

# Adam Sheya

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## Education

- B.A. Physics, Bucknell University, May 1998
- M.S. Applied Statistics, Indiana University, November 2009
- Ph.D. Psychology & Brain Sciences, Program in Cognitive Science, Indiana University, November 2009  
Dissertation: Coordinating location and object properties in goal-directed action: A case of self-generated developmental change  
Directed by Linda B. Smith

## Academic and Professional Experience

Assistant Professor, Department of Psychology, University of Connecticut, 8/2013-present  
Research Associate, The Equity Project, Indiana University, 5/2012-8/2013  
Visiting Professor, Department of Psychological and Brain Sciences, Indiana University, 6/2010-5/2012  
Consultant, Methods Consultants of Ann Arbor, 8/2011-5/2012  
Postdoctoral Fellowship, Infant development Lab, Florida International University, 8/2009-6/2010  
Consulting Associate, ISCC, Department of Statistics, Indiana University, 8/2005-8/2009  
Graduate Student, Complex Systems Summer School, Santa Fe Institute, 2005

## Professional Organizations

Society for Research in Child Development  
Cognitive Science Society

## Fellowships and Grants

2008 Travel Grant, College of Arts and Sciences, Indiana University, Bloomington  
2004 Summer Research Grant, Department of Cognitive Science, Indiana University, Bloomington  
2003 Summer Research Grant, Department of Cognitive Science, Indiana University, Bloomington

## Workshop Organization

Co-organizer with Alfredo Pereira and Rachel Wood, Workshop Dynamical Approaches to Development: Beyond the Metaphor, ECAL 2007, 9-10 September, Lisbon, Portugal.

## Publications

Sheya, A. & Smith, L.B. (2011). Dynamics of the Process of Development. In C. Hooker (ed). *Philosophy of Complexity, Chaos and Non-Linearity, Handbook of the Philosophy of Science vol. 16*, New York: Elsevier.

Sheya, A. & Smith, L. B. (2011). Development through Sensory-Motor Coordinations. In J. Stewart, O. Gappenne and E.A. Di Paolo (eds), *Enaction: Towards a New Paradigm for Cognitive Science*. (p. 123). Cambridge, MA: MIT Press.

Sheya, A. & Smith, L.B. (2010) Changing priority maps in 12- to 18-month-olds: An emerging role for object properties. *Psychonomic Bulletin & Review*, 17(1), 22-28.

Sheya, A. & Smith, L. B. (2006). Perceptual Features and the Development of Conceptual Knowledge. *Journal of Cognition and Development*, 7(4), 455-476.

Smith, L. B. & Sheya, A. (2010). Is cognition enough to explain cognitive development? *Topics in Cognitive Science*, 2(4), 725-735.

Hills, T., Maouene, M., Maouene, J., Sheya, A. & Smith, L.B. (2009). Longitudinal Analysis of Early Semantic Networks: Preferential Attachment or Preferential Acquisition?. *Psychological Science*, 20(6), 729-739.

Hills, T., Maouene, M., Maouene, J., Sheya, A. & Smith, L.B. (2009). Categorical Structure in Early Semantic Networks of Nouns. *Cognition*, 112(3), 381-396.

## Presentations and Proceedings

Sheya, A. (2013 April) Evaluating the Cultural Responsiveness of Positive Behavior Interventions and Support Through Disproportionality in Discipline. Presented at the CREA Conference, Chicago, IL.

Sheya, A. & Smith, L. B. (2011 March) The Dynamic Organization of “What” and “Where” in the Second Year. Presented at the biennial meeting of the Society for Research on Child Development, Montreal, Canada.

Hills, T., Maouene, M., Maouene, J., Sheya, A. & Smith, L.B. (2008). Is there Preferential attachment in the Growth of Early Semantic Nouns Networks?. *Proceedings of the 30th Annual Conference of the Cognitive Science Society*, Washington, DC, July 23-26, 2008.

Hills, T., Maouene, M., Maouene, J., Sheya, A. & Smith, L.B. (2008). Categorical Structure in Early Semantic Networks of Nouns. *Proceedings of the 30th Annual Conference of the Cognitive Science Society*, Washington, DC, July 23-26, 2008.

Sheya, A. & Smith, L. B. (2008 March) Development of Spatial Classification. Presented at the Twenty-sixth International Conference on Infant Studies, Vancouver, Canada.

Sheya, A., Yoshida, H., Hess, B.K. & Smith, L. B. (2007a March) Use of Polar Dimensions in the Generalization of Opposites. Presented at the biennial meeting of the Society for Research on Child Development, Boston, MA.

Sheya, A. & Smith, L. B. (2007b March) Role of Object Labels in the Formation of Category Knowledge. Presented at the biennial meeting of the Society for Research on Child Development, Boston, MA.

Sheya, A. (2005 April) The Origins of Classification: Proximity, Perseveration, and Similarity. Presented at the biennial meeting of the Society for Research on Child Development, Atlanta, GA.

Sheya, A., Hanania, R., & Demir, H. (2004) Consistent Argument-Predicate Binding is Important for Predicate-Predicate Linking. *Proceeding of the Twenty-sixth Annual Conference of the Cognitive Science Society*. Chicago, IL, August 5-7, 2004.

Sheya, A. (2003b April) The Role of Thematic Relations in Conceptual Structures. Presented at the biennial meeting of the Society for Research on Child Development, Tampa, FL.

Sheya, A. (2003a April) The Role of Perceptual Features in Conceptual Development. Presented at the biennial meeting of the Society for Research on Child Development, Tampa, FL.

Sheya, A. (2001 April) The Role of Perceptual Features in Conceptual Development. Presented at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.

## Teaching and Student Supervision

Visiting Instructor, Indiana University

Designed and taught a two semesters course in Introductory Psychology for the Department of Psychological and Brain Sciences (P101, P102). Course consisted of 250 students, primarily undergraduates at the freshman/sophomore level.

Visiting Instructor, Indiana University

Designed and taught an undergraduate course in Cognitive Psychology for the Department of Psychological and Brain Sciences (P335). Course consisted of 30 students, primarily undergraduate psychology majors at the sophomore/junior level.

Visiting Instructor, Indiana University

Designed and taught multiple sections of an undergraduate statistics course for the Department of Psychological and Brain Sciences (K300). Course consisted of 80 students, primarily undergraduate psychology majors at the sophomore/junior level.

Visiting Instructor, Indiana University

Designed and taught an undergraduate statistics course for the Department of Statistics (K310). Course consisted of 80 to 125 students per section, primarily undergraduate business majors at the sophomore/junior level.

Visiting Instructor, Indiana University

Designed and taught two sections of an undergraduate statistics course for the Department of Psychological and Brain Sciences (K300). Course consisted of 80 students, primarily undergraduate psychology majors at the sophomore/junior level.

Visiting Instructor, Indiana University

Designed and taught a graduate statistics course for the Department of Psychological and Brain Sciences (P553). Course consisted of 25 graduate students, primarily Ph.D. students in their first year.

Graduate Student Instructor, Indiana University

Designed and taught an advanced laboratory course in Developmental Psychology (P429). Course consisted of 10 students, primarily undergraduate psychology majors at the junior/senior level.

Research Supervisor for Honor Theses, Indiana University

Supervised the completion of 4 independent research projects, including literature searches, creation and running of experiments, analysis of data, writing of APA style papers, and poster presentations, (P499)

Research Supervisor for undergraduates, Indiana University,

Supervised creation and running of experiments, analyzing data, writing and presenting of research, led reading group focused on cognitive development, (P493, P494, P495)

Graduate Student Instructor, Indiana University

Designed and taught laboratory section of introductory Psychology course (P152). Course consisted of 90 students, primarily undergraduate psychology majors at the freshman/sophomore level.

Assistant Instructor, Indiana University

Conducted a lab for Multivariate Statistics (P654), Course consisted of 18 graduate students, primarily Ph.D. students in their second or third year

Assistant Instructor, Indiana University

Assisted in the teaching of Cognitive Psychology (P335), Course consisted of 60 students, primarily in their junior/senior year

Assistant Instructor, Indiana University

Supervised student research project in Honors Introductory Psychology (P106), Course consisted of 40 students in their first year

## **Research Interests**

Cognitive development, Embodied cognition, Dynamical Systems, Perceptual development, Statistics

## References

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