

Amy S. Finn

Curriculum Vitae

Employment

Associate Professor	University of Toronto Department of Psychology 100 St. George Street, Room 4002 Toronto, ON, M5S 3G3 Email: amy.finn@utoronto.ca Web: finnlandlab.org	2022-present
Assistant Professor	University of Toronto Department of Psychology	2016-2022

Education

Postdoc	Massachusetts Institute of Technology, Department of Brain and Cognitive Science Advisor: John D. E. Gabrieli	2010-2015
Ph.D.	University of California, Berkeley Psychology: Cognition Brain & Behavior Advisors: Carla L. Hudson Kam & Mark D'Esposito	2004-2010
B.A.	University of Wisconsin—Madison Psychology, English Advisor: Jenny R. Saffran	1999-2002

Publications (peer reviewed) * indicates trainee author, [Ⓟ] indicates equal contributions

Under review & preprints

Decker, A.,* Duncan, K., [Ⓟ] & Finn, A.S. [Ⓟ] (under review). Fluctuations in sustained attention explain moment-to-moment shifts in children's memory formation. **preprint:** <https://psyarxiv.com/gzkuc/>

Tandoc, M.C.,* Nadendla, B.,* Pham, T.* & Finn, A.S. (under review). Dividing attention hurts learning in adults but not children. **preprint:** <https://psyarxiv.com/aqw28/>

Jung, Y.,* Forest, T.A.,* Walther, D.B., & Finn, A.S. (under review). Neither sharpened nor lost: the unique role of attention in children's neural representations. **preprint:** <https://www.biorxiv.org/content/10.1101/2022.08.25.505325v1>

Decker, A.,* ^ℙ Dubois, M.,* ^ℙ Duncan, K. ^ℙ & **Finn, A.S.** ^ℙ (under review). Pay attention and you might miss it: Greater learning during attentional lapses. **preprint:** <https://psyarxiv.com/pc4jq/>

Liu, H., Duncan, K. ^ℙ & **Finn, A.S.** ^ℙ (under review). What sticks after statistical learning: The persistence of implicit versus explicit memory traces. (manuscript available upon request)

Himberger, K.,* **Finn, A.S.** & Honey, C.J. (under review). On the automaticity of visual statistical learning. **preprint:** <https://www.biorxiv.org/content/10.1101/2022.07.04.498716v1>

Forest, T.A.,* Abolghasem, Z., **Finn, A.S.**, & Schlichting, M.L. (under review). Children form highly specific memory representations for statistical structure. **preprint:** <https://psyarxiv.com/7y6z9>

2022

Forest, T.A., * Schlichting, M.L., Duncan, K., & **Finn, A.S.** (accepted) How statistical learning changes across development. *Nature Reviews Psychology*.

Forest, T. A.,* Siegelman, N., ^ℙ & **Finn, A.S.** ^ℙ (2022). Attention to different statistical structures changes with experience. *Psychological Science*

Gualtieri, S.* & **Finn, A.S.** (2022). The sweet spot: When children's developing abilities, brains, and knowledge make them better learners. *Perspectives on Psychological Science*, 17(4), 1322-1338.

Forest, T. A.,* **Finn, A.S.** & Schlichting, M.L. (2022). General precedes specific in memory representations for structured experience. *Journal of Experimental Psychology: General*, 151(4), 837-851.

2021

Ren, J.,* Wharton-Shuckster, E.*, Bauer, A.*, Duncan, K. ^ℙ, & **Finn, A.S.** ^ℙ (2021) Events Structure Information Accessibility Less in Children than Adults. *Cognition*, 217, 104878.

2020

Jung, Y.,* Walther, D.B., & **Finn, A.S.** (2020). Automatic categorical abstraction during visual statistical learning in children and adults, *Developmental Science*, 1-12, doi: 10.1111/desc.13072

Decker, A.L.,* Duncan, K. ^ℙ, **Finn, A.S.** ^ℙ, & Mabbott, D.J. ^ℙ (2020). Children's family income is associated with cognitive function and volume of anterior not posterior hippocampus. *Nature Communications*, 11, 4040.

Decker, A.L.,* **Finn, A.S.** ^ℙ, & Duncan, K. ^ℙ (2020). Errors lead to transient impairments in memory formation. *Cognition*, 204, 104338.

Forest, T. A., * **Finn, A.S.** & Schlichting, M.L. (2020). What is represented in memory after statistical learning? *Proceedings of the 42nd Annual Meeting of the Cognitive Science Society*.

2019

Forest, T. A., *[✉] Lichtenfeld, A.,[✉] Alvarez, B., & **Finn, A.S.** (2019). Superior learning in Synesthetes: Consistent grapheme-color associations facilitate the segmentation of words from continuous speech. *Cognition*, 186, 72-81.

Finn, A.S., Kharitonova, M. Holtby, N.*, & Sheridan, M.A. (2019). Prefrontal and hippocampal structure predict statistical learning ability in early childhood. *Journal of Cognitive Neuroscience*, 31, 126-137.

Kalra, P.B.,* Gabrieli, J.D.E., & **Finn, A.S.** (2019). Evidence of Stable Individual Differences in Implicit Learning. *Cognition*, 190, 199-211.

Leonard, J.A., Romeo, R.R., Park, T.A., Takada, M., Robinson, S.T., Grotziner, H., **Finn, A.S.**, Gabrieli, J.D.E., & Mackey, A.P. (2019) Associations between cortical thickness and reasoning vary by socioeconomic status in early childhood and adolescence. *Developmental Cognitive Neuroscience*, 36, 100641.

Galla, B.M., Shulman, E.P., Plummer, B.D., Gardner, M., Hutt, S.J., Goyer, J. P., D’Mello, S.K., **Finn, A.S.** & Duckworth, A.L. (2019). Why High School Grades Are Better Predictors of On-Time College Graduation Than Are Admissions Test Scores: The Roles of Self-Regulation and Cognitive Ability. *American Educational Research Journal*, 56(6), 2077-2115.

Wharton-Shukster, E.* & **Finn, A.S.** (2019). A trade-off in learning across levels of abstraction in adults and children. *Proceedings of the 41st Annual Meeting of the Cognitive Science Society*. (pp.3092–3098). Montreal, QC.

2018

Forest, T.A.* & **Finn, A.S.** (2018). Attention Selectively Boosts Learning of Statistical Structure. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*. (pp. 1674-1680). Madison, WI: Cognitive Science Society

2017

Sheridan, M. A., Peverill, M., **Finn, A. S.**, & McLaughlin, K. A. (2017). Dimensions of childhood adversity have distinct associations with neural systems underlying executive functioning. *Development and Psychopathology*, 29, 1777-1794.

Qi Z., Beach S. D., **Finn A. S.**, Minas J., Goetz C., Chan B., & Gabrieli J. D. E. (2017). Dissociable language learning strengths are predicted by native-language N400 and P600. *Neuropsychologia*, 98, 177-191.

Finn, A.S., Minas, J.E., Leonard, J.A*., Mackey, A.P., Salvatore, J., Goetz, C., West, M.R., Gabrieli, C.F.O. & Gabrieli, J.D.E (2017). Functional brain organization of working memory in adolescents varies in relation to family income and academic achievement. *Developmental Science*, 20, e12450.

2016

- Finn, A.S.**, Kalra, P.B., Goetz, C., Leonard, J.A., Sheridan, M.A. & Gabrieli, J.D.E (2016) Developmental Dissociation Between the Maturation of Procedural Memory and Declarative Memory. *Journal of Experimental Child Psychology*, 142, 212-220.
- Peeverill, M., McLaughlin, K. A., **Finn, A. S.**, & Sheridan, M. A. (2016). Working memory filtering continues to develop into late adolescence. *Developmental Cognitive Neuroscience*, 18, 78-88.
- Cain, M.S., Leonard, J.A., Gabrieli, J.D.E., & **Finn, A.S.** (2016) Media Multitasking in Adolescence. *Psychonomic Bulletin & Review*, 23, 1932-1941.
- West, M.R., Kraft, M., **Finn, A.S.**, Martin, R.E., Duckworth, A.L., Gabrieli, C.F.O. & Gabrieli, J.D.E (2016) Promise and Paradox: Measuring students' non-cognitive skills and the impact of schooling. *Educational Evaluation and Policy Analysis*, 38, 148-170.

2015

- Leonard, J.A.* , Mackey, A.P., **Finn, A.S.**, & Gabrieli, J.D.E (2015). Differential Effects of Socioeconomic Status on Declarative and Procedural Memory Systems. *Frontiers in Human Neuroscience*, 9, 1-9.
- Finn, A.S.** & Hudson Kam, C.L. (2015). Why segmentation matters: experience-driven segmentation errors impair "morpheme" learning. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 41, 1560-1569.
- Saygin, Z.M., Osher D.E., Koldewyn, K., Martin, R.E., **Finn, A.S.**, Saxe, R., Gabrieli, J.D.E. & Sheridan, M.A. (2015). Structural connectivity of the developing human amygdala. *PlosOne*, 10, e0125170.
- Mackey, A.P., **Finn, A.S.**, Leonard, J.A., West, M.R., Gabrieli, C.F.O. & Gabrieli, J.D.E (2015). Cortical thickness correlates of the income achievement gap in middle school students. *Psychological Science*, 26, 925-933.

2014

- Finn, A.S.**, Kraft, M., West, M.R., Leonard, J.A., Bish, C., Martin, R.E., Sheridan, M.A., Gabrieli, C.F.O. & Gabrieli, J.D.E (2014). Cognitive skills, student achievement tests and schools. *Psychological Science*, 25, 736-744.
- Finn, A.S.**, Lee, T., Kraus, A. & Hudson Kam, C.L. (2014). When it hurts (and helps) to try: the role of effort in statistical learning. *PlosOne*. 9, e101806.
- West, M.R., Gabrieli, C.F.O. **Finn, A.S.**, Kraft, M. & Gabrieli, J.D.E (2014). What Effective Schools Do: Stretching the cognitive limits on achievement. *Education Next*.
- Plummer, B.D., Galla, B.M., Patrick, S.D., Meketon, D.M., Fernandez-Vina, E., **Finn, A.S.**, Leonard, J., Goetz, C., Bartolino, S. White, R. & Duckworth, A.L (2014). A Behind-the-Scenes Guide to School-Based Research. *Mind, Brain, and Education*, 8, 15-20.

2013 & before

- Finn, A.S.**, Hudson Kam, C.L., Ettliger, M., Vytlačil, J. & D'Esposito, M. (2013). Learning language with the wrong neural scaffolding: The cost of neural commitment to sounds. *Frontiers in Systems Neuroscience*, 7, 1-15.
- Ettliger, M., **Finn, A.S.** & Hudson Kam, C.L. (2012). The Effect of Sonority on Word Segmentation: Evidence for a Phonological Universal. *Cognitive Science*, 36, 655-673
- Finn, A.S.**, Sheridan, M.A., Hudson Kam, C.L., Hinshaw, S. & D'Esposito, M. (2010). Longitudinal evidence for functional specialization of the neural circuit supporting working memory in the human brain. *The Journal of Neuroscience*, 30, 11062-11067
- Finn, A.S.** & Hudson Kam, C.L. (2008). The curse of knowledge: First language knowledge impairs adult learners' use of novel statistics for word segmentation. *Cognition*, 108, 477-499.
- Tierney, W. M., Oppenheimer, C.C., Hudson, B.L., Benz, J., **Finn, A.**, Hickner, J.M., Lanier, D., & Gaylin, D.S. (2007). A National Survey of Primary Care Practice-Based Research Networks. *Annals of Family Medicine*, 5, 242-250.
- Finn, A.S.** & Hudson Kam, C.L. (2006). Use of word segmentation cues in adults: L1 phonotactics versus L2 transitional probabilities. In R. Sun (Ed.) *Proceedings of the 28th Annual Meeting of the Cognitive Science Society* (pp. 1229-1304). Mahwah, NJ: Erlbaum.

Grants

- 2021 – 2025 **Social Sciences and Humanities Research Council of Canada (SSHRC)**
 Summary: Insight Program; *How children's environments shape their learning ability and achievement*
 Role: PI Total: \$189,470 (direct costs)
- 2021 – 2023 **Social Sciences and Humanities Research Council of Canada (SSHRC)**
 Summary: Insight Development Program; *How the environment shapes what infants know and learn.*
 Role: PI Total: \$74,800 (direct costs)
- 2016 – 2021 **Natural Sciences and Engineering Research Council of Canada (NSERC)**
 Summary: Research Tools and Instruments program; *Enhanced communication during brain imaging of children and older adults: Cognitive neuroscience of memory across the lifespan*
 Role: Co-investigator Total: \$150,000 (direct costs)
- 2018 -2019 **Connaught New Researcher Award**
 Summary: *What children remember and why: How attention can predict developmental shifts in the nature of memory.*
 Role: PI Total: \$35,000 (direct costs)
- 2017 – 2021 **Social Sciences and Humanities Research Council of Canada (SSHRC)**

- Summary: Insight Program; *How does social status impact achievement?: Unpacking developmental changes in learning systems*
 Role: PI Total: \$145,696 (direct costs)
- 2016 – 2022 **Natural Sciences and Engineering Research Council of Canada (NSERC)**
 Summary: Discovery program; *Learning in the developing mind and brain*
 Role: PI Total: \$150,000 (direct costs)
- 2015 - 2017 **Canada Foundation for Innovation (CFI)**, John Evans Leaders Fund program
 Summary: *Developmental cognitive neuroscience infrastructure*
 Role: PI Total: \$140,000 (direct costs)
- 2015 - 2017 **Ontario Research Fund (ORF)**
 Summary: *Brain development, memory systems and learning outcomes*
 Role: PI Total: \$140,000 (direct costs)
- 2015 - 2019 **Internal International Postdoc grant**
 Summary: *Cognitive neuroscience of learning and development*
 Role: Co-PI Total: \$40,000 (direct costs)
- 2013 **Spencer Foundation**
 Summary: *Enhancing Cognitive Skills in Charter School Students*
 Role: Co-investigator Total: \$50,000
- 2013 **Center for Advanced Study of Language (CASL)**
 Summary: *Predicting Success in Adult Language Learning*
 Role: Co-investigator Total: \$80,000
- 2012 **Department of Defense, Intelligence Advanced Research Projects Activity**
 Summary: *"Predicting Adults' Language Learning from Pre-Learning MRI and Cognitive Measures"* (IARPA: BAA-10-09)
 Role: Co-investigator Total: \$200,000
- 2011 **National Institute of Mental Health (NIMH)**
 Summary: *Ruth L. Kirschstein National Research Service Award (NRSA)*
 Role: PI Total: \$175,000
- 2010 **Elizabeth Roboz Einstein Fellowship**
 Summary: Neurosciences and Human Development; University of California, Berkeley
 Role: awardee Total: \$5,000
- 2008 **Elizabeth Roboz Einstein Fellowship**
 Summary: Neurosciences and Human Development; University of California, Berkeley
 Role: awardee Total: \$5,000
- 2007 **Elizabeth Roboz Einstein Fellowship**
 Summary: Neurosciences and Human Development; University of California, Berkeley
 Role: awardee Total: \$5,000
- 2006-2008 **National Science Foundation Graduate Research Fellowship**

Summary: *Understanding the sensitive period for language acquisition: differences in cognitive capacity*

Role: awardee

Total: \$90,000

Invited Talks

- Finn, A.S.** (April, 2022) *A sweet spot? When children's ongoing cognitive and brain development allow them to learn better than adults.* Northeastern University Department of Psychology Colloquium; Boston, MA, USA.
- Finn, A.S.** (October, 2021) *A sweet spot? When children's ongoing cognitive and brain development allow them to learn better than adults.* Feindel Brain and Mind Lecture Series [virtual]; Montreal Neurological Institute, McGill University, Montreal, Canada.
- Finn, A.S.** (April, 2021) *The cognitive and neural profile of achievement differs by income.* University of California San Francisco Neuroscape Center Meeting [virtual]. San Francisco, California.
- Finn, A.S.** (July, 2020) Invited panel: *Statistical learning and Development*, moderator. Annual Meeting of the Cognitive Science Society [virtual], Toronto, Canada.
- Finn, A.S.** (June, 2019) *Situating statistical learning in memory, a developmental perspective.* Theme Speaker: Conference for Interdisciplinary Advances in Statistical Learning, San Sebastián, Spain
- Finn, A.S.** (November, 2018) *How children learn differently. The role of brain development.* University of Toronto, Alumni Association.
- Finn, A.S.** (October, 2017) *The sensitive period for language learning: knowledge, memory and the developing brain.* Developmental area Colloquium, University of Waterloo.
- Finn, A.S.** (October, 2017) *Learning in the developing mind and brain.* Toronto Western Hospital neuroimaging rounds.
- Finn, A.S.** (April, 2017) *The sensitive period for language learning.* Departmental Colloquium, University of Arizona.
- Finn, A.S.** (March, 2017) *Learning in the developing mind and brain.* Colloquium, Ontario Institute for Studies in Education (OISE), University of Toronto.
- Finn, A.S.** (January, 2017) *Brain development, memory & SES.* Developmental Colloquium, University of Toronto.
- Finn, A.S.** (November, 2016) *How does brain development constrain learning in diverse environments?* Rotman Research Institute, Baycrest Hospital.
- Finn, A.S.** (April, 2016) *The sensitive period for language learning: the role of knowledge and memory.* Human Communication Labs, University of Toronto Mississauga.
- Finn, A.S.** (March, 2016) *The sensitive period for language learning: the role of knowledge and memory.* Ebbinghaus Colloquium, University of Toronto.

- Finn, A.S.** (February, 2016) *Optimal time periods for learning: The role of knowledge, expert neural circuits & effort.* Psycholinguistics group meeting, University of Toronto.
- Finn, A.S.** (September, 2015) *Biological embedding of early experience: the stress response.* Fraser Mustard Institute for Human Development, University of Toronto.
- Finn, A.S.** (April, 2015). *How do cognitive and brain development constrain learning?* Columbia University, Department of Psychology.
- Finn, A.S.** (January, 2015). *Learning in the developing mind and brain.* University of North Carolina, Department of Psychology.
- Finn, A.S.** (December, 2014). *Learning in the developing mind and brain.* University of Toronto, Department of Psychology.
- Finn, A.S.** (December, 2014). *Learning in the developing mind and brain.* Paper presented at the University of Pittsburgh, Department of Psychology & Learning Research and Development Center.
- Finn, A.S.** (November, 2014). *Optimal time periods for learning: The role of knowledge, expert neural circuits & effort.* University of California, Riverside, Department of Psychology.
- Finn, A.S.** (April, 2014). *How do cognitive and brain development constrain learning?* Sackler Institute for Developmental Psychobiology, Weill Medical College of Cornell University.
- Finn, A.S.** (March, 2014) *The impact of educational environment on the development of core cognitive and neural systems.* Columbia University, Teachers College.
- Finn, A.S.** (March, 2014). *How does the maturing brain constrain language learning?* University of California, Irvine.
- Finn, A.S.** (December, 2013). *Achieving more: What cognitive and neural factors underlie improvement on achievement tests?* Cognitive Science Lunch, Massachusetts Institute of Technology.
- Finn, A.S.** (November, 2013). *Predicting language learning: can imaging tell us something more than behavior?* Agency for Intelligence Advanced Research Projects Activity (IARPA). Bethesda, Maryland.
- Finn, A.S.** (November, 2013). *Language learning and brain development, why less is more.* Center for Research in Language talk series, University of California, San Diego.
- Finn, A.S.** (November, 2013). *The sensitive period for language acquisition: Why domain general aspects of cognition matter.* Language and Cognition talk series, Harvard University.
- Finn, A.S.** (September, 2013). *Measuring cognitive ability in schools.* GATES foundation, University of Pennsylvania.
- Finn, A.S.** (May, 2012). *Learning about learning: When adults are worse than kids.* Paper presented at departmental Cognitive Science Lunch, Massachusetts Institute of Technology.
- Finn, A.S.** (October, 2011) *Sensitive periods for language learning: neural commitment and development.* Department of Developmental Medicine, Children's Hospital Boston.

Finn, A.S. (May, 2010) *The sensitive period for language acquisition: The role of age related differences in cognitive and neural function.* Colloquium for Cognitive, Behavioral and Brain Sciences at UC Berkeley.

Conference and Trainee talks * indicates trainee author, [Ⓟ] indicates equal contributions

Gualtieri, S.,* Otsubo, K.,* Gilboa, A., Barense, M., & **Finn, A. S.** (July, 2022). *Do you see what I see? When children do (and do not) experience visual illusions.* Annual meeting of the Canadian Society for Brain, Behaviour and Cognitive Science, Halifax, NS.

Gualtieri, S.,* Otsubo, K.,* Gilboa, A., Barense, M., & **Finn, A. S.** (May, 2022). *When children see the world differently: Examining the experience of visual illusions across development.* Toronto Area Memory Group annual meeting, Toronto, ON. Best talk award recipient.

Wharton-Shukster, E.,* Buchsbaum, B., & **Finn, A. S.** (2021, November). *Semantic organization and its predictors in adults and young children.* 54th Annual Meeting of the International Society for Developmental Psychobiology, Chicago, IL. [virtual].

Jung, Y.,* Forest, T.A., Walther, D.B., & **Finn, A.S.** (April, 2021). *Top-down modulation of visual cortex in the developing human brain.* Society for Research in Child Development, Minneapolis, MN [virtual].

Decker, A.L.,* Duncan, K., [Ⓟ] **Finn, A.S.** [Ⓟ] (March, 2021) *How do spontaneous attentional fluctuations influence learning and memory in children and adults?* Empire Strikes Back Memory Meeting, Columbia University [virtual].

Decker, A.L.,* Duncan, K., [Ⓟ] **Finn, A.S.** [Ⓟ] (March, 2021) *The costs and benefits of attentional lapses on learning and memory in children and adults.* Weekly Talk Series, Haskins Laboratories [virtual].

Himberger, K.,* **Finn, A.S.**, & Honey, C. J. (November, 2020). *Reconsidering the automaticity of visual statistical learning.* The 28th Annual Object Perception, visual Attention, and visual Memory Conference. [virtual]

Himberger, K.,* **Finn, A.S.**, & Honey, C. J. (August, 2020). *Reconsidering the automaticity of visual statistical learning.* Contextual & Episodic Memory Symposium (CEMS). [virtual]

Jung, Y.,* Forest, T.A., Walther, D.B., & **Finn, A.S.** (July, 2020). *Top-down modulation of visual cortex in the developing human brain.* Vision Sciences Society Annual Meeting [virtual].

Forest, T.A.,* Siegelman, N., & **Finn, A.S.** (July, 2020). *Attention to different statistical structures changes over the course of learning.* Vision Sciences Society Annual Meeting [virtual].

Dubois, M.* & **Finn, A.S.** (June, 2020) *Learning more when attending less: Poor attentional states enhance peripheral learning.* Rotman Research Institute Rounds. [virtual]

Dubois, M.,* & **Finn, A.S.** (March, 2020) *Learning more when attending less.* University of Toronto Developmental Interest Group.

- Decker, A.L.,* Duncan, K., ^φ **Finn, A.S.** ^φ (February, 2020). *How do attentional fluctuations influence memory encoding?*. Developmental Interest Group meeting University of Toronto, Toronto
- Forest, T.A.,* **Finn, A.S.** ^φ, & Schlichting, M. ^φ (June, 2019). *What is represented in memory after statistical learning: Evidence from adults and children*. Conference for Interdisciplinary Advances in Statistical Learning, San Sebastián, Spain.
- Forest, T.A.,* **Finn, A.S.**, & Schlichting, M. (June 2019). *What is represented in memory after statistical learning: Evidence from adults and children*. Talk presented at the annual conference of the Canadian Society for Brain, Behaviour, and Cognitive Science, Waterloo, ON, Canada
- Himberger, K.,* **Finn, A.S.**, & Honey, C. (June, 2019). *No evidence for visual statistical learning in standard reaction time measures*. Conference for Interdisciplinary Advances in Statistical Learning, San Sebastián, Spain.
- Jung, Y.,* Walther, D. B., & Finn, A. S. (2019, May). Automatic categorical abstraction during statistical learning in adults and children. Toronto Area Memory Group, ON, Toronto, ON.
- Forest, T.A.,* Sigelman, N., & **Finn, A.S.** (May 2019). *Attention to different statistical structures changes over the course of learning*. Toronto Area Memory Group annual meeting, Toronto, ON.
- Decker, A.,* Duncan, K. ^φ, **Finn, A.S.** ^φ, & Mabott, D. ^φ (March, 2019). *Parental Income Alters Development of Anterior, but not Posterior Hippocampus*. Society for Research in Child Development (SRCD), Baltimore, MD.
- Leonard, J.A., Romeo, R.R., Park, A.T., Takada, M.E., Robinson, S.T., Grotzinger, H., Last, B.S., **Finn, A.S.**, Gabrieli, J.D.E., & Mackey, A. (March, 2019). *Associations between cortical thickness and reasoning differ by socioeconomic status in development*. Society for Research in Child Development (SRCD), Baltimore, MD.
- Decker, A.,* Duncan, K & **Finn, A.S.** (May, 2018). *How do developmental shifts in attentional control influence memory formation?* Presented at Toronto area Memory Group (TaMeG), Toronto, ON.
- Bauer, A.,* Duncan, K & **Finn, A.S.** (May, 2017). *Children's emerging knowledge of the episode in episodic memory*. Presented at Toronto area Memory Group (TaMeG), Toronto, ON.
- Finn, A.S.** (April, 2017). *The answer is out there: How do children find solutions to difficult problems?* Discussant; Society for Research in Child Development (SRCD), Austin, TX.
- Finn, A.S.** (September, 2016). *Changes in neural systems supporting memory constrain learning*. Paper presented at International Mind, Brain and Education Society (IMBES), Toronto, ON.
- Finn, A.S.**, Leonard J., Mackey, A.P., Goetz, C.A., Salvatore, J., De los Angeles, C., Sheridan, M.A., Gabrieli, C.F.O. & Gabrieli, J.D.E. (November, 2013). *The neural substrates associated with improvement on standardized exams during middle school*. Paper presented at the Society for Neuroscience, San Diego, CA.

- Cain, M. S., **Finn, A. S.**, Gabrieli, J. D. E., & Mitroff, S. R. (November, 2013). *Cognitive, Personality, and Neuroimaging Correlates of Media Multitasking*. Paper presented at the Psychonomic Society, Toronto, ON.
- Finn, A.S.**, Hudson Kam, C.L., Ettliger, M. & D'Esposito, M. (November, 2011). *When it hurts (and helps) to try: What happens when adult learners try to learn novel statistics to segment words and categories*. Paper presented at the Boston University Conference on Language Development, Boston.
- Finn, A.S.**, Hudson Kam, C.L., Sheridan, M.A., Buchsbaum, B.R. & D'Esposito, M. (August, 2009). *The development of neural substrates for verbal working memory & learning*. Paper presented at the Cognitive Science Association for Interdisciplinary Learning, Hood River, OR.
- Finn, A.S.** (July, 2009). *Learning a second language with the wrong neural scaffolding: The cost of committing to sounds*. Paper presented at the Conference on Neurocognitive Development, University of California, Berkeley.
- Finn, A.S.**, Hudson Kam, C.L., Ettliger, M., & D'Esposito, M. (June, 2009). *Neural commitment to the "wrong" sounds: can native language phonological expertise help explain the sensitive period for language acquisition?* Paper presented at the Conference for Multiple Perspectives on the Critical Period for Language, The Ohio State University.
- Finn, A.S.**, Buchsbaum, B.R., Hudson Kam, C.L. & D'Esposito, M. (November, 2008). *Neural mechanisms underlying implicit, auditory-verbal sequence learning in children*. Paper presented at the Society for Neuroscience, Washington DC.
- Finn, A.S.**, Hudson Kam, C.L., Ettliger, M. & D'Esposito, M. (October, 2008). *The role of phonology in L2 learning difficulties: the cost of committing to sounds*. Paper presented at the Boston University Conference on Language Development, Boston.
- Finn, A.S.**, Sheridan, M.A., Hudson Kam, C.L. & D'Esposito, M. (August, 2008). *Developmental changes in prefrontal and hippocampal connectivity during working memory: a longitudinal fMRI study*. Paper presented at the Training Workshop on the Development of Executive Functions; St. Catherine's College, Oxford UK.
- Finn, A.S.**, Sheridan, M.A., Hinshaw, S., Hudson Kam, C.L. & D'Esposito, M. (August, 2008). *Developmental changes in prefrontal and hippocampal connectivity*. Paper presented at the Bay Area Memory Meeting, University of California, Davis.
- Finn, A.S.**, Sheridan, M.A., Hudson Kam, C.L., Hinshaw, S. & D'Esposito, M. (April, 2008). *Developmental changes in prefrontal and hippocampal connectivity*. Paper presented at the Berkeley-Stanford Talks in Cognition Brain & Behavior, University of California, Berkeley.
- Ettliger, M., **Finn, A. S.**, & Hudson Kam, C.L. (2007, January). *The effects of sonority on word segmentation*. Paper presented at the Annual meeting of the Linguistic Society of America, Anaheim, CA
- Buchsbaum, B.R., **Finn, A.S.** & D'Esposito, M. (November, 2007). *Neural Mechanisms underlying auditory-verbal sequence learning*. Presented at the Society for Neuroscience, San Diego.

Buchsbaum, B.R., **Finn, A.S.** & D'Esposito, M. (August, 2007). *Neural Mechanisms underlying auditory-verbal sequence learning*. Presented at the Bay Area Memory Meeting, University of California, Berkeley.

Finn, A.S. & Hudson Kam, C.L. (May, 2006). *Use of Word Segmentation Cues in Adults: L1 Phonotactics versus L2 Transitional Probabilities*. Presented at the Berkeley-Stanford-Santa Cruz Talks in Developmental Psychology, University of California, Santa Cruz.

Conference Posters * indicates trainee author, ^o indicates equal contributions

Forest, T.A.,* Schlichting, M.L.& **Finn, A.S.** (September, 2022). *Statistical learning in the child brain*. The Society for Developmental Cognitive Neuroscience, Paris, France.

Forest, T.A.,* Shen, C.,* & **Finn, A.S.** (April, 2021). *Do children extract more from their environments than adults?* Society for Research in Child Development, Minneapolis, MN [virtual].

Gualtieri, S.,* Otsubo, K.,* Gilboa, A., Barense, M., & **Finn, A.S.** (April, 2021). *When children see the world differently: Examining children's experience of visual illusions*. Society for Research in Child Development, Minneapolis, MN [virtual].

Forest, T.A.,* **Finn, A.S.**, & Schlichting, M. (July, 2020). *What is represented in memory after statistical learning?* 42nd Annual Conference of the Cognitive Science Society, Toronto, ON [virtual].

Decker, A.,* **Finn, A.S.** ^o, Duncan, K. ^o (June, 2020) *Errors lead to transient impairments in memory formation*. Vision Sciences Society Meeting. [virtual].

Wharton-Shukster, E.,* Buchsbaum, B., Onyshko, E., & **Finn, A.S.** (May, 2020). *Concept organization in adults and young children*. Cognitive Neuroscience Society 2020 Annual Meeting, Boston, MA [virtual].

Ren, J.,* Wharton-Shukster, E.,* Bauer, A.,* Duncan, K., & **Finn, A. S.** (May, 2020). *Event Models Structure Information Accessibility Less in Children than in Adults*. Cognitive Neuroscience Society 2020 Annual Meeting, Boston, MA [virtual].

Dubois, M.* , Decker, A.* , Duncan, K., **Finn, A.S.** (May, 2020). *Learning more when attending less: Poor attentional states enhance peripheral learning*. Cognitive Neuroscience Society 2020 Annual Meeting, Boston, MA [virtual].

Himberger, K.* D., **Finn, A.S.**, & Honey, C. J. (October, 2019). *Reconsidering the Automaticity of Visual Statistical Learning*. Society for Neuroscience, Chicago, IL.

Cheng, H.* , Sahar, A., Lim, D., Dubois, M., Fukuda, K. & **Finn, A.S.** (October, 2019). *Developmental Differences in Attention Filtering and Visual Working Memory Capacity*. Cognitive Developmental Society (CDS), Louisville, KY.

Tandoc, M.* , Nadendla, B.,* Shen, C.,* Otsubo, K.,* Pham, T.,* & **Finn, A.S.** (October, 2019). *Kids learn what they can't ignore: Developmental differences in the processing of distractors*. Cognitive Development Society (CDS), Louisville, KY.

Abolghasem, Z.* , **Finn, A.S.**, Schlichting, M.L. (October, 2019). *A child's view is unique: Developmental differences in what is important in naturalistic scene images*. Cognitive Development Society (CDS), Louisville, KY.

- Ren, J.* , Duncan, K. & **Finn, A.S.** (October, 2019). *Events structure memory less in children than adults*. Cognitive Development Society (CDS), Louisville, KY.
- Jung, Y.* , Walther, D. B., & Finn, A. S. (2019, August). *Top-down modulation of sensory cortex in adults and children*. Flux Congress. New York, NY
- Wharton-Shukster, E.* , **Finn, A. S.** (July, 2019). *A trade-off in learning across levels of abstraction in adults and children*. 41st Annual Meeting of the Cognitive Science Society. Montreal, QC.
- Forst, T.A.* , Siegelman, N., & **Finn, A.S.** (June, 2019). *Attention to different statistical structures changes over the course of learning*. Conference for Interdisciplinary Advances in Statistical Learning, San Sebastián, Spain.
- Himberger, K. D.* , **Finn, A.S.**, & Honey, C.J. (May 2019). *No evidence for visual statistical learning in standard reaction time measures*. Poster presented at the 31st Association for Psychological Science Annual Convention, Washington, D.C.
- Decker, A.* , Duncan, K. ^φ & **Finn, A.S.** ^φ (May, 2019) *Attention Matters More: In Kids, Attentional State Predicts Memory Better Than in Adults*. Context and Episodic Memory Symposium, Philadelphia, PA.
- Decker, A.* , Duncan, K.* & **Finn, A.S.** (March, 2019). *Children's Attentional State Shape Their Memory More than Adults'*. Society for Research in Child Development (SRCD), Baltimore, MD.
- Dubois, M.* , **Finn, A. S.**, (March, 2019). *Younger isn't better: Broader attention does not facilitate learning peripheral information*. Society for Research in Child Development (SRCD), Baltimore, MD., **nominated for best student poster**
- Wharton-Shukster, E* . & **Finn, A.S.** (March, 2019). *Young Children Don't Notice the Odd One Out: the Development of Gist Representation*. Society for Research in Child Development (SRCD), Baltimore, MD.
- Dubois, M.* , **Finn, A.S.**, & Mack, M.L. (November, 2018). *Using Hidden Markov Modelling to Assess the Cognitive States of Procedural Memory*. Presented at OPAM (Object Perception, visual Attention, and visual Memory), New Orleans, LA
- Forest, T.A.* & **Finn, A.S.** (July, 2018). *Children cannot benefit from instruction: how attention impacts statistical learning differently across ages*. Presented at Cognitive Science Society, Madison, WI.
- Himberger, K.* , Finn, A., Honey, C. J. (2018, June). *Perceptual properties of stimuli modulate visual statistical learning*. Presented at the 1st International Workshop on Predictive Processing, San Sebastian, Spain.
- Himberger, K.* , Finn, A., Honey, C. J. (2018, May). *Perceptual properties of stimuli robustly modulate visual statistical learning*. Presented at the 2018 Context and Episodic Memory Symposium, Philadelphia, PA.
- Forest, T.A.* & **Finn, A.S.** (March, 2018). *Synesthesia and Statistical Learning- Redundant Cues Improve Segmentation*. Presented at Cognitive Neuroscience Society Annual Meeting, Boston, MA.

- Wharton-Shukster, E.* & **Finn, A.S.** (March, 2018). *A trade-off in category- and item-level learning: implications for development*. Presented at Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Liu, H.* , Ducan, K. & **Finn, A.S.** (March, 2018). *The durability of statistical learning*. Presented at Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Otsubo, K.* , & **Finn, A.S.** (March, 2018). *Kids don't see what we see: Young children are less likely to experience an illusion that requires hippocampally mediated perceptual integration*. Presented at Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Jung, Y.* , Bernhardt-Walther, D. & **Finn, A.S.** (March, 2018). *Statistical learning of categorical regularities in adults and children*. Presented at Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Decker, L.* , **Finn, A.S.*** & Duncan, K*. (March, 2018). *Natural and reactive shifts in attention influence memory formation in children*. Presented at Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Perrachione, T., Babcock, S., Han, M., Salvatore, J., Minas, J., **Finn, A.S.**, Gabrieli, J.D.E., & Qi, Z. (March, 2018). *Neural responses during procedural memory tasks are related to foreign language learning outcomes*. Presented at Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Dubois, M.* , & **Finn, A.S.** (Feb, 2018). *The impact of a search for structure in artificial grammar learning*. Presented at LOVE conference, Niagra Falls, ON.
- Himberger, K.* , **Finn, A.S.**, Honey, C.J. (November, 2017). *Implicit and explicit knowledge in visual statistical learning*. Presented at Society for Neuroscience, Washington DC.
- Forest, T.A.* & **Finn, A.S.** (March, 2017). *The effect of instructions on people's ability to learn two statistical streams simultaneously*. Presented at Cognitive Neuroscience Society Annual Meeting, San Francisco, CA.
- Himberger, K.* , **Finn, A.S.**, Honey, C.J. (November, 2016). *Lengthening of circuit memory via mechanisms of synaptic plasticity*. Presented at Society for Neuroscience, San Diego, CA.
- Beach, S.D., Qi, Z., **Finn, A.S.**, Minas, J., Goetz, C., Chan, B., Gabrieli, J. D. E. (October, 2015). *Language learning efficacy in adults is predicted by the electrophysiological markers of native language processing*. Annual Meeting of the Society for the Neurobiology of Language, Chicago, IL.
- Choi, J.Y., Minas, J.E., **Finn, A.S.**, Gabrieli, J.D.E., & Perrachione, T.K. (June, 2015) *Functional brain changes associated with learning a novel phonological contrast*. Annual Meeting of the Organization for Human Brain Mapping, Honolulu, HI.
- Qi, Z., **Finn, A.S.**, Ghosh, S., Minas, J., Chan, B. & Gabrieli, J.D.E. (August, 2014). *Temporal Dynamics of EEG Topographic Similarity during Successful Language*. Presented at Neurobiology of Language, Amsterdam, Netherlands.
- Mackey, A.P., **Finn, A.S.**, Leonard, J., Salvatore, J., Goetz, C., Gabrieli, J.D.E. (June, 2014). *Cortical thickness differences associated with family income in adolescents*. Annual Meeting of the Organization for Human Brain Mapping, Hamburg, Germany.

- Minas, J., **Finn, A.S.**, Goetz, C., Gabrieli, J.D.E. (June, 2014). *Relationships between neural recruitment and language learning outcomes*. Annual Meeting of the Organization for Human Brain Mapping, Hamburg, Germany.
- Perrachione, T., Finn, A.S., Minas, J., Tan, C., Chan, B. & Gabrieli, J.D.E (May, 2014). *Individual differences in implicit learning*. Presented at Acoustical Society of America, Providence, RI.
- Kalra, P.*, **Finn, A.S.** & Gabrieli, J.D.E. (May, 2014). *Construct validity of implicit learning: Agreement across tasks*. Presented at Association for Psychological Science, San Francisco, CA.
- Goetz, C.*, **Finn, A.S.**, Minas, J., Qi, Z. & Gabrieli, J.D.E. (April, 2014). *Evidence for dissociable neural substrates underlying open and closed loop forms of skill learning*. Presented at Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Minas, J.*, **Finn, A.S.**, Goetz, C., Perrachionae, T. & Gabrieli, J.D.E. (April, 2014). *Neural markers of grammar learning*. Presented at Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Leonard, J.A.*, **Finn, A.S.**, Mackey, A.P., Salvatore, J., De los Angeles, C., Goetz, C.A., Gabrieli, J.D.E. & Whitfield-Gabrieli, S. (April, 2014). *Relation of functional connectivity to cognitive abilities in adolescents from socioeconomically diverse backgrounds*. Presented at The Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Peverill, M., **Finn, A.S.**, McLaughlin, K. & Sheridan, M.A. (BCH/HMS) (April, 2014). *Prefrontal Cortex Recruitment During Working Memory Filtering in Adolescents and Adults*. Presented at Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Qi, Z., Perrachionae, T., Han, M., Garel, K., Chen, E., **Finn, A.S.** & Gabrieli, J.D.E. (April, 2014). *Functional brain imaging predicts foreign language learning success in the classroom*. Presented at Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Kalra, P.*, **Finn, A.S.** & Gabrieli, J.D.E. (April, 2014). *Individual differences in implicit learning*. Presented at Cognitive Neuroscience Society Annual Meeting, Boston, MA.
- Mackey, A.P., **Finn, A.S.**, Leonard, J., Salvatore, J., Goetz, C., Gabrieli, J.D.E. (November, 2013). *Hippocampal white matter structure is linked to cognitive and academic skills in adolescents from low-income backgrounds*. Presented at Society for Neuroscience, San Diego, CA.
- Leonard, J.*, **Finn, A.S.**, Mackey, A.P., Salvatore, J., Goetz, C., Gabrieli, J.D.E., & Whitfield-Gabrieli, S. (November, 2013). *Resting-state MRI in adolescents: Relation of functional connectivity to cognitive abilities and educational outcomes*. Presented at Society for Neuroscience, San Diego, CA.
- Finn, A.S.**, Albert, N., Leonard, J., & Hudson Kam, C.L. (April, 2013). *Effort in skill learning: more persistent benefits for children*. Presented at Cognitive Neuroscience Society Annual Meeting, San Francisco, CA.
- Finn, A.S.**, Sheridan, M.A., Leonard, J.A., Salvatore, J. & Gabrieli, J.D.E (October, 2012). *Individual differences in adolescents' ability to filter items for working memory predict neural structure and function*. Presented at Society for Neuroscience, New Orleans, LA.
- Finn, A.S.**, Sheridan, M.A., Hinshaw, S. & D'Esposito, M. (April, 2008). *Developmental changes in prefrontal and hippocampal connectivity during working memory: A*

longitudinal fMRI study. Presented at Cognitive Neurosciences Society, San Francisco, CA.

Finn, A.S., Sheridan, M.A., Hinshaw, S. & D'Esposito, M. (October, 2006). *A longitudinal fMRI study: developmental changes in the neural representation of working memory*. Presented at the Society for Neuroscience, Atlanta, CA.

Finn, A.S. & Hudson Kam, C.L. (July, 2006). *Use of Word Segmentation Cues in Adults: L1 Phonotactics versus L2 Transitional Probabilities*. Presented at the Cognitive Science Society, Vancouver, BC.

Teaching

Developmental psychology, cognitive psychology, cognitive neuroscience, developmental cognitive neuroscience, language acquisition, biological psychology, cognitive development, language and the brain, psychology of learning, learning and memory, sensitive periods for learning, research methods, methods in fMRI and MRI

Courses & lectures

- 2022 **Instructor, Developmental Cognitive Neuroscience**, undergraduate seminar University of Toronto.
- 2022 **Instructor, Developmental Psychology Lab**, undergraduate seminar University of Toronto.
- 2021 **Instructor, Critical Periods, Brain Plasticity, and Development**, undergraduate seminar University of Toronto.
- 2020 **Instructor, Developmental Cognitive Neuroscience**, graduate seminar University of Toronto.
- 2019 **Instructor, Developmental Psychology**, undergraduate course; 180 students University of Toronto.
- 2018 **Instructor, Critical Periods, Brain Plasticity, and Development**, undergraduate seminar University of Toronto.
- 2018 **Instructor, Developmental Cognitive Neuroscience**, undergraduate seminar University of Toronto.
- 2018 **Instructor, Developmental Psychology**, undergraduate course; 180 students University of Toronto.
- 2017 **Instructor, Critical Periods, Brain Plasticity, and Development**, undergraduate seminar University of Toronto.
- 2017 **Instructor, Developmental Cognitive Neuroscience**, undergraduate seminar University of Toronto.
- 2017 **Instructor, Developmental Psychology**, undergraduate course; 180 students University of Toronto.
- 2016 **Instructor, Developmental Cognitive Neuroscience**, undergraduate seminar University of Toronto.
- 2016 **Instructor, Developmental Cognitive Neuroscience**, graduate seminar University of Toronto.
- 2015 **Guest lecturer – “Biological embedding of early experience, stress response” Pluralistic human development** University of Toronto.
- 2011 **Guest lecturer – “Language Acquisition” Cognitive Psychology**

- Harvard University
- 2009 **Guest lecturer – “*Language and the Brain*” Psycholinguistics**
University of California, Berkeley
- 2008 **Graduate Student Reader – The Developing Brain**
University of California, Berkeley
- 2008 **Guest lecturer – “*Language and the Brain*” Psycholinguistics**
University of California, Berkeley
- 2007 **Guest lecturer – “*Language and the Brain*” Language Development**
University of California, Berkeley
- 2006 **Graduate Student Instructor – Introduction to Psychology**
University of California, Berkeley
- 2006 **Graduate Student Instructor – Language Development**
University of California, Berkeley
- 2005 **Graduate Student Instructor – Cognitive Science**
University of California, Berkeley
- 2000-2001 **Writing Fellow, Teaching Assistant & Writing instructor**
University of Wisconsin-Madison