

CURRICULUM VITAE

Terry Kit-fong Au

Department of Psychology
6/F Jockey Club Tower
The University of Hong Kong
Pokfulam Road, Hong Kong
E-mail: terryau@hku.hk

EDUCATION

A.B., Psychology and Social Relations, 1982, Harvard University
Ph. D., Psychology, 1987, Stanford University

EMPLOYMENT

1987 – 1991 Assistant Professor of Psychology, Brown University
1991 Associate Professor of Cognitive and Linguistic Sciences, Brown University
1991 – 1997 Associate Professor of Psychology, University of California, Los Angeles
1997 – 2002 Professor of Psychology, University of California, Los Angeles
2002 – 2021 Chair Professor of Psychology, University of Hong Kong
2016 – 2020 Vice President (Academic Staffing & Resources), University of Hong Kong
2021 Senior Advisor, President's Office, University of Hong Kong

HONORS

Member, Sigma Xi, 1988
Elected Fellow, Hong Kong Psychological Society, 2004
Research Output Prize (Faculty of Social Sciences), the University of Hong Kong, 2009-2010
Elected Fellow, Association of Psychological Science, 2010
Karen Lo Eugene Chuang Professorship in Diversity and Equity, 2018-2020
Emeritus Professor, University of Hong Kong, 2022 –

GRANTS

Developing an intuitive understanding of matter (PI; NSF BNS Grant, USA, 1990-93; Direct Costs: US\$141,160)
Does experience with a language during childhood help adults learn that language? (PI; University of California Linguistic Minority Research Institute, 1996-97; Direct Costs: US\$20,000)
Adolescent-mother communication about AIDS (Co-PI; NIMH Grant, USA, 1995-2000, no-cost extension through 5/02; with Marian Sigman as the P.I. Direct Costs: US\$726,538.)
Language Acquisition: Timing and nature of input (PI; NIMH Grant, USA, 1998-2002. Direct Costs: US\$283,642), with an NIMH minority supplement (P.I.; 1999-2002. Direct Costs: US\$47,864)

- Learning to Read: Building on bilingual children's phonological awareness. (PI; University of California Linguistic Minority Research Institute Grant, 2001-2002. Direct Costs: US\$15,000)
- Developing a New Undergraduate Minor in "Applied Child Development." (Co-PI; University Development Fund, the University of Hong Kong, 2003-05. Direct Costs: HK\$4,000,000)
- Folkbiology Meets Microbiology: A Study of Conceptual and Behavioral Changes. (PI; Research Grants Council, Hong Kong, 2003-06. Direct Costs: HK\$931,200)
- Enhancing Critical Thinking and Communication Skills. (PI; Teaching Development Grant, the University of Hong Kong, 2006-07. Direct Costs: HK\$297,296)
- Enriching the Language Environment of Children Learning a Second Language. (PI; Research Grants Council, Hong Kong, 2006-09. Direct Costs: HK\$699,600)
- The Role of Childhood Language Memory in Adult Language Learning: Korean Adoptees Learning Korean as Adults. (Co-PI; National Science Foundation, USA, 2009-2014; with Janet Oh as P.I. Direct Costs: US\$408,847; Total Costs: US\$477,648)
- Research Output Prize (Faculty of Social Sciences), The University of Hong Kong (PI; University Research Committee, The University of Hong Kong, 2009. Award: HK\$120,000)
- Learning Basic Sounds in L2: Chinese Speakers' Perception and Production of Stop Consonants in English. (PI; Research Grants Council, Hong Kong, 2011-2014. Direct Costs: HK\$550,617)
- Cultural and Individual Influences on Parenting during Infancy. (PI: Research Grants Council, Hong Kong, 2012-2014. Direct Costs: HK\$259,948), in collaboration with Merideth Gattis (Cardiff University, UK) in an ESRC/RGC Joint Scheme project.
- Integrating Health and Biology in a Science Curriculum for Latino Preschoolers. (Co-PI; National Institute of Health, USA, 2012-2017; with Laura Romo as Corresponding PI. Direct Costs: US\$1,112,338; Total Costs: US\$1,200,724)
- Peer Interaction as a Naturalistic "Stress Test": Early Identification of Children At-Risk for Mild ASD. (PI; Research Grants Council, Hong Kong, 2013-2016. Direct Costs: HK\$1,316,484)
- On Becoming Socially Anxious: Infants' Attention to Angry Faces (PI; RGC, Hong Kong, 2016-2019. Direct Costs: HK\$807,900)
- Community-based Diagnosis and Tier-3 Intervention for Autism Spectrum Disorder (PI; Guangdong Department of Science and Technology, China, 2019-2023; RMB 2,980,392), as part of a program project with Yaping Tang as Project Coordinator

PROFESSIONAL ACTIVITIES & MEMBERSHIP

Grant Review Panel Founding Chair and Subject Convenor,

Monitoring and Assessment Panels of the three Competitive Research Funding Schemes for the Self-financing Degree Sector, Research Grants Council of Hong Kong (SCSF; 2014 – 2017)

Grant Review Panel Member,

Perception and Cognition Review Committee, National Institutes of Mental Health, USA (1994 – 1998)

NIH Behavioral and Biobehavioral Processes (BBBP-3: Language & Communication) Review Panel, USA (2000)

NIMH Minority Research Infrastructure Support Program Review Panel, USA (2000)

NIMH Special Emphasis Panel 1001/10 Council ZMH1 BRB-S 02 S, USA (2001)
 Humanities, Social Science and Business Studies Panel, the Research Grants Council of Hong Kong (2003 – 2009)
 Hong Kong Research Grants Council Joint Research Schemes (JRSs) with France and Germany (2006 – 2009)
 Fulbright Advisory Committee, Hong Kong-America Center & Hong Kong University Grants Council (2010)
 China-U.S. Scholars Program (CUSP) Executive Review Committee, Institute of International Education, USA (2021)

Award/Grant Application Reviewer,

National Science Foundation (USA), 1992 – 2021, multiple years
 The Spencer Foundation, 1992 – 1993
 U.S. Civilian Research & Development Foundation, 1996
 Hong Kong Research Grants Council, 1997 – 2022, multiple years
 National Institute of Mental Health (USA), 1998 – 2000
 National Science Council, Taiwan (Outstanding Research Award Program), 2003
 Sir Edward Youde Memorial Fund Council Visiting Professorship Scheme for Local Tertiary Institutions, 2004-2005
 Social Sciences and Humanities Research Council (Canada), 2006 – 2012, multiple years
 Economic and Social Research Council (UK), 2008
 Israel National Science Foundation, 2013

Associate Editor,

Developmental Psychology (1998 – 2000)

Editorial Board Member,

Child Development (1995 – 1998)
Cognition (1998 – 2008)
Developmental Psychology (1993 – 1994; 2011 – 2014)
Journal of Memory and Language (1994 - 1996)
Perspectives on Psychological Science (2010 – 2014)
Psychological Review (2016 – 2020)
Psychological Science (1995 – 1997)

Ad Hoc Journal Article Reviewer,

American Psychologist; Applied Psycholinguistics; Bilingualism; British Journal of Developmental Psychology; Child Development; Child Development Perspectives; Cognition; Cognitive Development; Cognitive Psychology; Cultural Diversity and Ethnic Minority Psychology; Developmental Psychology; Developmental Science; Educational Research Review; Journal of Applied Developmental Psychology; Journal of Child Language; Journal of Cognition and Development; Journal of Experimental Psychology: General; Journal of Linguistics; Journal of Memory and Language; Journal of Personality and Social Psychology; International Journal of Pediatrics; Language, Culture and Curriculum; Language Learning; Language Learning and Development; Memory & Cognition; Merrill-Palmer Quarterly;

Personality and Social Psychology Bulletin; Psychological Review; Psychological Sciences, Quarterly Journal of Experimental Psychology, Social Cognition, Teaching and Teacher Education.

Conference Abstract Reviewer & Panel Chair,

Child Language Research Forum, 1984-1986

The Biennial Meeting of Society for Research in Child Development, 1988 – 2012, multiple years; Panel Chair, Panel # 8 “Language” (1998); Alternate Chair, Panel #12 “Representation, Concepts, & Problem Solving” (2008 and 2010)

The Annual Conference of the Cognitive Science Society, 1991

The American Psychological Association Meeting, 1995

International Convention of Psychological Science (ICPS), 2015

Honorary Advisor

Board of Advisors, National Heritage Language Resource Center (at UCLA), U.S.A., 2006-2010

International Academic Advisors Board, School of Social Sciences, Singapore Management University, Singapore, 2013-2015

Panel/Committee Member,

American Psychological Association Division Task Force on Applied Developmental Psychology, 1994

University of California Linguistic Minority Research Institute Steering Committee, 1996-1998

Research Grants Council (RGC) of Hong Kong, 2010-2016

Academic Review Panel, School of Social Sciences, Singapore Management University, Singapore, 2013

Steering Committee on Competitive Research Funding for the Self-financing Degree Sector, Research Grants Council of Hong Kong, 2013-2014

Social Sciences Panel, Research Assessment Exercise (RAE), Research Grants Council of Hong Kong, 2014

Program Committee for the inaugural International Convention of Psychological Science (ICPS), Amsterdam, 2015

Sir Edward Youde Memorial Fund Council, Hong Kong SAR Government, 2015-2020

Board of Directors, The Association for Reading and Writing in Asia, 2016-2019

Steering Committee of the Strategic Topics Grant (STG), Research Grants Council (RGC) of Hong Kong, 2022

Elected Fellow,

Association for Psychological Science (APS)

Hong Kong Psychological Society (HKPS)

RESEARCH INTERESTS

Language & conceptual development

Childhood language experience and adult language acquisition

Development of intuitive theories

Language and cognition

Mother-adolescent communication

Health education
Developmental challenges (ASD, childhood anxiety)

ARTICLES, BOOK CHAPTERS, & BOOK

- Au, T. K. (1983). Chinese and English counterfactuals: The Sapir-Whorf hypothesis revisited. *Cognition*, *15*, 155-187.
- Au, T. K. (1984). Counterfactuals: In reply to Alfred Bloom. *Cognition*, *17*, 289-302.
- Au, T. K. (1985). Children's word-learning strategies. *Papers and Reports on Child Language Development*, *24*, 22-29.
- Au, T. K. (1986). A verb is worth a thousand words: The causes and consequences of interpersonal events implicit in language. *Journal of Memory and Language*, *25*, 104-122.
- Au, T. K., & Harackiewicz, J. M. (1986). The effects of perceived parental expectations on Chinese children's mathematics performance. *Merrill-Palmer Quarterly*, *32*, 383-392.
- Au, T. K., & Markman, E. M. (1987). Acquiring word meanings via linguistic contrast. *Cognitive Development*, *2*, 217-236. Au, T. K. (1988a). Children's use of information in word learning. *Papers and Reports on Child Language Development*, *27*, 15-22.
- Au, T. K. (1988b). Language and cognition. In L. Lloyd and R. Schiefelbusch (Eds.), *Language Perspectives II* (pp. 125-146). Austin: Pro-Ed.
- Au, T. K. (1990). Children's use of information in word learning. *Journal of Child Language*, *17*, 393-416.
- Au, T. K., & Glusman, M. (1990). The principle of Mutual Exclusivity in word learning: To honor or not to honor? *Child Development*, *61*, 1474-1490.
- Au, T. K., & Laframboise, D. E. (1990). Acquiring color names via linguistic contrast: The influence of contrasting terms. *Child Development*, *61*, 1808-1823.
- Au, T. K. (1992). Counterfactual reasoning. In G. R. Semin and K. Fiedler (Eds.), *Language, Interaction and Social Cognition* (pp. 194-213). London: Sage.
- Au, T. K. (1992). Cross-linguistic research on language and cognition: Methodological challenges. In H. C. Chen and O. Tzeng (Eds.), *Language processing in Chinese: Eastern and Western Perspectives* (pp. 367-381). *Advances in Psychology* book series. London: Elsevier Science Publisher B.V.
- Au, T. K., Sidle, A. L., & Rollins, K. B. (1993). Developing an intuitive understanding of conservation and contamination: Invisible particles as a plausible mechanism. *Developmental Psychology*, *29*, 286-299.
- Au, T. K. (1994). Developing an intuitive understanding of substance kinds. *Cognitive Psychology*, *27*, 71-111.
- Au, T. K., Dapretto, M., & Song, Y. K. (1994). Input vs. constraints: Early word acquisition in Korean and English. *Journal of Memory and Language*, *33*, 567-582.
- Au, T. K., & Romo, L. F. (1996). Building a coherent conception of HIV Transmission: A new approach to AIDS education. In D. Medin (Ed.), *The Psychology of Learning and Motivation*, Vol. 35 (pp. 193-241). New York: Academic Press.
- Au, T. K., & Romo, L. F., DeWitt, J. E., de la Sota, A., & Ifekwunigwe, M. (1996). Talking about AIDS in science education. *Connections* (a newsletter for teachers published by the UCLA Urban Education Studies Center), pp 3-9.

- Gelman, R., & Au, T. K. (Eds.) (1996). *Perceptual and cognitive development*. In E. Carterette and M. Friedman (series editors), *Handbooks of perception and cognition (2nd Edition)*. New York: Academic Press.
- Savage, S. L., & Au, T. K. (1996). What word learners do when input contradicts the mutual exclusivity assumption, *Child Development*, *67*, 3120-3134.
- Au, T. K. & Romo, L. F. (1997). Does childhood language experience help adult learners? In H.-C. Chen (Ed.), *The Cognitive Processing of Chinese and related Asian Languages* (pp. 417-441). Hong Kong: Chinese University Press.
- Au, T. K. (1998). Language and thought. An entry in *the MIT Encyclopedia of the cognitive sciences* (pp. 444-446). Cambridge, MA: MIT Press.
- Lefkowitz, E. S., Kahlbaugh, P., Au, T. K., & Sigman, M. D. (1998). A longitudinal study of mother-adolescent AIDS conversation. *AIDS Education and Prevention*, *10*, 351-366.
- Lefkowitz, E. S., & Au, T. K. (1998). Talking to children about sexuality and AIDS. July, 1998 feature article in *Parent News*. (<http://ericps.ed.uiuc.edu/npin/pnews/1998/pnew798/featu798.html>).
- *Re-printed in *Best of Parent News: a sourcebook on parenting from the National Parent Information Network*, *4*, 35-39. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.
- Au, T. K., & Romo, L. F. (1999). Mechanical causality in children's "folkbiology." In D. Medin and S. Atran (Eds.), *Folkbiology* (pp. 355-401). Cambridge, MA: MIT Press.
- Au, T. K., Romo, L. F., & DeWitt, J. E. (1999). Considering children's folkbiology in health education. In M. Siegal and C. Peterson (Eds.), *Children's understanding of biology and health* (pp. 209-234). London: Cambridge University Press
- Lefkowitz, E. S., Romo, L. F., Corona, R., Au, T. K., & Sigman, M. (2000). How Latino American and European American adolescents discuss conflicts, sexuality, and AIDS with their mothers. *Developmental Psychology*, *36*, 315-325.
- Lefkowitz, E. S., Sigman, M. D., & Au, T. K. (2000). Helping mothers discuss sexuality and AIDS with adolescents. *Child Development*, *71*, 1383-1394.
- Romo, L. F., Lefkowitz, E. S., Sigman, M., & Au, T. K. (2001). Determinants of mother-adolescent communication about sex in Latino families. *Adolescent & Family Health*, *2*, 72-82.
- Au, T. K., Knightly, L. M., Jun, S.-A., & Oh, J. S. (2002). Overhearing a language during childhood. *Psychological Science*, *13*, 238-243.
- *Reprinted in: G. Robinson-Riegler & B. Robinson-Riegler (Eds.), *Readings in Cognitive Psychology: Applications, Connections, and Individual Differences* (2003). Boston: Allyn and Bacon.
- Lefkowitz, E. S., Boone, T. L., Sigman, M. D., & Au, T. K. (2002). He said, she said: Gender differences in self-reported and observed conversations about sexuality. *Journal of Research on Adolescence*, *12*, 217-242.
- Oh, J. S., Au, T. K., & Jun, S.-A. (2002). Benefits of Childhood Language Experience for Adult L2 Learners' Phonology. In B. Skarabela, S. Fish, & A. H.-J. Do (Eds.), *Proceedings of the 26th Annual Boston University Conference on Language Development (Vol. 2, pp. 464-472)*. Somerville, MA: Cascadilla Press.
- Romo, L.F., Lefkowitz, E.S., Sigman, M., & Au, T.K. (2002). A longitudinal study of maternal messages about dating and sexuality and their influence on Latino adolescents. *Journal of Adolescent Health*, *31*, 59-69.

- Boone, T. L., Lefkowitz, E. S., Romo, L., Corona, R., Sigman, M., & Au, T. K. (2003). Mothers' and adolescents' perceptions of AIDS vulnerability. *International Journal of Behavioral Development, 27*, 347-354.
- Knightly, L. M., Jun S.-A., Oh, J. S., & Au, T. K. (2003). Production benefits of childhood overhearing. *Journal of the Acoustical Society of America, 114*, 465-474.
- Lefkowitz, E. S., Boone, T. L., Au, T. K., & Sigman, M. D. (2003). No sex or safe sex? Mothers' and adolescents' discussions about sexuality and AIDS/HIV. *Health Education Research, 18*, 341-351.
- Oh, J. S., Jun S.-A., Knightly, L. M., & Au, T. K. (2003). Holding on to Childhood Language Memory. *Cognition, 86*, B53-B64.
- Au, T. K. (2004). Making sense of differences: Language, culture, and social reality. In S.-h. Ng, C. Candlin & C. Chiu (Eds.), *Language matters: Communication, identity, and culture* (pp.139-153). Hong Kong: City University of Hong Kong Press.
- Romo, L. F., Nadeem, E., Au, T. K., & Sigman, M. (2004). Mexican-American adolescents' responsiveness to their mothers' questions about dating and sexuality. *Journal of Applied Developmental Psychology, 25*, 501-522.
- Au, T. K., & Oh, J. S. (2005). Late Second Language Learners: What Predicts Good Outcomes? In J. Cohen, K. T. McAlister, K. Rolstad, & J. MacSwan (Eds.), *Proceedings of the 4th International Symposium on Bilingualism* (pp.110—122). Somerville, MA: Cascadilla Press.
- Oh, J. S., & Au, T. K. (2005). Learning Spanish as a heritage language: The role of sociocultural background variables. *Language, Culture & Curriculum, 18*, 229-241.
- Au, T.K. (2006). The relationship between language and cognition. In Li, P., Tan, L., Bates, E., & Tzeng, O. (Eds.) *Handbook of East Asian Psycholinguistics (Vol. I: Chinese)*, pp. 281-286). Cambridge, UK: Cambridge University Press.
- Zamora, A., Romo, L. F., & Au, T. K. (2006). Using biology to teach adolescents about STD transmission and self-protective behaviors. *Journal of Applied Developmental Psychology, 27*, 109-124.
- Nadeem, E., Romo, L. F., Sigman, M., Lefkowitz, E. S., & Au, T. K. (2007). The validity of observational measures in detecting optimal maternal communication styles: Evidence from European Americans and Latinos. *Journal of Research on Adolescence, 17*, 153-168.
- Au, T. K. (2007). Salvaging heritage languages. In D. Brinton, S. Bauckus, & O. Kagan (Eds.), *Heritage language education: A new field emerging* (pp. 337-351). Mahwah, NJ: Erlbaum.
- Au, T. K., Chan, C. K. K., Chan T., Cheung, M. W. L., Ho, J. Y. S., & Ip, G. W. M. (2008). Folkbiology meets microbiology: A study of conceptual and behavioral change. *Cognitive Psychology, 57*, 1-19.
- Au, T. K., Oh, J. S., Knightly, L.M., Jun S.-A., & Romo, L. F. (2008). Salvaging a childhood language. *Journal of Memory & Language, 58*, 998-1011.
- Au, T. K., & Oh, J. S. (2009). Korean as a heritage language. In P. Li (General Ed.), *Handbook of East Asian Psycholinguistics, Part III: Korean Psycholinguistics* (C. Lee, G.B. Simpson, & Y. Kim, Eds., pp. 269-275). London: Cambridge University Press.
- Oh, J. S., Au, T. K., & Jun, S.-A. (2009). The nature of childhood language memory: Korean adoptees learning Korean as adults. In J. Chandlee, M. Franchini, S. Lord, & G.-M. Rheiner (Eds.), *Proceedings of the 33rd Annual Boston University Conference on Language Development (Vol. 2, pp. 391-397)*. Somerville, MA: Cascadilla Press.

- Lau, W., Chan, C. K., Li, J. C., & *Au, T. K. (2010). Effectiveness of group cognitive-behavioral treatment for childhood anxiety in community clinics. *Behaviour Research and Therapy*, *48*, 1067-1077. (*corresponding author)
- Oh, J. S., Au, T. K., & Jun, S.-A. (2010). Early childhood language memory of international adoptees. *Journal of Child Language*, *37*, 1123-1132.
- Richland, L. E., Chan, T.-K., Morrison, R. G., & Au, T. K. (2010). Young Children's Analogical Reasoning across Cultures: Similarities and Differences. *Journal of Experimental Child Psychology*, *105*, 146-153.
- Wong, A. M. Y., Kidd, J., Ho, C. S., & Au, T. K. (2010). Characterizing the overlap between SLI and dyslexia in Chinese: the role of phonology and beyond. *Scientific Studies of Reading*, *14*, 30-57.
- Chan, A. C., & *Au, T. K. (2011). Getting children to do more academic work: Foot-in-the-Door versus Door-in-the-Face. *Teaching & Teacher Education*, *27*, 982-985. (*corresponding author)
- Chan, W. W. L., Au, T. K., & Tang, J. (2011). Exploring the developmental changes in automatic two-digit number processing. *Journal of Experimental Child Psychology*, *108*, 263-274.
- Cheung R. Y., & *Au, T. K. (2011). Nursing students' anxiety and clinical performance. *Journal of Nursing Education*, *50*, 286-289. (*corresponding author)
- Li, J. C., Lau, W., & Au, T. K. (2011). Psychometric Properties of the Spence Children's Anxiety Scale in a Hong Kong Chinese Community Sample. *Journal of Anxiety Disorders*, *25*, 584-591.
- Tso, R. V. Y., Au, T. K., & Hsiao, J. H. (2011). The influence of writing experiences on holistic processing in Chinese character recognition. In L. Carlson, C. Hoelscher, & T. F. Shipley (Eds.), *Proceedings of the 33rd Annual Conference of the Cognitive Science Society* (pp. 1442-1447). Austin, XX: Cognitive Science Society.
- Au, T. K. (2012). Access to Childhood Language Memory: Implications for Cognitive Development. In M. Siegal & L. Surian (Eds.), *Access to language and cognitive development* (pp. 176-191). New York: Oxford University Press.
- Wong, H. M., Bridges, S. M., Yiu, C. K. Y., McGrath, C. P. J., Au, T. K., & Parthasarathy, D. S. (2012). Development and Validation of Hong Kong Rapid Estimate of Adult Literacy in Dentistry (HKREALD-30). *Journal of Investigative and Clinical Dentistry*, *3*, 118-127.
- Au, T. K. (2013). Songs as Ambient Language Input in Phonology Acquisition. *Language Learning and Development*, *9*, 266-277.
- Chan, W. W. L., Au, T. K., & Tang, J. (2013). Developmental dyscalculia and low numeracy in Chinese children. *Research in Developmental Disabilities*, *34*, 1613-1622.
- Tso, R. V. Y., Au, T. K., & Hsiao, J. H. (2013). Expert marker of Chinese character recognition: Left-side bias versus holistic processing? In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (pp. 1492-1497). Austin, TX: Cognitive Science Society.
- Wong, H. M., Bridges, S. M., Yiu, C. K. Y., , McGrath, C. P. J., Au, T. K., & Parthasarathy, D. S. (2013). Validation of the Hong Kong Oral Health Literacy Assessment Task for paediatric dentistry (HKOHLAT-P). *International Journal of Paediatric Dentistry*, *23*, 366-375.

- Bridges, S., Parthasarathy, D. Au, T., Wong, H., Yiu, C., & McGrath, C. (2014). Development of functional oral health literacy assessment instruments: Application of literacy and cognitive theories. *Journal of Public Health Dentistry, 74*, 110-119.
- Bridges, S. M., Parthasarathy, D. S., Wong, H. M., Yiu, C. K., Au, T. K., & McGrath, C. P. (2014). The relationship between caregiver functional oral health literacy and child oral health status. *Patient education and counseling, 94*, 411-426.
- Chan, W. W. L., Au, T. K., & Tang, J. (2014). Strategic counting: A novel assessment of place-value understanding. *Learning and Instruction, 29*, 78-94.
- Parthasarathy, Bridges, S. M., D. S., McGrath, C. P. J., Au, T. K. Wong, H. M., & Yiu, C. K. Y. (2014). The relation between caregivers' multiliterate reading habits and their children's oral health status. *Interactive Journal of Medical Research, 3*(3).
- Parthasarathy, D. S., McGrath, C. P. J., Bridges, S. M., Wong, H. M., Yiu, C. K. Y., & Au, T. K. (2014). Efficacy of instruments measuring Oral Health Literacy: A systematic review. *Oral Health and Preventive Dentistry, 12*, 2233-43.
- Tso, R. V. Y., Au, T. K., & Hsiao, J. H. (2014). Perceptual expertise: Can sensorimotor experience change holistic processing and left-side bias? *Psychological Science, 25*, 1757-1767.
- Au, T. K., Chan, W. W. L., Cheng, L., Siegel, L. S., & Tso, R. V. Y. (2015). Can Non-Interactive Language Input Benefit Young Second-Language Learners? *Journal of Child Language, 42*, 323-350.
- Bridges, S. M., Drew, P., Zayts, O., McGrath, C., Yiu, C. K. Y., & Au, T. K. (2015). Interpreter-mediated Dentistry. *Social Science and Medicine, 132*, 197-207.
- Kidd, J., Shum, K. K., Ho, C. S., & *Au, T. K. (2015). Phonological Representations and Early Literacy in Chinese. *Scientific Studies of Reading, 19*, 89-113. (*corresponding author)
- Wong, A. M.-Y., Ho, C. S.-H., Au, T. K.-F., Kidd, J. C., Ng A. K.-H., Yip, L. P.-W., & Lam, C. C.-C. (2015). (Dis)connections between specific language impairment and dyslexia in Chinese. *Reading and Writing: An Interdisciplinary Journal, 28*, 699-719.
- Shum, K. K., Ho, C. S., Siegel, L. S., & Au, T. K. (2016). First-language longitudinal predictors of second-language literacy in young L2 learners. *Reading Research Quarterly, 51*, 323-344.
- Au, T. K., Kwok, A. F., Tong, L. C., Cheng, L., Tse, H. M., & Jun, S.-A. (2017). The Social Costs in Communication Hiccups between Native and Nonnative Speakers. *Journal of Cross-Cultural Psychology, 48*, 369-383.
- Chan, W. W. L., Au, T. K., N. T. T. Lau, & Tang, J. (2017). Counting errors as a window onto children's place-value concept. *Contemporary Educational Psychology, 51*, 123-130.
- Kidd, J., Shum, K. K., Wong, A. M. Y, Ho, C. S., & *Au, T. K. (2017). Auditory perception and word recognition in Cantonese-Chinese speaking children with and without Specific Language Impairment. *Journal of Child Language, 44*, 1-35. (*corresponding author)
- Shum, K. K. M., & Au, T. K. (2017). Why does rapid naming predict Chinese word reading? *Language Learning and Development, 13*, 127-142.
- Tso, R. V. Y., Chen, H., Yeung, Y. A., Au, T. K., & Hsiao, J. H. (2017). Right hemisphere lateralization and holistic processing do not always go together: An ERP investigation of a training study? *Proceedings of the 39th Annual Conference of the Cognitive Science Society* (pp. 3386-3391). Austin, TX: Cognitive Science Society.

- Wong, A. M.-Y., Ho, C. S.-H., Au, T. K.-F., McBride, C. A., Ng A. K.-H., Yip, L. P.-W., & Lam, C. C.-C. (2017). Reading comprehension and its component skills in Chinese children with SLI and/or Dyslexia. *Reading and Writing: An Interdisciplinary Journal*, 30, 337-361.
- Wong, H. M., Bridges, S. M., McGrath, C. P., Yiu, C. K. Y., Zayts, O.A., & Au, T. K. (2017). Impact of prominent themes in clinician-patient conversations on caregiver's perceived quality of communication with paediatric dental visits. *PLOS ONE*, 12(1): e0169059. doi:10.1371/journal.pone.0169059
- Kong, M. M., & Au, T. K. (2018). The Incredible Years Parent Program for Chinese Preschoolers with Developmental Disabilities. *Early Education and Development*, 29, 494-514.
- Lo, B. C. Y., Zhao, Y., Ho, Y. C., & Au, T. K. (2018). Psychometric properties of the Children's response styles questionnaire in a Hong Kong Chinese community sample. *Health and Quality of Life Outcomes*, 15, 198-210. <http://link.springer.com/article/10.1186/s12955-017-0774-x0>
- Oh, J. S., Au, T. K., Jun, S.-A., Lee, R. M. (2019). Childhood language memory in adult heritage language (re)learners. In M. S. Schmid and B. Köpke (Eds.), *The Oxford Handbook of Language Attrition* (pp. 481-492). Oxford, UK: Oxford University Press.
- Xiao, Y., Pinkney, E., Au, T. K., & Yip P. S. F. (2020). Athena SWAN and gender diversity: A UK-based retrospective cohort study. *BMJ Open*, 10(2). <https://bmjopen.bmj.com/content/bmjopen/10/2/e032915.full.pdf>
- Yip P. S. F., Xiao, Y., Wong, C. L. H., & Au, T. K. (2020). Is there gender bias in research grant success in social sciences?: Hong Kong as a case study. *Humanities & Social Sciences Communications*, 7, 173. <http://www.nature.com/articles/s41599-020-00656-y>
- Au, A. H. C., Shum, K. K. M., Cheng, Y., Tse, H. M. Y., Wong, R. M. F., Li, J., & *Au, T. K. F. (2021). Autism spectrum disorder screening in preschools. *Autism*, 25(2), 516-528. (*co-corresponding author) <http://journals.sagepub.com/doi/pdf/10.1177/1362361320967529>
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- Mascheroni, E., Grassi, M., Bonanomi, A., Sperotto, R., Deeg, S., Hung, S., Xia, R., Ionio, C., Au, T.K., & Gattis, M. (2022). The role of experience in parenting beliefs of British and Italian women during pregnancy. *Infant Mental Health Journal*. <https://doi.org/10.1002/imhj.22014>
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- Tso, R. V. Y., Au, T. K., & Hsiao, J. H. (2022). Non-monotonic developmental trend of holistic processing in visual expertise: The case of Chinese character recognition. *Cognitive Research: Principles and Implications*. 7:39. <https://rdcu.be/cM53G>
- *Wang, L., Hsiao, J.H., Chan, A.B., Cheung, J., Hung, S., & *Au, T.K. (2022). On becoming socially anxious: Toddlers' attention bias to fearful faces. *Developmental Psychology*. (*co-corresponding author) <https://doi.org/10.1037/dev0001472>

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INVITED PRESENTATIONS

- Au, T. K. (November, 1988). Chinese and English counterfactuals: Another look at the relation between language and thought. Colloquium sponsored by the Department of Psychology, Wesleyan University, Connecticut, USA.
- Au, T. K. Children's use of information in word learning. (October, 1990). The Language and Cognition Group, Northeastern University, Massachusetts, USA.
- (December, 1990). Colloquium co-sponsored by the Linguistic Society of Hong Kong and the Department of Speech and Hearing Sciences at the University of Hong Kong.
- (February, 1991). Developmental Luncheon Series, Department of Psychology, Yale University, Connecticut, USA.
- Au, T. K. (April, 1992). Young children's understanding of reality and non-reality. The Conference on Children's Communication: Legal and Clinical Implications, Long Beach, California, USA.
- Au, T. K. (October, 1994). What are germs? Biological or non-biological kinds? Workshop on Folkbiology, Northwestern University, Evanston, Illinois, USA.
- Au, T. K., de la Sota, A., & Ifekwunigwe, M. (February, 1995). Children's concepts of germs: Implications for science/health education. Colloquium at the Urban Education Studies Center, UCLA., Los Angeles, California, USA.
- Au, T. K. (April, 1995). Does childhood experience with a language help adult learn that language? The Teachers of Japanese in Southern California Workshop, Pasadena, California, USA.
- Au, T. K., & Romo, L. F. (November, 1995). Think Biology: A new approach to AIDS education. The UCLA AIDS Institute's Social and Behavioral Symposium: Children and Families Affected by HIV/AIDS. Westwood, California, USA.
- Au, T. K. (December, 1995). Does childhood language experience help adult learners? The 7th International Conference on the Cognitive Processing of Chinese and Other Asian Languages, Shatin, Hong Kong.
- Au, T. K. (November, 1996). Adolescents and HIV/AIDS research: A developmental perspective. Research Round-up meeting organized by the Office on AIDS, NIMH/NIH. Bethesda, Maryland, USA.
- Au, T. K. (December, 1996). Children's folkbiology: Theoretical and applied implications. Department of Psychology colloquium. University of California, Riverside, California, USA.
- Au, T. K. (February, 1999). Panelist in a special workshop at the UCLA School of Law on "Young Children's Competence to Take the Oath." Los Angeles, California, USA.
- Au, T. K. (September, 1999). Considering children's folkbiology in health education. Department of Psychology Colloquium. Northwestern University, Evanston, Illinois, USA.
- Au, T. K. (September, 2000). Language Reacquisition: Timing and Nature of Input. Heritage Language Research Priorities Conferences, Co-sponsors by the Center for Applied Linguistics, National Foreign Language Center, and UCLA, Los Angeles, California, USA.

- Au, T. K. (April, 2001). Children's explanations for biological phenomena. "Workshop on Culture and Explanation," co-sponsored by the Language, Culture, & Cognition Program and the Cognitive Science Program, Northwestern University, Evanston, Illinois, USA.
- Au, T. K. (May, 2001). Does childhood experience with a heritage language help adult learners? Symposium on "A Cross-Disciplinary Look at the Heritage Speaker: Linguistics, Psychology, Pedagogy," co-sponsored by the UCLA Language Resource Program and the UCLA Foreign Language Resource Committee, UCLA, Los Angeles, California, USA.
- Au, T. K. (May, 2001). Considering children's folkbiology in health education. Colloquium sponsored by the Department of Psychology, the University of Hong Kong, Hong Kong.
- Au, T. K. (July, 2002). Language and culture. Plenary session address. The 8th International Conference on Language and Social Psychology, Hong Kong.
- Au, T. K. (October, 2002). Public health education on HIV prevention. "Symposium on HIV," the University of Hong Kong, Hong Kong.
- Au, T. K. (November, 2002). Considering children's folkbiology in health education. Departmental seminar, the Chinese University of Hong Kong, Hong Kong.
- Au, T. K. (June, 2003). The Science of Raising Children. Plenary session address. The annual conference of the Hong Kong Psychological Society, Hong Kong.
- Au, T. K. (July, 2004). Conceptual Change. "Mentor Award Symposium—A Tribute to Ellen Markman as Mentor: On Guiding Cognitive Development," American Psychological Association, Honolulu, Hawaii, USA.
- Au, T. K. (April, 2009). Salvaging a childhood language. Phonetics Seminar, University of California, Los Angeles, USA.
- Au, T. K. (April, 2009). Folkbiology meets microbiology: A study of conceptual and behavioral change. Human Development Seminar, University of California, Santa Barbara, USA.
- Au, T. K. (October, 2009) Overhearing a second language and cognitive development. International Conference on Access to Language and Cognitive Development, Trieste, Italy.
- Au, T. K. (June, 2010). Folkbiology meets microbiology: Conceptual and behavioral change. Keynote Lecture for the Hong Kong Psychological Society Annual Conference 2010 "Developmental Challenges across Life Stages," Hong Kong.
- Au, T. K. (December, 2010). Salvaging a childhood language. Keynote for Winter Institute 2010: Promoting Healthy Communication across the Lifespan. Centre for Communication Disorders, Hong Kong, China.
- Au, T. K. (September, 2012). Access to childhood language memory. Developmental Psychology Seminar Series, Stanford University, Stanford, USA.
- Au, T. K. (October, 2012). Access to childhood language memory in re-learning a heritage language. Plenary Lecture at International Conference on Heritage Language Learning and Language Acquisition, Toronto, Canada.
- Au, T. K. (October, 2012). "Think Biology" in health education: Children's conceptual and behavioral change. Developmental Psychology Area Lunch Speaker Series, Yale University, New Haven, USA.
- Au, T. K. (November, 2012). Access to childhood language memory. Michael S. Goodman '74 Memorial Lecture Series, Brown University, Providence, USA.
- Au, T. K. (November, 2012). Access to childhood language memory. International Seminar Series, School of Psychology, Cardiff University, UK.

- Au, T. K. (November, 2013). Access to childhood language memory. Brown Bag Seminar Series, School of Social Sciences, Singapore Management University, Singapore.
- Au, T. K. (July, 2014). Developing better accents in a foreign language: The early years. Keynote speech at the International Conference on Preschool Education at on the 5th Anniversary of the Forum on China's Early Education, Hangzhou, China.
- Au, T. K. (May, 2016). The Influence of the Family. Distinguished Speaker Series at the HKIEd Early Childhood Education Conference 2016, Hong Kong, China.
- Au, T. K. (December, 2016). Outsourcing parenting: Foreign domestic helpers as substitute parents for children in Hong Kong. International Symposium on Child Development and Mental Health and the opening ceremony for the Key Lab of International Child Development and Mental Health Study, Shenzhen University, China.
- Au, T. K. (November, 2017). HKU as a HeForShe Univeristy Impact Champion. In the plenary session "Driving culture change from the top to accelerate gender diversity and inclusion". Other panel members: Professor Margaret Sheil AO, Provost, University of Melbourne; Professor Ralph Hexter, Provost and Executive Vice Chancellor, UC Davis. APRU Asia-Pacific Women in Leadership Workshop, Sydney, Australia.
- Au, T. K. (December, 2017). Driving culture change from the top to promote gender equity: The HKU Story. Keynote Speech at the Hong Kong Association of University Women 60th Anniversary Conference, Hong Kong, China.
- Au, T. K. (November, 2020). The science of raising children. Webinar on "Loving our work with children and young people" in the Golden Jubilee Webinar Series of the Hong Kong Psychological Society, Hong Kong, China.