *The Development of Social Engagement: Neurobiological Perspectives*. Oxford: Oxford University Press.
- 2005 Moses, L. J., Carlson, S. M., & Sabbagh, M. A. (2005). On The Specificity of the Relation between Executive Function and Children's Theories of Mind. In W. Schneider, R. Schumann-Hengsteler & B. Sodian (Eds.), *Young Children's Cognitive Development: Interrelationships among Executive Functioning, Working Memory, Verbal Ability, and Theory of Mind* (pp. 131-145). Mahwah, NJ: Erlbaum.
- Sabbagh, M. A. & Baldwin, D. A. (2005). Understanding the role of perspective taking in young children's word learning. In N. Eilan, C. Hoerl, T. McCormack, & J. Roessler (Eds.). *Joint Attention: communication and other minds*. Oxford: Oxford University Press.
- 2004 Saylor, M. M., Baldwin, D. A., & Sabbagh, M. A. (2004). Coordinating multiple sources of information in word learning. In G. Hall & S. Waxman (Eds.) *Weaving a Lexicon*. Cambridge, MA: MIT Press.

Conference Presentations (last 6 years)

- 2013
IMFAR
San Sebastian
Li, A. S., Sabbagh, M. A., & Kelley, E. A. (2013). How do children with autism spectrum disorders solve false belief tasks? Insights from an EEG study. (Poster)
- 2013
SRCD
Seattle, WA
Benson, J. E., Sabbagh, M. A., Carlson, S. M., & Zelazo, P. D. Executive functioning supports the emergence of explicit theory of mind understanding in preschoolers: Evidence and mechanisms. (Talk)
- Christopher, A. & Sabbagh, M. A. Affectionate contact and theory of mind in parent-child dyads. (Poster)
- Mackintosh, T. & Sabbagh, M. A. Age-related changes in preschoolers identification of conventional versus idiosyncratic behavior in games. (Poster)
- Merwin, K., Kuhlmeier, V. A., & Sabbagh, M. A. Three-year-olds overimitate when actions are presented as conventions. (Poster)
- Sabbagh, M. A. & Henderson, A. M. E. Eye-tracking evidence regarding how preschoolers manifest selective learning in different contexts (Talk)
- 2012
JPS
Toronto, ON
Benson, J., Sabbagh, M. A., & Kuhlmeier, V. A. (2012, June). Preschoolers' false belief failures are not simply executive failures. (Paper)
- Li, A., Sabbagh, M. A. & Kelley, E. A. (2012, June). Neurodevelopmental correlates of language and theory of mind in children with autism spectrum disorders. (Poster)
- 2012
SfN
New Orleans
Drover, S. & Sabbagh, M. A. (2012, October). Expectation and surprise during theory of mind reasoning: an event-related potential study. Poster presented at the Annual Meetings of the Society for Neuroscience. New Orleans, LA. This poster was also presented at a pre-conference hosted by the Society for Social Neuroscience.
- 2011
SRCD
Montreal, QC
Sabbagh, M. A. Genetic influences on social perception, social cognition and social behavior (Symposium Chair)
- Lackner, C. L., Sabbagh, M. A., Hallinan, E. V., Liu, X. & Holden, J. Dopamine receptor D4 variation predicts preschoolers' developing theory of mind. (Talk)
- Sabbagh, M. A. Neurodevelopmental bases of theory of mind in preschool-aged children. (Talk)
- Sabbagh, M. A., Hopkins, S. F. R., Rajaprasakash, M. & Benson, J. E. Adjusting expectations: Understanding the role of the right temporal parietal juncture in representational theory of mind (Talk).

- 2010
SRP
Seattle, WA Washburn, D. S., Theriault, J., Lee, L., Sabbagh, M. A., & Harkness, K. L. (September, 2010). Maternal History of Depression Associated with Enhanced Theory of Mind in Depressed and Non-Depressed Adult Women. (Poster)
- 2009
SRCD
Denver, CO Lackner, C. L., Hallinan, E.V., Sabbagh, M. A. Dopaminergic functioning predicts response-conflict task performance in preschool children. (Poster)
- Sabbagh, M. A., Harkness, K. L., Jacobson, J. A. & Duong, D. Are depressed people better mind-readers? Evidence for enhanced theory of mind decoding in mild to moderate depression. (Talk)
- Benson, J. E. & Sabbagh, M. A. Individual differences in executive functioning predict preschoolers' improvement from false belief training. (Poster)
- Hallanan, E.V., Lackner, C. L. & Sabbagh, M. A. Ontogenetic relations among preschoolers' reasoning about signs signals and beliefs. (Poster)
- Tahiroglu, D., Moses, L. J., Carlson, S. M., & Sabbagh, M. A. Can parents report on their children's mental state understanding? Construction of a parent-report theory of mind scale. (Poster)
- Henderson, A. M. E., Sabbagh, M. A., Woodward, A. L., & Saby, J. Retrieval cues do not help preschoolers remember the name of an object from a foreign country. (Poster)
- 2008
Cog Neuro
San Francisco Benson, J. E., Bowman, L. C., Ito, J. M. B., & Sabbagh, M. A. Neurophysiological correlates of vocabulary development in preschool-aged children. (Poster)
- Bowman, L. C., Ito, J. M. B., Sabbagh, M. A. Neurophysiological correlates of imaginary companion creation in preschoolers. (Poster)
- Lackner, C., Bowman, L. C., Ito, J. M. B., & Sabbagh, M. A. Dopamine functioning predicts preschoolers' theory-of-mind development. (Poster)

Invited Talks

- 2013–14 Glasgow University, University of Washington, UC Davis, University of Michigan, UC Santa Cruz, University of Oregon, UC San Diego
- 2009–12 Simon Frasier University, Brock University, University of Wisconsin at Madison, University of Ottawa, Vanderbilt University
- 2008–9 UC Davis, University of Maryland, Stanford University, University of Minnesota, University of Washington, UC Berkeley, UC Santa Cruz, University of Toronto
- 2006 and earlier York University, Kingston General Hospital, UC San Diego, Vanderbilt University, Concordia University, University of Michigan, Chinese Academy of Sciences, Beijing Normal University, University of Toronto

Professional Service

Journals	Editor-in-Chief, <i>Cognitive Development</i> (2014–pres.) Associate Editor, <i>Developmental Psychology</i> (2008–2012) Ad-hoc Reviewing: <i>Developmental Psychology, Child Development, Cortex, Journal of Child Language, Journal of Cognition and Development, Cognitive Development, Cognitive Psychology, Developmental Science, Psychological Science, Journal of Personality and Social Psychology, British Journal of Developmental Psychology, Brain and Language, Journal of Autism and Developmental Disorders, Journal of Cognitive Neuroscience, Neuropsychologia, Social Neuroscience, Trends in Cognitive Sciences, Cognition, Psychiatry Research, Journal of Abnormal Psychology, PLoS One, Infancy</i>
Societies	Board Member, Cognitive Development Society (2013–pres.) Program Review, SRCD (2005, 2009, 2013) Program Review, Jean Piaget Society (2007, 2008, 2012)
Granting Agencies	SSHRC Panel (2011, 2013) Ad-hoc: NSERC (2 per year since 2005) SSHRC (1 per year since 2005) CIHR (4) NSF (USA) (3) Israeli Science Foundation (1)
Faculty Reviews	UC Davis UT Dallas University of Waterloo Queen's University (Education) APA: Career Achievement Award

Teaching

Graduate	Statistics/Design of Experiments Developmental Proseminar Developmental Cognitive Neuroscience Cognitive Development
Undergraduate	Theory of Mind Developmental Psychology Developmental Psycholinguistics Cognitive and Language Development Senior Honours Coordinator

Supervision

Ph.D.	Nicole Bardikoff (current) Jeannette Benson (2014) Sevda Bahtiyar (2013) Jennie Baxter (2009) Annette Henderson (2007)
M.Sc.	Amanda Rose Hammons (current) Vanessa Schell (current) Haykaz Mangardich (current) Martha Bailey (2014) Samantha Drover (2014) Anastasia Christopher (2013) Christine Lackner (2009) Sarah Bannoff (2008) Jeannette Benson (2007) Beth Seamans (2004)

Undergraduate
(Honors
Thesis)

Jessica Ho, Meagan Murphy (2015)
Elizabeth McEwen (2014)
Rackeb Tesfaye, Peter Law, Teal Mackintosh (2013)
Alena Mandel, Samantha Drover, Emily Bradshaw (2012)
Laura Aranow, Alisha Kassam, Erin Sloan (2011)
Sydney Hopkins, Victoria Nanowski, Angelita Wong (2010)
Meghna Rajaprakash, Taryn Ridsdale, Joyce Max (2009)
Lindsay Bowman, Carlin Palme (2007)
Alexandra Bailey, Kara Campbell, Jenna Neu (2006)
Nathalie Conn, Rebecca Tay (2005)
Nicole Strang, Dana David (2004)
Andrew Davis, Lisa Ain, Sheila Manji (2003)
Jeff Loucks, Martha Temple, Eva Mamak (2002)
Connie Cheung, Janice Cameron, Sylwia Wdowiak, Neeta Chowdrey
(2001)

Professional Association Memberships

Society for Research in Child Development (SRCD)
Association for Psychological Science (APS)
Cognitive Neuroscience Society (CNS)
Behavioral and Brain Sciences Society (BBS)
Jean Piaget Society (JPS)
American Psychological Association (APA)