

Vita
David Cyril Geary

Personal

Place of Birth: Providence, Rhode Island
 Date of Birth: June 7, 1957
 Current Work Address: Department of Psychological Sciences
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Education

Ph.D.	Developmental Psychology	1986
M.A.	University of California, Riverside	1984
M.S.	Clinical Child/School Psychology California State University at Hayward	1981
B.S.	Psychology Santa Clara University	1979

Positions

9/12 to -	Advisory Board, The Evolution Institute
2/10 to -	Member, Interdisciplinary Neuroscience Program
6/09 to 6/11	Thomas Jefferson Professor, University of Missouri System
9/05 to -	Curators' Distinguished Professor, University of Missouri
9/00 to 8/03	Fredrick A. Middlebush Professor of Psychological Sciences Department of Psychological Sciences, University of Missouri
6/02 to 5/05	Chair, Department of Psychological Sciences University of Missouri
9/96 to -	Professor, Department of Psychological Sciences University of Missouri
8/89 to 8/93	Assistant Professor to associate professor, Department of Psychology, University of Missouri

- 8/87 to 7/89 Assistant Professor, Department of Psychology, Missouri University of Science and Technology (formerly, University of Missouri-Rolla), MO 65401
- 8/86 to 7/87 Visiting Assistant Professor, Department of Psychology, University of Texas, El Paso, TX 79968
- 1/86 to 4/86 Associate in Psychology, Department of Psychology, University of California, Riverside, CA 92521
- 9/85 to 6/86 Lecturer (Part-time), Department of Psychology, California State University, San Bernardino, CA
- 9/84 to 6/86 Teaching Assistant, Department of Psychology, University of California, Riverside, CA
- 6/84 to 12/85 Staff Research Associate, University of California, Los Angeles, MRRC-UCLA Research Group, Lanterman State Hospital, Pomona, CA
- 6/83 to 9/84 Professional Student Intern, Children's Residential and Day Treatment Center, Riverside County, Riverside, CA
- 11/81 to 9/82 Crisis Counselor, Emergency Treatment Center, Mental Research Institute, Palo Alto, CA
- 9/81 to 9/82 Behavioral Consultant, Regional Center of the East Bay, Oakland, CA
- 10/79 to 8/82 Health Psychology Research Assistant (volunteer) for Dr. M. Hovell (now at San Diego State, and UCSD), Laboratory for the Study of Behavioral Medicine, Stanford University School of Medicine, Stanford, CA
- 9/80 to 6/81 Intern School Psychologist, Castro Valley Unified School District, Castro Valley, CA
- 9/79 to 6/81 Intern Counselor, Psychological/Educational Services Center, California State University, Hayward, CA
- 9/79 to 6/80 Intern School Psychologist, New Haven Unified School District, Union City, CA

Funded Grants

Active

Algebraic learning and cognition, NIH R01 HD087231, (\$1,600,446), 5/12/2017-3/31/2022, PI.

Algebraic learning and cognition in learning disabled students, NSF DRL-1659133, (\$2,341,326), 8/15/2017-7/31/2022, PI.

VisMO: Fostering elementary school students' visuospatial skills and mathematical competencies through an origami-based program, NSF DRL-1920546 (\$1,009,801, PI Li, University of San Diego), 8/15/19-7/31/22, Co-PI (MU Share, \$163,556)

Numeracy experiences at home and preschool as related to number development, pending, PI (Co-PI Gable, Booker)

Completed

The development of quantitative competencies in preschool children, NSF DRL-1250359, (\$1,910,980), 9/15/12-8/31/17, PI (K. vanMarle and J. Rouder, co-PIs).

Mathematics cognition: Development, neurobiology, learning, and instruction, NIH U13 1U13HD 74381, (\$18,000), 5/1/13-4/30/17, Co-Investigator with D. Berch (University of Virginia).

Interventions in math learning disabilities: Cognitive and neural correlates, NIH R01 HD059205; PI V. Menon (Stanford University School of Medicine), 12/1/09-11/30/14, subaward (\$155,848, 8% effort).

Longitudinal fMRI and DTI studies of math disabilities, NIH R01 HD047520 PI V. Menon (Stanford University School of Medicine), 7/1/10-06/30/15, subaward (\$162,530, 10% effort).

Evolutionary perspectives on educational research, policy, and practice, (\$28,000), AERA Conference Grant, 11/13, Co-PI, D. Berch PI.

The development of quantitative competencies in preschool children, (\$27,510), University of Missouri Research Board, 7/1/11-6/30/13, PI.

In utero exposure to the endocrine disruptor, Bisphenol A: A root cause for a wide range of epigenetic-based diseases? University of Missouri Mizzou Advantage, (\$50,000), 6/1/11-12/31/12; Co-PI (PI, C. Rosenfeld).

Mathematical development in learning disabled children, NIH R37 HD045914, (\$2,042,460), MERIT Award, 8/1/08-7/31/13 [No-cost extension, 8/1/13-7/31/14]; PI.

Mathematical development in learning disabled children, NIH R01 HD045914, (\$1,779,452), 9/24/03-7/31/08; PI.

Learning disabilities in elementary mathematics, NIH R01 HD38283, (\$506,846), 3/1/01 -1/1/04; PI.

Individual differences in arithmetical development (\$40,870), University of Missouri Research Board, 6/1/97-6/1/98.

Numerical cognition and math achievement, NIH R01 HD27931, (\$326,480), 5/1/94-4/30/97 [No-cost extension, 5/1/97-4/30/98]; PI.

Numerical development in Chinese and American children (\$24,000), University of Missouri Research Board, 6/1/93-12/31/94.

Longitudinal and cross-sectional analyses of an early learning deficit in mathematics (\$27,026), Weldon Spring Competition, 5/89-10/91, with Dr. Brown and Dr. Samaranayake.

Numerical facility: Convergence of factor analytic and cognitive models (\$23,684). Air Force Office of Scientific Research 87-NL-162, 8/1/88-7/31/89; PI.

Editorial and Ad Hoc Review

Associate Editor, *Developmental Review*, 2019-present

Associate Editor: *Developmental Psychology*, 2010-2013

Action Editor, *Developmental Review*, 2012-2019

Guest Editor: *Developmental Review*, 2005-06, (special issue, Evolutionary Developmental Psychology, Vol. 26, pp. 113-276);
Acta Psychologica Sinica, 2006-2007, co-editor with L. Chang (special issue Evolutionary Psychology, Vol. 39, pp. 381-570).

Guest Editor: *Proceedings of the National Academy of Sciences of the United States of America*, 2018

Editorial Board: *Developmental Psychology* (1996), *Journal of Educational Psychology* (1996-2002, 2007-2009), *Child Development* (1997-2002); *Contemporary Educational Psychology* (2000-2006); *Annals of Dyslexia* (2007-2009); *Journal of Learning Disabilities* (2001-present); *Evolutionary Psychology* (2001-present); *Human Nature* (2005-2105); *Journal of Experimental Child Psychology* (2007-2015); *Journal of Social, Evolutionary, and Cultural Psychology* (2008-214); *Frontiers in Evolutionary Psychology* (2010-present); *Evolutionary Psychological Science* (2104-present); *Journal of Numerical Cognition* (2014-2018); *Journal of Experimental Psychology: General* (2017-present); *Educational Psychology Review* (2021-present).

Ad Hoc Reviewer; 90+ journals; *Science*; *Cognition*; *Child Development*; *Acta Psychologica*; *Memory & Cognition*; *Brain and Cognition*; *Psychology and Aging*; *American Psychologist*; *Cognitive Development*; *Mathematical Cognition*; *Psychological Bulletin*; *Merrill-Palmer Quarterly*; *Developmental Psychology*; *Perceptual and Motor Skills*; *Evolution and Human Behavior*; *Developmental Neuropsychology*; *Behavioral and Brain Sciences*; *Journal of Abnormal Psychology*; *Journal of Educational Psychology*; *International Journal of Psychology*; *Trends in Cognitive Sciences*; *American Educational Research Journal*; *European Journal of Cognitive Psychology*; *Journal of Experimental Child Psychology*; *Journal of Experimental Psychology: Applied*; *Journal of Experimental Psychology: General*; *Journal of Personality and Social Psychology*; *International Journal of Behavioral Development*; *Journal of Gerontology: Psychological Sciences*; *Journal of Experimental Psychology: Learning, Memory, and Cognition*; *Canadian Journal of Experimental Psychology*; *Cognition and Emotion*; *Psychological Research*; *Current Directions in Psychological Science*; *Human Biology*; *Psychonomic Bulletin & Review*; *Psychology*; *Contemporary Educational Psychology*; *British Journal of Psychology*; *Journal of the International Neuropsychological Society*; *Journal of Learning Disabilities*; *Journal of Personality*; *Neuropsychology*; *Journal of Cognition and Development*; *Psychological Review*; *European Journal of Cognitive Psychology*; *Applied Developmental Science*; *European Journal of Psychology of Education*;

Social Biology; Mathematical Thinking and Learning; Cortex; Journal of Research in Personality; British Journal of Psychology; Cerebral Cortex; Parenting: Science and Practice; Learning Disabilities Research and Practice; Human Nature; Current Psychology Letters: Behavior; Quarterly Journal of Experimental Psychology; Biology Letters; Hormones and Behavior; Behavior Genetics; Social Sciences Quarterly; Journal of Comparative Psychology; Journal of Family Psychology; Child Neuropsychology; Cognitive Psychology; Dyslexia; Visual Cognition; Cognitive Science; Annals of the New York Academy of Sciences; Gender Studies; Current Anthropology; Proceedings of the Royal Society of London Biological Sciences; Perspectives in Child Development; Exceptional Children; Educational Psychology Review; Scandinavian Journal of Psychology; American Journal of Physical Anthropology; Developmental Science; Proceedings of the National Academy of Sciences USA; Psychological Sciences (China); Journal of Child Psychology and Psychiatry; Evolution; Psychology and Neuroscience; Trends in Neuroscience and Education; Yearbook of Physical Anthropology; PLoS One; Biological Psychology; Frontiers in Developmental Psychology; Current Biology; Biological Reviews; Philosophical Transactions of the Royal Society Biology; Journal of Business Research; Journal of Neuroendocrinology; Adaptive Human Behavior and Physiology; Evolution, Mind and Behaviour; Humanities and Social Sciences Communications.

Honors

Scholarship, Santa Clara University, 1975-79
Dean's Fellowship, University of California, 1982-83
Graduate Fellowship, University of California, 1983-84
Award for Research Excellence, MENSA Education and Research Foundation, 1992
Chancellor's Award for Outstanding Faculty Research and Creative Activity in the Behavioral and Social Sciences, 1996
Fellow, Association for Psychological Sciences (2005)
Honorable Mention, Best science books of the 1990s (*Male, female*), *Lingua franca*
National Institutes of Health MERIT Award
Member, President's National Mathematics Advisory Panel (Presidential Commission); Chair, Learning Processes Task Group (4/2006-4/2008)
Presidential Appointment (G. W. Bush) as Member, National Board of Directors, Institute for Education Sciences (U.S. Department of Education) (10/2007-11/2010)
G. A. Miller Award, American Psychological Association for Halpern et al. (2007), 2009
Fellow, American Association for the Advancement of Science (2011)
Distinguished Visiting Scholar, Chinese University of Hong Kong
Fellow, Institute of Advanced Study, Durham University
Danish Ministry of Education adopted *The Number Sets Test* (Geary et al. 2009) as part of a nation-wide dyscalculia measure
G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology, American Psychological Association Div. 7, 2021

Invited Talks

Harvard (3, Kennedy School of Government, Mind/Brain/Behavior Program, Education), MIT (Brain and Cognitive Sciences), Carnegie Mellon, London School of Economics (Darwin Center), University of London (Education), University of Pennsylvania, Columbia University (Teacher's College), University of Michigan, National Science Foundation (US), University of Edinburgh, Ettore Majorana Foundation and Center for Scientific Culture (Erice, Sicily), Kansas State, Boston College, Durham University (3, Public lecture, Anthropology, Education) University of Kansas, Catholic University of Louvain (2, Psychology,

Education), University of Alabama (University lecture), SUNY Oswego (University Lecture), University of Northern Illinois, University of Lethbridge, Florida Atlantic University, Max Planck Institute Berlin (2, Human Development, Adaptive Cognition), University of Vienna (Institute of Molecular Pathology), Purdue, University of Colorado (Institute for Behavioral Genetics), Washington University in St. Louis (2, Computer Science, Mathematics), University of Southern Illinois (Behavioral Sciences, Medical School), Humboldt University in Berlin, University of Delaware (2, Linguistics and Philosophy, Cognitive Science), University of Bristol, University of Texas at El Paso (Physics), Chinese University of Hong Kong (4, University lectures, Education), Beijing Normal University (Institute for Cognitive Neuroscience), Air Force Human Resources Laboratory; Meetings: Italian Association for Research and Treatment of Learning Disorders (keynote), International Association for Cognitive Education (keynote), Brookings Institute, American Enterprise Institute (2), Portuguese Mathematical Society (keynote), International Society for Human Ethology (plenary), Wallace International Research Symposium on Talent Development (plenary), European Molecular Biology Laboratory, International Society for Research on Intelligence (keynote), Human Behavior and Evolution (plenary); invited symposium speaker, meetings of American Psychological Association, Association for Psychological Sciences, American Educational Research Association, International Dyslexia Association, Society for Research in Child Development.

Publications

Books

- Geary, D. C. (2021). *Male, female: The evolution of human sex differences* (third ed.). Washington, DC: American Psychological Association.
- Geary, D. C. (2015). *Evolution of vulnerability: Implications for sex differences in health and development*. San Diego, CA: Elsevier Academic Press.
- Geary, D. C. (2010). *Male, female: The evolution of human sex differences* (second ed.). Washington, DC: American Psychological Association.
- Ellis, L., Hershberger, S., Field, E., Wersinger, S., Sergio, P., Geary, D., Palmer, C., Hoyenga, K., Hetsroni, A., & Karadi, K. (2008). *Sex differences: Summarizing more than a century of scientific research*. New York: Francis & Taylor.
- Geary, D. C. (2005). *The origin of mind: Evolution of brain, cognition, and general intelligence*. Washington, DC: American Psychological Association. Japanese translation (2007). Tokyo, Japan: Baifukan. Translator: Ryo Oda; Spanish translation (2008). Mexico City, Mexico: Editorial El Manual Moderno: Translator José Luis Núñez Herrejón.
- Geary, D. C. (1998). *Male, female: The evolution of human sex differences*. Washington, DC: American Psychological Association. French translation (2003) [*Hommes, femmes: L'Évolution des différences sexuelles humaines*] Brussels: de Boeck. Translator: Philippe Gouillou.
- Geary, D. C. (1994). *Children's mathematical development: Research and practical applications*. Washington, DC: American Psychological Association. Korean translation (2012). Seoul, S. Korea: Hakjisa Publisher. Translators Shin, H.K., Lee, B.H., Lee, T.S.

Edited Books, Journal Volumes, and Monographs

- Berch, D. B., Geary, D. C., Mann Koepke, K. (series Eds.) *Mathematical Cognition and Learning* (Vol. 1-5). San Diego, CA: Elsevier Academic Press.
- Geary, D. C., Berch, D. B., & Mann Koepke, K. (Eds.) (2019). *Cognitive foundations for improving mathematical learning*. (Vol. 5, *Mathematical Cognition and Learning*). San Diego, CA: Elsevier Academic Press.

- Berch, D. B., Geary, D. C., & Mann Koepke, K. (Eds.) (2018). *Language and culture in mathematical cognition* (Vol. 4, *Mathematical Cognition and Learning*). San Diego, CA: Elsevier Academic Press.
- Geary, D. C., Berch, D. B., Ochsendorf, R., & Mann Koepke, K. (Eds.) (2017). *Acquiring complex arithmetic skills and higher-order mathematical concepts*. (Vol. 3, *Mathematical Cognition and Learning*). San Diego, CA: Elsevier Academic Press.
- Berch, D. B., Geary, D. C., & Mann Koepke, K. (Eds.) (2016). *Development of mathematical cognition: Neural substrates and genetic influences* (Vol. 2, *Mathematical Cognition and Learning*). San Diego, CA: Elsevier Academic Press.
- Geary, D. C., & Berch, D. B. (Eds.) (2016). *Evolutionary perspectives on child development and education*. New York: Springer.
- Geary, D. C., Berch, D. B., & Mann Koepke, K. (Eds.) (2015). *Evolutionary origins and early development of number processing* (Vol. 1, *Mathematical Cognition and Learning*). San Diego, CA: Elsevier Academic Press.
- Siegler, R., Carpenter, T., Fennell, F., Geary, D., Lewis, J., Okamoto, Y., Thompson, L., & Wray, J. (2010). *Developing effective fractions instruction for kindergarten through 8th grade: A practice guide* (NCEE #2010-4039). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Geary, D. C. (2007). Educating the evolved mind: Conceptual foundations for an evolutionary educational psychology. In J. S. Carlson & J. R. Levin (Eds.), *Educating the evolved mind* (pp. 1-99, 177-202, Vol. 2, *Psychological perspectives on contemporary educational issues*). Greenwich, CT: Information Age.
- Chang, L., & Geary, D. C. (Eds.) (2007). Evolutionary psychology. *Acta Psychologica Sinica*, 39 (special issue, pp. 381-570).
- Halpern, D., Benbow, C., Geary, D. C., Gur, R., Hyde, J., & Gernsbacher, M. A. (2007). The science of sex differences in science and mathematics. *Psychological Science in the Public Interest*, 8 (No 1, 1-52).
- Geary, D. C. (Ed.) (2006). Evolutionary developmental psychology. *Developmental Review*, 26 (special issue, pp. 113-276).

National Mathematics Advisory Panel and State of California

- National Mathematics Advisory Panel. (2008). *Foundations for Success: Final Report of the National Mathematics Advisory Panel*. Washington, DC: United States Department of Education. <http://www.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>
- Geary, D. C., Boykin, A. W., Embretson, S., Reyna, V., Siegler, R., Berch, D. B., & Graban, J. (2008). Report of the task group on learning processes. In National Mathematics Advisory Panel, *Reports of the task groups and subcommittees* (pp. 4-i-4-221). Washington, DC: United States Department of Education. <http://www2.ed.gov/about/bdscomm/list/mathpanel/reports.html>
- California Department of Education. (1999). *Mathematics framework for California Public Schools: Kindergarten through grade twelve*. Sacramento, CA: Author.

Articles, Chapters, Reviews (n~321); Senior author when in first or last position

In press/2021

- Geary, D. C., Hoard, M. K., Nugent, L., & Scofield, J. E. (2020). In-class attentive behavior, spatial ability, and mathematics anxiety predict across-grade gains in adolescents' mathematics achievement. *Journal of Educational Psychology*. Advance online doi.org/10.1037/edu0000487
- Fuchs, L. S., Seethaler, P. M., Sterba, S. K., Craddock, C., Fuchs, D. Compton, D. L., Geary, D. C. &

- Changas P. (2020). Closing the word-problem achievement gap in first grade: Schema-based word-problem intervention with embedded language comprehension instruction. *Journal of Educational Psychology*. Advance online doi.org/10.1037/edu000046
- Geary, D. C., Scofield, J. E., Hoard, M. K., & Nugent, L. (2020). Boys' advantage on the fractions number line is mediated by visuospatial attention: Evidence for a parietal-spatial contribution to number line learning. *Developmental Science*. Advance Online doi/full/10.1111/desc.13063.
- Geary, D. C. (2021). A journey from behavioral ecology to sex differences to mitochondria and intelligence. In D. Y. Dai & R. J. Sternberg (Eds.), *Scientific Inquiry into Human Potential: Historical and Contemporary Perspectives Across Disciplines* (pp. 3-15). New York, NY: Routledge.
- Geary, D. C., & Menon, V. (in press). Fact retrieval deficits in mathematical learning disability: Potential contributions of prefrontal-hippocampal functional organization. In M. Vasserman, & W. S. MacAllister (Eds.), *The Neuropsychology of Learning Disorders: A Handbook for the Multi-disciplinary Team*, New York: Springer.
- Winegard, B., & Geary, D. C. (in press). The evolution of competition. In S. Garcia, A. Tor, & A. Elliot (Eds.), *Oxford handbook on the psychology of competition*. Oxford, UK: Oxford University Press.
- Jašarević, E., Hecht P, M., Fritsche, K L., Geary, D. C., Rivera, R. M. & Beversdorf, D. Q. (2021). Maternal DHA supplementation influences sex-specific disruption of placental gene expression following early prenatal stress. *Biology of Sex Differences*, 12, 10. (doi/10.1186/s13293-020-00356-x).
- Scofield, J. E., Hoard, M. K., Nugent, L., & Geary, D. C. Mathematics clusters reveal strengths and weaknesses in adolescents' mathematical competencies, spatial abilities, and mathematics attitudes (revision submitted *Journal of Cognition and Development*).
- Geary, D. C. Now you see them, now you don't: An evolutionarily informed model of environmental influences on human sex differences. (revision submitted *Neuroscience and Biobehavioral Reviews*).
- Spencer, M., Fuchs, L. S., Geary, D. C., & Fuchs, D. Connections between mathematics and reading development: Numerical cognition mediates relations between foundational competencies and later academic outcomes. (accepted, pending revision, *Journal of Educational Psychology*).
- Geary, D. C., Hoard, M. K., & Nugent, L. Boys' visuospatial abilities compensate for their relatively poor in-class attentive behavior in learning mathematics. (submitted).
- Stoet, G., & Geary, D. C. Gender-math stereotypes cannot explain the gender equality paradox. (submitted).
- Ünal, Z. E., Powell, S. R., Özel, S., Scofield, J. E., & Geary, D. C. Mathematics vocabulary predicts eighth graders' mathematics performance in Turkey and the United States. (submitted).
- Xu, K., & Geary, D. C. The framing of the growth mindset. (revision requested *Educational Psychology Review*).
- Piira, V., Hakkarainen, A., Laine, A., Geary, D. C., & Aunio, P. Mathematical problem-solving skills in second grade – Association with reading fluency, early numeracy, family and school socioeconomic background (submitted).
- Xu, K. A., Elliot, A. J., Koorn, Wijnia, L., Kreijns, L., Paas, F., Marsh, H. W., Geary, D. C. A growth mindset promotes situational interest for novice learners (submitted).
- Khatib, L., Li, Y., Geary, D. C., & Popov, V. Meta-analysis on the relations between visuomotor integration and academic achievement: Effects of educational stage and disability. (submitted).
- LaMendola V, J., & Geary, D. C. Sibling conflict over parental resources: Is there an evolved bias in perceived favoritism? (submitted).

2020

- Geary, D. C. (2020). Mitochondrial functions, cognition, and the evolution of intelligence: Reply to commentaries and moving forward. *Journal of Intelligence*, 8, 42. (doi/10.3390/jintelligence8040042)
- Stoet, G., & Geary, D. C. (2020). Gender differences in the pathways to higher education. *Proceedings of the National Academy of Sciences of the United States of America*, 117, 14073–14076.
- Geary, D. C., Hoard, M. K., Nugent, L., Ünal, Z. E., & Scofield, J. E. (2020). Comorbid learning difficulties in reading and mathematics: The role of intelligence and in-class attentive behavior. *Frontiers in Psychology*, 11, 572099. (doi/10.3389/fpsyg.2020.572099)
- Stoet, G., & Geary, D. C. (2020). Sex-specific academic ability and attitude patterns in students across developed nations. *Intelligence*, 81, 101453. (doi/10.1016/j.intell.2020.101453)
- Stoet, G., & Geary, D. C. (2020). The gender-equality paradox is part of a bigger phenomenon: Rely to Richardson and colleagues (2020). *Psychological Science*, 31, 342–344.
- Bailey, D., Fuchs, L. S., Gilbert, J. K., Geary, D. C., & Fuchs, D. (2020). Prevention: Necessary but insufficient? A two-year follow-up of an effective first-grade mathematics intervention. *Child Development*, 91, 382–400.
- Winegard, B., Kirsch, A., Vonasch, A., Winegard, B., & Geary, D. C. (2020). Coalitional value theory: An evolutionary approach to understanding culture. *Evolutionary Psychological Science*, 6, 301–318.
- Hone, L. S. E., Scofield, J. E., Bartholow, B. D., Geary, D. C. (2020). Frequency of recent binge drinking is associated with sex-specific cognitive deficits: Evidence for condition-dependent trait expression in humans. *Evolutionary Psychology*, 18, 1–13 (doi/10.1177/1474704920954445)
- Geary, D. C., & Stoet, G. (2020). Ideological blinders in the study of sex difference in participation in science, technology, engineering, and mathematics fields. In D. Allen and B. Howell, editors, *Groupthink in science: Greed, pathological altruism, ideology, competition, and culture* (pp. 175–183). New York: Springer.

2019

- Geary, D. C. (2019). Evolutionary perspective on sex differences in the expression of neurological diseases. *Progress in Neurobiology*, 176, 33–53.
- Geary, D. C. (2019). The spark of life and the unification of intelligence, health, and aging. *Current Directions in Psychological Science*, 28, 223–228.
- Geary, D. C., vanMarle, K., Chu, F., Hoard, M. K., & Nugent, L. (2019). Predicting age of becoming a cardinal principle knower. *Journal of Educational Psychology*, 111, 256–267.
- Geary, D. C., Hoard, M. K., Nugent, L., Chu, F. W., Scofield, J. E., & Hibbard, D. F. (2019). Sex differences in mathematics anxiety and attitudes: Concurrent and longitudinal relations to mathematical competence. *Journal of Educational Psychology*, 111, 1447–1461.
- Stoet, G. & Geary, D. C. (2019). Basic index of gender inequality: A simplified measure of sex differences in wellbeing. *PLoS ONE*, 14(1), e0205349.
- Rhodes, K. T., Lukowski, S., Branum-Martin, L., Opfer, J., Geary, D. C., & Petrill, S. A. (2019). Individual differences in addition strategy choices: A modern psychometric evaluation. *Journal of Educational Psychology*, 111, 414–433.
- Scofield, J. E., Johnson, J. D., Wood, P. K., & Geary, D. C. (2019). Latent resting-state network dynamics in boys and girls with Attention-Deficit/Hyperactivity Disorder. *PLoS ONE*, 14(6), e0218891.
- Chu, F. W., vanMarle, K., Hoard, M. K., Nugent, L., Scofield, J., & Geary, D. C. (2019). Preschool deficits in cardinal knowledge and executive function contribute to longer-term mathematical learning disabilities. *Journal of Experimental Child Psychology*, 188, 104668.

- Li, Y., Sheldon, K. M., Rouder, J., Bergin, D. A., & Geary, D. C. (2019). Long-term prospects (LTP) and college students' academic performance. *Journal of Psychoeducational Assessment*, 37, 358-371.
- Hone, L. S. E., Scofield, J. E., Bartholow, B. D., & Geary, D. C. (2019) Tutorial on designing, implementing, and analyzing a degraded image paradigm: A facial expression-decoding task example. *The Quantitative Methods in Psychology*, 15, 200-213.
- Geary, D. C. (2019). Mitochondria as the linchpin of general intelligence and the link between g, health, and aging. *Journal of Intelligence*, 7, 25.
- Geary, D. C., Berch, D. B., & Mann Koepke, K. (2019). Introduction: Cognition foundations for improving mathematical learning. In D. C. Geary, D. B. Berch, and K. Mann Koepke (Eds.), *Cognitive foundations for improving mathematical learning*. (Vol. 5, *Mathematical Cognition and Learning*, pp. 1-36). San Diego, CA: Elsevier Academic Press.
- Oxford, J., & Geary, D. C. (2019). Life history evolution in hominins. In T. B. Henley, M. Rossano, & E. P. Kardas (Eds), *Handbook of cognitive archaeology: A psychological framework* (pp. 36-57). New York: Taylor & Francis/Routledge.

2018

- Geary, D. C. (2018). Efficiency of mitochondrial functioning as the fundamental biological mechanism of general intelligence (g). *Psychological Review*, 125, 1028-1050.
- Geary, D. C. (2018). Autism in the broader context of cognitive sex differences. *Proceedings of the National Academy of Sciences of the United States of America*, 115, 12089-12091.
- Geary, D. C., vanMarle, K., Chu, F., Rouder, J., Hoard, M. K., & Nugent, L. (2018). Early conceptual understanding of cardinality predicts superior school-entry number system knowledge. *Psychological Science*, 29, 191-205.
- Stoet, G., & Geary, D. C. (2018). The gender-equality paradox in science, technology, engineering, and mathematics education. *Psychological Science*, 29, 581-593. [Altmetric Top 100, 2018]
- Geary, D. C., & vanMarle, K. (2018). Growth of symbolic number knowledge accelerates after children understand cardinality. *Cognition*, 177, 69-78.
- vanMarle, K., Chu, F. W., Mou, Y., Seok, J. H., Rouder, J. N., & Geary, D. C. (2018). Attaching meaning to the number words: Contributions of the object tracking and approximate number systems. *Developmental Science*, 21, e12495.
- Chu, F. W., vanMarle, K., Rouder, J., & Geary, D. C. (2018). Children's early understanding of number predicts their later problem-solving sophistication in addition. *Journal of Experimental Child Psychology*, 169, 73-92.
- Winegard, B., Winegard, B., & Geary, D. C. (2018). The status competition model of cultural production. *Evolutionary Behavioral Science*, 4, 351-371.
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- Geary, D. C., Brown, S. C., & Samaranayake, V. A. (1991). Cognitive addition: A short longitudinal study of strategy choice and speed-of-processing differences in normal and mathematically disabled children. *Developmental Psychology*, 27, 787-797.
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1990

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Geary, D. C., Klosterman, I. H., & Adrales, K. (1990). Metamemory and academic achievement: Testing the validity of a group-administered metamemory battery. *Journal of Genetic Psychology*, 151, 439-450.

Whalen, R. E., Geary, D. C., & Johnson, F. (1990). Models of sexuality. In D. P. McWhirter, S. A. Sanders, & J. M. Reinisch (Eds.), *Homosexuality/heterosexuality: Concepts of sexual orientation* (pp. 61-70). New York: Oxford University Press.

1989

Geary, D. C. (1989). A model for representing gender differences in the pattern of cognitive abilities. *American Psychologist*, 44, 1155-1156.

Geary, D. C., & Burlingham-Dubree, M. (1989). External validation of the strategy choice model for addition. *Journal of Experimental Child Psychology*, 47, 175-192.

Widaman, K. F., Geary, D. C., Cormier, P., & Little, T. D. (1989). A componential model for mental addition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 15, 898-919.

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1988

Geary, D. C., & Whitworth, R. H. (1988). Is the factor structure of the WISC-R different for Anglo and Mexican American children? *Journal of Psychoeducational Assessment*, 6, 253-260.

Cormier, P. A., Tomlinson-Keasey, C., & Geary, D. C. (1988). Gender and hemispheric specialization differences in the learning of Morse Code letters. *Bulletin of the Psychonomic Society*, 26, 399-402.

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Gerstle, R. M., Geary, D. C., Himelstein, P., Reller-Geary, L. L. (1988). Rorschach predictors of therapeutic outcome for inpatient treatment of children: A proactive study. *Journal of Clinical Psychology*, 44, 277-280.

1987

Geary, D. C., & Widaman, K. F. (1987). Individual differences in cognitive arithmetic. *Journal of Experimental Psychology: General*, 116, 154-171.

Geary, D. C., Widaman, K. F., Little, T. D., & Cormier, P. (1987). Cognitive addition: Comparison of learning disabled and academically normal elementary school children. *Cognitive Development*, 2, 149-169.

Geary, D. C. (1987). Cognitive addition: On the convergence of statistical and conceptual models. *Bulletin of the Psychonomic Society*, 25, 427-430.

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1986

- Geary, D. C., Widaman, K. F., & Little, T. D. (1986). Cognitive addition and multiplication: Evidence for a single memory network. *Memory & Cognition, 14*, 478-487.
- Hovell, M. F., Black, D. R., Mewbourne, R., Geary, D. C., Agras, W. S., Kamachi, K., Kirk, R., Walton, C., & Dawson, S. (1986). Personalized versus usual care of previously uncontrolled hypertensive patients: An exploratory analysis. *Preventive Medicine, 15*, 673-684.

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- Hovell, M. F., Geary, D. C., Black, D. R., Kamachi, K., Kirk, R., & Elder, J. (1985). Experimental analysis of adherence counseling: Implications for hypertension management. *Preventive Medicine, 14*, 648-654.
- Gilger, J. W., & Geary, D. C. (1985). The Luria-Nebraska Neuropsychological Battery – Children's Revision: Comparison of children with and without significant VIQ-PIQ discrepancies. *Journal of Clinical Psychology, 41*, 806-811.
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- Geary, D. C., & Gilger, J. W. (1985). The Luria-Nebraska Neuropsychological Battery – Children's Revision: An instrument for school psychologists? *School Psychology Review, 14*, 383-384.
- Geary, D. C., Hovell, M. F., & Black, D. R. (1985). Behavioral and medical monitoring for hypertension control: A counselor feedback and consulting model. *Patient Education and Counseling, 7*, 77-85.

1984

- Geary, D. C., & Gilger, J. W. (1984). The Luria-Nebraska Neuropsychological Battery – Children's Revision: Comparison of learning disabled and normal children matched on FSIQ. *Perceptual and Motor Skills, 58*, 115-118.
- Belz, H. F., & Geary, D. C. (1984). Father's occupation and social background: Relation to SAT scores. *American Educational Research Journal, 21*, 473-478.
- Geary, D. C., Jennings, S. M., Schultz, D., & Alper, T. (1984). The diagnostic accuracy of the Luria-Nebraska Neuropsychological Battery - Children's Revision for 9 to 12 year old learning disabled children. *School Psychology Review, 13*, 375-380.
- Hovell, M. F., Geary, D. C., Black, D. R., Kamachi, K., & Kirk, R. (1984). The effects of lay counseling on medication adherence and blood pressure: Adjunctive treatment for hypertension. *Patient Education and Counseling, 6*, 91-94.

General Essays

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<https://www.psychologytoday.com/us/experts/david-geary-phd>

Geary, D. C. (2020, October 20). The real cause human of sex differences. *Quillette*;

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Geary, D. C. (2020, November 22). The fragility of modern education in the time of Covid. *Quillette*; <https://quillette.com/2020/11/22/the-fragility-of-modern-education-in-the-time-of-covid/>

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Post casts and Interviews (partial)

Podcasts

STEM-Talk

<https://player.fm/series/stem-talk/episode-85-david-geary-discusses-our-shrinking-brains-cognitive-development-and-sex-differences>

Times Education of London

<https://tesnews.podbean.com/e/why-you-need-to-know-about-primary-and-secondary-knowledge-professor-david-c-geary-on-tes-podagogy/>

Precision Clinic

<https://precisionclinic.com/podcast/demystifying-the-mitochondria/>

Unlatched Mind Podcast

<https://www.unlatchedmind.com/>

Sausage Science (American Biological Association):

<https://soundcloud.com/humanbiologyassociation/sos-41-evolution-education-and-sex-differences-with-david-geary>

Sausage Science Reading of Male, female (American Biological Association)

<https://soundcloud.com/humanbiologyassociation/sos-87-male-female-an-excerpt-with-dr-david-geary>

Top of Mind with Julie Rose (Sirius XM 143)

<https://www.byuradio.org/episode/490c02f9-323f-4e12-a90f-992cbd72c4b6?playhead=4460&autoplay=true>

TechThought

<https://www.teachthought.com/podcast/the-teachthought-podcast-ep-226-parsing-the-fragility-of-modern-education/>

The Dissenter

<https://www.youtube.com/watch?v=hTAQjuM6fh8&feature=youtu.be>

U-tube Various Lectures

<https://www.youtube.com/watch?v=ybbIi3xf5cA>

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Interviews

<https://gregashman.wordpress.com/2018/08/22/an-interview-with-david-c-geary-part-1/>

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Hovell, M. F., Black, D. R., & Geary, D. C. (1984). Paraprofessional counseling for hypertension control: A quasi-experimental analysis. *Society of Behavioral Medicine Proceedings*, 5, 28-29.

Geary, D. C. & Gilger, J. W. (1985). Clinical utility of the Luria-Nebraska Neuropsychological Battery – Children's Revision. *International Journal of Clinical Neuropsychology*, 7, 50-51.

Geary, D. C., Little, T. D., Widaman, K. F., & Cormier, P. (1987). Cognitive addition: Comparison of learning disabled and academically normal children. *Abstracts: Society for Research in Child Development*.

Geary, D. C., Hamson, C., Chen, G.-P., Liu, F., Hoard, M. K., & Salthouse, T. A. (1996). A cross-generational perspective on the mathematical competencies of Chinese and Americans. *Abstracts of the Psychonomic Society*, 1, 51.

Geary, D. C., Saults, S. C., Liu, F., & Hoard, M. K. (1999). Sex differences in spatial cognition and arithmetical reasoning. *Abstracts of the Psychonomic Society*, 4, 5.

Byrd-Craven, J., Hoard, M. K., & Geary, D. C. (2002). Counting span, counting knowledge, and procedural competencies in children with mathematical disabilities. *Abstracts of the Psychonomic Society*, 7, 50.

Flinn, M.V., Ponzi, D, & Geary, D.C. (2008). Male-female differences in hormonal responses to social

events during middle childhood. *Abstracts of the American Anthropological Association Meetings 2008*, 27.

Jašarević, E., Sieli, P. T., Twellman, E. E., Welsh, T. H. Jr, Schachtman, T. R., Roberts, R. M., Geary, D. C., & Rosenfeld, C. S. (2011). Maternal exposure to bisphenol A disrupts and reverses sex differences in deer mice (*Peromyscus maniculatus*) Offspring. *Biology of Reproduction*, 85, 293.

Unpublished Manuscripts, Microfiche Documents, and Technical Reports

Geary, D. C. (1981). *Effects of a nonpharmacological adjunctive treatment for essential hypertension*. MS thesis. California State University, Hayward, CA.

Geary, D. C. (1984, September). Sex hormones and patterns of hemispheric specialization at puberty. Dissertation Proposal, University of California, Riverside, (70 ms. pages).

Cormier, P., Widaman, K. F., & Geary, D. C. (1984). General model for simple and complex addition. *Resources in Education* (ERIC Document #ED 252 434).

Geary, D. C., Little, T. D., Widaman, K. F., & Cormier, P. (1985). Chronometric analysis of complex addition: Verification of a general model. *Resources in Education* (ERIC Document #ED 258 791).

Geary, D. C. (1986). Internal and external validation of cognitive arithmetic component processes. Doctoral dissertation. University of California, Riverside, CA. *Dissertation Abstracts International*, 47b, 3142B.

Geary, D. C. (1989). *Numerical facility: Convergence of cognitive and factor analytic models. Final report* (AFOSR-88-0239). Washington, DC: Bolling AFB.

Geary, D. C., Brown, S. C., & Samaranayake, V. A. (1991). Longitudinal and cross-sectional analyses of an early learning deficit in mathematics. Final report (Weldon Spring Grant). Rolla, MO.

Grant and Other Reviews (Partial List)

Site visit team member, National Institute of General Medical Sciences, National Institutes of Health (2/87)

Study Section Member: Behavioral and Neuroscience Special Emphasis Panel, Human Development and Aging, National Institutes of Health (7/92); Learning Disabilities Research Center Grants, National Institutes of Health (ZHD1 DSR-H 27 D; 10/05); various other NIH and NSF panels and ad hoc reviews.

Ad hoc reviewer, American Institute for Biological Sciences for U.S. Army Medical Research and Development Command (Cognitive and behavioral development of children with neurofibromatosis-1) (5/93); Various study sections of the National Institutes of Health.

Ad Hoc Reviewer, The Israel Science Foundation; Natural Sciences and Engineering Research Council of Canada, National Science Foundation (U.S.); The Wellcome Trust (United Kingdom); Gent University, Belgium; Economic and Social Research Council (United Kingdom); Medical Research Council (United Kingdom); Social Sciences and Humanities Research Council of Canada; Research Council, Catholic University of Louvain (Belgium); Academy of Finland; Netherlands Organisation for Scientific Research; Leverhulme Trust (UK); US Department of Education, Division of Educational Sciences; Spencer Foundation.

External Review Panel, International Human Frontier Science Program (1997-).

Review Committee (2004), Eleanor Maccoby Book Award, American Psychological Association

Association Affiliations

Member: Psychonomic Society, Human Behavior and Evolution Society, American Association for the Advancement of Science

Fellow, Association for Psychological Sciences

Member: American Psychological Association, 1990-1999

Associate Member: National Academy of Neuropsychologists, 1984-1987

Courses Taught

Cognitive Development (undergraduate); General Psychology (undergraduate); Life-span Developmental Psychology (undergraduate); Learning (undergraduate); Cognition (undergraduate, graduate); Child Psychology (undergraduate); Graduate Seminar in Learning and Cognition; Psychology of Development (graduate); Psychobiology of Social Development (graduate); Sexual Selection (graduate seminar); Evolution of Human Sex Differences (Honors); Evolution and Behavior (graduate seminar); Sex Differences (undergraduate).

Independent Study Courses

Geary, D. C. (1990). *Child Psychology*. Columbia, MO: University of Missouri Extension.

Geary, D. C. (1991). *Cognitive Psychology*. Columbia, MO: University of Missouri Extension.

Community Service (partial list)

Radio: *National Public Radio* (Adolescent Development); "Best of our knowledge," *National Public Radio* (children's mathematical development; assessment of mathematical achievement; mathematics reform; evolution and education) *Voice of America* (development of mathematical skills in Chinese and American children); *Canadian Broadcasting Company* (mathematical development); Radio Stations across Missouri (mathematical skills of Chinese and American children; mathematical skills of elderly adults; international differences in mathematical competencies); *British Broadcasting Company* (sex differences in math and science); *Chorus Broadcasting Network* (Roy Green Show, brain evolution); *KCSN* (Northridge, CA; book interview for show Full Circle); *WERS* (Boston, MA; people's understanding of magnitude of economic stimulus); various other outlets in US and Europe.

Television: 'Missouri Forum,' *KOMU* (NBC; Effect of Day Care on Child Development); Scientific Advisor, Palfreman Film Group, *Public Broadcasting System* (Advisor for Documentary on Math Education in Inner Cities); *Arts & Entertainment* (interview, sex differences); *M5* (national television, France; interview, hormones and sex differences in mate preferences); *Canadian Broadcasting Company* (interview, science series on sex differences); *ABC World News Tonight* (interview, sex differences), *KSDK* (NBC, St. Louis; brain and cognitive sex differences), *Fox News* (KC, brain evolution), *CBS News* (brain evolution).

Print: Interviews for or research described in various outlets, including (among others) *Discover*, *New Scientist*, *Science*, *News Week*, *Psychology Today*, *Washington Post*, *Science News*, *Chicago Tribune*, *Psychiatric Times*, *USA Today*, *Ming Pao Daily News* (Hong Kong), *Wall Street Journal*, *Education Week*, *St. Louis Post Dispatch*, *Management Accounting*, *Kansas City Star*, *Cankao Xiaoxi* (China), *Education Digest*, *El Paso Times*, *The Detroit News*, *Building Design*, *Family Life*, *Psychological*

Monitor, London Times, Viewpoint (UK), Chicago Sun Times, Forbes, Chronicle of Higher Education, WebMD, Congressional Quarterly Researcher, Dossier BioSciences (France), Psychologies (UK), Women's Health, Men's Health, Thalamus, Best Life Magazine, Science and Spirit; Chronic'art (France); Times of India (India); Glasgow Evening Times (UK), The Sun (UK); The Globe and Mail (Canada); New York Times; Times Higher Education (UK); San Francisco Chronicle, The Guardian (UK), Wall Street Journal, among others.

Newspaper & Web articles/commentary: *La Vanguardia*, ¿Difieren realmente hombres y mujeres? (Spain; June 20, 2004 in print, June 21, on line; invited, sex differences in abilities); *American Psychological Association Observer*, Is there life after the ivory tower? Donald Kausler's second career as the country's guru on aging; *Edge: The Third Culture* (comment on Assortative mating theory by Baron-Cohen; http://www.edge.org/3rd_culture/baron-cohen05/baron-cohen05_index.html); On-line Web discussant, Colloquy, *Chronicle of Higher Education* (3/05 – available with Google search); Educating the evolved mind, *Florida Humanist Journal* (Spring 2009).

Presentations

- Frankel, B. S., Geary, D. C., and Hovell, M. F. (1981, May). Survey methodology in the clinic setting: Issues of reactivity and reliability. Annual Meeting of the Association of Behavior Analysis, Milwaukee, WI.
- Geary, D. C., Jennings, S. M., & Schultz, D. D. (1982, April). Luria-Nebraska Neuropsychological Battery- Children's Revision Comparison of normal and learning disabled children. Presented at the annual meeting of the Western Psychological Association, Sacramento, CA.
- Geary, D. C. (1982, May). The Luria-Nebraska Children's Battery: Issues for school psychologists. Invited presentation, Department of Educational Psychology, California State University, Hayward, CA.
- Geary, D. C., Hovell, M. F., Black, D. R., Walton, C., Kamachi, K., & Kirk, R. (1982, November). Experimental analysis of adherence counseling: Behavioral measurement of hypertension. Presented at the annual meeting of the Northern California Behavior Analysis Association, Asilomar, CA.
- Geary, D. C., Hovell, M. F., Black, D. R., Walton, C., Kamachi, K., & Kirk, R. (1982, November). Medical alerts for hypertension management: Effects of Behavioral and biological feedback on physicians and patients. Presented at the Annual meeting of the Northern California Behavior Analysis Association, Asilomar, CA.
- Geary, D. C. (1984, January). The Luria-Nebraska Children's Revision: Early research and limitations. Invited Presentation, Department of Mental Health, Riverside County, Palm Springs, CA.
- Gilger, J. W., Geary, D. C. & Jennings, S. M. (1984, April). Performance on the Luria-Nebraska Children's Battery associated with VIQ-PIQ differences. Presented at the Annual Meeting of the Western Psychological Association, Los Angeles, CA.
- Geary, D. C., & Gilger, J. W. (1984, April). Performance on the Luria-Nebraska for normal and LD children matched on FSIQ. Presented at the Annual meeting of the Western Psychological Association, Los Angeles, CA.
- Gerstle, R. M., Geary, D. C., & Reller-Geary, L. L. (1984, April). Intellectual and social changes in a 48,XXYY male. Presented at the Annual Meeting of the Western Psychological Association, Los Angeles, CA.
- Widaman, K. F., Cormier, P. A., & Geary, D. C. (1984, April). A chronometric analysis of simple and complex addition. Presented at the Annual meeting of the Western Psychological Association, Los Angeles, CA.

- Hovell, M. F., Black, D. R., & Geary, D. C. (1984, May). Paraprofessional counseling for hypertension control: A quasi-experimental analysis. Presented at the Annual Meeting of the Society of Behavioral Medicine, Philadelphia, PA.
- Cormier, P. A., Widaman, K. & Geary, D. C. (1984, August). A general model for mental addition. Presented at the Annual Meeting of the American Psychological Association, Toronto, Canada.
- Geary, D. C., & Gilger, J. W. (1984, October). Clinical utility of the Luria-Nebraska Neuropsychological Battery-Children's Revision. Presented at the Annual Meeting of the National Academy of Neuropsychologists, San Diego, CA.
- Little, T. D., Widaman, K. F., Cormier, P., & Geary, D. C. (1985, April). Influence of instructional variation on the pattern of addition algorithms. Presented at the annual meeting of the Western Psychological Association, San Jose, CA.
- Little, T. D., Widaman, K. F., Geary, D. C., & Cormier, P. (1985, April). Development of addition algorithms: Difference between normal and learning deficient children. Presented at the annual meeting of the Western Psychological Association, San Jose, CA.
- Geary, D. C., Widaman, K. F., Little, T. D., & Cormier, P. (1985, April). Chronometric analysis of complex addition: Verification of a general model. Presented at the annual meeting of the Western Psychological Association, San Jose, CA.
- Geary, D. C., Little, T. D., Widaman, K. F., & Cormier, P. (1985, August). Analysis of complex addition: Model estimation and stability of estimates. Presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Cormier, P., Widaman, K. F., Geary, D. C., & Little, T. D. (1985, August). Individual differences in mental addition: Testing the network-retrieval model. Presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Little, T. D., Widaman, K. F., Geary, D. C., & Cormier, P. (1985, August). Individual differences in the development of addition algorithms. Presented at the annual meeting of the American Psychological Association, Los Angeles, CA.
- Widaman, K. F., Geary, D. C., Cormier, P., & Little, T. D. (1985, August). Cognitive processing strategies for complex addition. Presented at the annual meeting of the Cognitive Science Society, Irvine, CA.
- Cormier, P., Tomlinson-Keasey, C., & Geary, D. C. (1985, November). Specialization hemispheric differente chez les hommes et les femmes lors de l'apprentissage du code morse: Analyse des responses. Presented at the 8th annual conference of the Societe Quebecoise pour la Recherche en Psychologie, Montreal, Canada.
- Whalen, R. E., Geary, D. C., & Johnson, F. (1986, May) Models of Sexuality. Presented at the Second Kinsey Symposium: Homosexuality/Heterosexuality: The Kinsey Scale and Current Research. The Kinsey Institute, Bloomington, IN.
- Geary, D. C. (1986, October). The information processing approach to human intelligence: A case study of arithmetic. Invited presentation, Department of Physics, University of Texas, El Paso, Texas.
- Geary, D. C., Little, T. D., Widaman, K. F., & Cormier, P. (1987, April). Cognitive addition: Comparison of learning disabled and academically normal children. Presented at the biannual meeting of the Society for Research in Child Development, Baltimore, MD.
- Gerstle, R. M., Himelstein, P., Geary, D. C., & Reller-Geary, L. (1987, April). Changes in comprehensive Rorschach system variables following inpatient treatment of disturbed children. Presented at the annual meeting of the Southwestern Psychological Association, New Orleans, LA.
- Geary, D. C. (1988, November). Sex-dimorphic behavior patterns, maturational timing, and gender differences in spatial ability. Presented at the annual meeting of the Psychonomic Society, Chicago, IL.
- Geary, D. C. (1988, December). Individual differences in cognitive arithmetic. Invited presentation, Human Abilities Measurement Program, Air Force Human Resources Laboratory, Brooks AFB,

Texas.

- Cormier, P., Lunn, M., Geary, D.C., Goggin, J.P., & Estrada, P. (1990, August). Mental arithmetic in bilinguals: New evidence from chronometric analysis. Presented at the annual meeting of the American Psychological Association, Boston, MA.
- Geary, D. C., & Frensch, P. A. (1991, June). A production-system model for simple and complex addition. Presented at the annual meeting of the American Psychological Society, Washington, DC.
- Geary, D. C. (1992, January). Numerical cognition: Skill development in mathematically disabled children. Invited presentation, Institute for Behavioral Genetics, University of Colorado, Boulder, CO.
- Geary, D. C. (1992, January). Potential loci of multinational achievement differences in mathematics. Invited presentation, Department of Computer Science, Washington University, St. Louis, MO.
- Geary, D. C., & Frensch, P. A. (1992, April). A production-system model for simple and complex addition. Presented at the annual meeting of the Tagung Experimental Arbeitender Psychologen (TEAP), Dsnobruck, Germany.
- Geary, D. C., Bow-Thomas, C. C., Fan, L., Mueller, J., Turk, A., & Siegler, R. S. (1992, November). Acquisition of arithmetic skills in Chinese and American children. Presented at the annual meeting of the Psychonomic Society, St. Louis, MO.
- Aube, R., Cormier, P., & Geary, D. C. (1992, November). La specialisation hemispherique dans une tache 'addition simple. Presented at the 15th annual meeting of the Societe Quebecoise pour la Recherche en Psychology, Montreal, Canada.
- Geary, D. C., Fan, L., Bow-Thomas, C. C., & Siegler, R. S. (1993, November). Memory span and strategy choices in Chinese and American children. Presented at the annual meeting of the Psychonomic Society, Washington, DC.
- Geary, D. C. (1993, December). Counting and arithmetic in Chinese and American children: The early influence of language. Invited presentation, Annual meeting of the Missouri Council of Teachers of Mathematics, Columbia, MO.
- Geary, D. C. (1994, April). Subtypes of mathematical disabilities. Invited symposium participant, "From Beijing to Yonkers: Differences in early mathematical thinking." Annual meeting of the American Educational Research Association, New Orleans, LA.
- Geary, D. C. (1994, November). Are East Asian versus American differences in arithmetical abilities a recent phenomenon? Invited presentation, Department of Anthropology, University of Missouri, Columbia, MO.
- Geary, D. C., Salthouse, T. A., Chen, G. P., & Fan, L. (1994, November). Numerical cognition: Are U.S.-East Asian ability differences a recent phenomenon? Presented at the annual meeting of the Psychonomic Society, St. Louis, MO.
- Geary, D. C. (1994, December). The East Asian versus American differences in arithmetic skill might not have existed 50 years ago. Invited presentation, Annual meeting of the Missouri Council of Teachers of Mathematics, Columbia, MO.
- Geary, D. C. (1995, January). Subtypes of mathematical disabilities: Conceptual and empirical perspectives. Invited colloquia, Department of Behavioral Sciences, School of Medicine, University of Southern Illinois, Carbondale, IL.
- Geary, D. C. (1995, April). Are differences in the arithmetic abilities of East Asians and Americans a recent phenomenon? Invited symposium participant, Sources of Asian children's superiority in mathematics: Culture or classroom in this cohort? Annual meeting of the American Educational Research Association, San Francisco, CA.
- Geary, D. C. (1995, July). Biology, ontogeny, and learning: Implications for mathematics education and development. Main speaker at plenary symposium, biannual meeting of the International Association for Cognitive Education, Monticello, New York.
- Geary, D. C. (1995, October). Reflections of evolution and cultural in children's cognition. Invited Colloquia, Max Planck Institute for Human Development and Education, Berlin, Germany.

- Geary, D. C. (1995, October). Subtypes of mathematical disabilities. Keynote Address, Italian Association for Research and Treatment of Psychopathology of Learning, Trieste, Italy.
- Geary, D. C. (1996, April). Computational and reasoning abilities in arithmetic: Cross-generational change in China and the United States. Invited Colloquia, Department of Psychology, University of Missouri, Rolla, MO.
- Geary, D. C. (1996, May). A gross-generation perspective on the mathematical development of individuals from China and the United States. Keynote address, Festschrift Conference in Honor of Harold Stevenson, University of Michigan Ann Arbor, MI.
- Geary, D. C. (1996, October). Computational and reasoning abilities in arithmetic: Cross-generational change in China and the United States. Invited Colloquia, Department of Psychology, University of Kansas, Lawrence, KS.
- Geary, D. C., Hamson, C. O., Chen, G.-P., Liu, F., Hoard, M. K., & Salthouse, T. A. (1996, November). A cross-generational perspective on the mathematical competencies of Chinese and Americans. Presented at the annual meeting of the Psychonomic Society, Chicago, IL.
- Geary, D. C. (1997, April). Integrating biological and cultural influences on children's cognitive and academic development. Discussant, symposium on Sources of cognitive growth: Toward a biocultural synthesis." Presented at the biannual meeting of the Society for Research in Child Development, Washington, D.C.
- Lin, J., & Geary, D. C. (1997, May). Age-related differences in the speed of two numerical cognitive processes. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Geary, D. C. (1998, January). Mathematical development and mathematical disabilities. Invited colloquia, Faculty of Psychology and Educational Science, Catholic University of Louvain, New Louvain, Belgium.
- Geary, D. C. (1998, April). Mathematical disabilities/dyscalculia. Invited address, Conference on Mathematical Cognition, National Institutes of Health, Bethesda, MD.
- Geary, D. C. (1999, March). Biology, culture, and sex differences in mate choice. Invited University Lecture, State University of New York, Oswego, NY.
- Geary, D. C. (1999, October). Darwinism, mathematics, and schooling. Invited address, John F. Kennedy School of Government, Harvard University, Cambridge, MA.
- Geary, D. C., Saults, S. C., Liu, F., & Hoard, M. K. (1999, November). Sex differences in spatial cognition and arithmetical reasoning. Annual meeting of the Psychonomic Society, Los Angeles, CA.
- Geary, D. C. (2000, June). Chair, invited cross-cutting symposium, Psychological Research and Educational Practice and Policy. Annual meeting of the American Psychological Society, Miami, FL.
- Geary, D. C. (2000, June). Learning mathematics. Cross-cutting symposium, Psychological Research and Educational Practice and Policy. Annual meeting of the American Psychological Society, Miami, FL.
- Geary, D. C. (2000, June). Evolution and developmental sex differences. Annual meeting of the American Psychological Society, Miami, FL.
- Geary, D. C. (2000, October). Sexual selection and human sex differences in brain and cognition. Invited colloquia, Lecture Series on Ecology, Evolution & Behavior, Division of Biological Sciences, University of Missouri, Columbia.
- Geary, D. C. (2001, March). Sexual selection and human sex differences in brain and cognition. Invited colloquia, Department of Psychology, University of Northern Illinois.
- Geary, D. C. (2001, April). Evolution, development, and sex differences. Symposium presentation, Evolutionary Developmental Psychology, at the biannual meeting of the Society for Research in Child Development, Minneapolis, MN.
- Geary, D. C. (2001, November). A Darwinian perspective on mathematics and mathematical development. Invited colloquia, Department of Mathematics, Washington University, St. Louis, MO.
- Geary, D. C. (2001, December). A Darwinian perspective on mathematics and mathematical

- development. Invited colloquia, Department of Brain and Cognitive Sciences, Massachusetts Institute of Technology, Cambridge, MA.
- Geary, D. C. (2002, March). A Darwinian perspective on mathematics and mathematical development. Invited colloquia, Department of Psychology, Carnegie Mellon University, Pittsburgh, PA.
- Geary, D. C. (2002, March). Brain and cognitive evolution: Forms of modularity and functions of mind. Invited colloquia, Department of Psychology, Carnegie Mellon University, Pittsburgh, PA.
- Geary, D. C. (2002, May). What is the evolutionary *raison' d'être* of lifetimes. Invited colloquia, Department of Psychology and Neuroscience, and Canadian Center for Behavioral Neuroscience, University of Lethbridge, Lethbridge, Alberta, Canada.
- Geary, D. C., Hoard, M. K., & Byrd-Craven, J. (2002, November). Mathematics and learning disabilities. Invited symposium speaker, annual conference of the International Dyslexia Association, Atlanta, GA.
- Byrd-Craven, J., Hoard, M. K., & Geary, D. C. (2002). Counting span, counting knowledge, and procedural competencies in children with mathematical disabilities. Presented at the annual meeting of the Psychonomic Society, Kansas City, MO.
- Geary, D. C. (2004, April). A Darwinian perspective on mathematics and mathematical development. Invited colloquia, Department of Psychology, Florida Atlantic University, Boca Raton, FL.
- Geary, D. C. (2004, November). The origin of mind: Evolution of brain, cognition, and general intelligence. Invited colloquia, Center for Adaptive Cognition, Max Planck Institute, Berlin, Germany.
- Geary, D. C. (2004, November). The origin of mind: Evolution of brain, cognition, and general intelligence. Invited colloquia, Institute for Psychology, Humboldt University, Berlin, Germany.
- Geary, D. C. (2004, November). What is the evolutionary *raison' d'être* of lifetimes? Invited colloquia, Institute of Molecular Pathology, University of Vienna, Vienna, Austria.
- Geary, D. C. (2005, March). The origin of mind: Evolution of brain, cognition, and general intelligence. Invited colloquia, Department of Psychological Sciences, Purdue University, West Lafayette, IN.
- Geary, D. C. (2005, September). Does evolution explain women's advantages in social cognition? Invited symposium colloquia, Mind/Brain/Behavior Initiative, Harvard University, Cambridge, MA.
- Geary, D. C. (2005, September). Algebraic reasoning: Developmental, neurocognitive, and disciplinary foundations for instruction. Invited discussant, symposium co-sponsored by NIH, IES, NSF, and Brookings Institute, Washington, DC.
- Geary, D. C. (2006, May). Can evolution contribute to our understanding of sex differences in math and science abilities? Invited symposium colloquia, 4th annual Brian and Learning Conference, co-sponsored by Harvard School of Education, Dana Foundation, and others, Cambridge, MA.
- Geary, D. C. (2006, August). Sex differences in science and mathematics: Is an evolutionary perspective informative? Invited talk, plenary symposium, annual meeting of the American Psychological Association. New Orleans, LA.
- Geary, D. C. (2006, September). The origin of mind: Evolution of brain, cognition, and general intelligence. Invited colloquia, Department of Linguistics and Philosophy, University of Delaware, Willington, DE.
- Geary, D. C. (2006, September). Does evolution explain women's advantages in social cognition? Invited colloquia, Cognitive Science Lecture Series, University of Delaware, Willington, DE.
- Geary, D. C., Hoard, M. K., Byrd-Craven, J., & Nugent, L. (2007, March). Cognitive mechanisms underlying achievement deficits in children with mathematical learning disability. Presented at the biannual meeting of the Society for Research in Child Development. Boston, MA.
- Menon, V., Wu, S., Keller, K. E., & Geary, D. C. (2007, March). Neural basis of mathematical skill development. Presented at the biannual meeting of the Society for Research in Child Development. Boston, MA.

- Wu, S., Keller, K. E., Geary, D. C., & Menon, V. (2007, March). Neural basis of rapid retrieval of simple addition facts in 2nd and 3rd grade children. Presented at the biannual meeting of the Society for Research in Child Development, Boston, MA.
- Anguiano, J., Wu, S., Keller, K., Geary, D., & Menon, V. (2007, June). Neural basis of differential mathematical strategy use in children. Presented at the 13th Annual Meeting of the Organization for Human Brain Mapping, Chicago, IL.
- Geary, D. C. (2007, October). An evolutionary twist on sex, mathematics, and the sciences. Invited talk for conference on Women in Science. American Enterprise Institute, Washington, DC.
- Geary, D. C. (2008, May). An evolutionary twist on sex differences in mathematics and science. Invited seminar, Darwin Center, London School of Economics, London, UK.
- Geary, D. C. Hoard, M. K., Nugent, L., Bailey, D. H., & Wood, P. (2008, May). Cognitive deficits in children with mathematical learning disability: A longitudinal, latent class analysis. Invited talk Institute of Education, University of London, London, UK.
- Geary, D. (2008, November). Learning mathematics: Findings from the national (U.S.) mathematics advisory panel. Keynote address, international conference on issues and proposals in mathematics education sponsored by the Gulbenkian Foundation and the Portuguese Mathematical Society, Lisbon, Portugal.
- Geary, D. C. (2009, April). Evolutionary developmental psychology: Implications for modern education. Symposium presentation, biannual meeting of the Society for Research in Child Development, Denver, CO.
- Cho, S., Wu, S. S., Anguiano, J. M., Geary, D. C., & Menon, V. (2009, June) Neural correlates of individual differences in children's strategy use during early mental arithmetic learning. Presented at the 15th Annual Meeting of the Organization for Human Brain Mapping, San Francisco, CA.
- Rosenberg-Lee, M., Kondos, L., Barth, M., Geary, D., & Menon, V. (2009, June). Neural deficits underlying mathematical disability in children. Presented at the 15th Annual Meeting of the Organization for Human Brain Mapping, San Francisco, CA.
- Geary, D. C. (2009, July). Origin of mind: Evolution of brain, cognition, and general intelligence. Plenary address, summer institute, International Society for Human Ethology, Orono, ME.
- Geary, D. C. (2009, October). The evolved mind and the creation of culture: Implications for scientific discovery and learning. Invited address, From Child to Scientist: Mechanisms of Learning and Development A Festschrift in honor of the scientific and educational contributions of David Klahr, 37th Carnegie symposium on cognition. Pittsburgh, PA.
- Geary, D. C. (2010, April). The Missouri longitudinal study of mathematical development and disability. Invited talk, School of Education, Chinese University of Hong Kong, Hong Kong, China.
- Geary, D. C. (2010, May). Evolved cognitive biases, human intellectual talent, and the creation of culture. Invited keynote address, Wallace National Research Symposium on Talent Development, Iowa City, IA.
- Geary, D. C. (2010, June). Sexual selection and sex differences in vulnerability. Invited symposium talk, Fourth Annual Meeting, Organization for the Study of Sex Differences, Ann Arbor, MI.
- Rosenberg-Lee, M., Young, C., Tenison, C., Geary, D. & Menon, V. (2010, June). Neural Correlates of Developmental Dyscalculia in Children: Univariate and Multivariate Analysis. Poster presented at the 16th Annual Meeting of the Organization for Human Brain Mapping. Barcelona, Spain.
- Geary, D. C. (2010, November). Evolution and cultural expression of human sex differences. Invited address, 11th annual science and society symposium, European Molecular Biology Laboratory, Heidelberg, Germany.
- Geary, D. C. (2010, December). Evolution of sex differences in brain and cognition. Invited keynote address, annual meeting of the International Society for Research on Intelligence, Arlington, VA.
- Geary, D.C., Jasarevic, E., Rosenfeld, C.S. (2011, March). Collision of endocrine disruptors and

- developmental sex differences: How the chemical byproducts of our modern world may differentially affect boys and girls. Invited presentation, evolution and development preconference, biannual meeting of Society for Research in Child Development, Montreal, Canada.
- Geary, D.C., Hoard, M.K., Nugent, L., & Bailey, D.H. (2011, March). Missouri longitudinal study of mathematical development and disability: Predictors of long-term mathematical disability. Symposium presentation, biannual meeting of Society for Research in Child Development, Montreal, Canada.
- Geary, D.C. (2011, March). Cognitive predictors of achievement growth in mathematics and reading: A five year longitudinal study. Symposium presentation, biannual meeting of Society for Research in Child Development, Montreal, Canada.
- Geary, D. C. (2011, May). Sex differences in STEM occupations. Invited symposium presentation, American Enterprise Institute, Washington, DC.
- Jasarevic, E., Sieli, P. T., Warzak, D. A., Caldwell, L., Welsh, T. H., Hess, R. A., Schachtman, T., Geary, D. C., Rosenfeld, C. S. (2011, July). Maternal exposure to bisphenol A disrupts and reverses sex differences in deer mice (*Peromyscus maniculatus*) offspring. Presented at the annual meeting of the Society for the Study of Reproduction.
- Geary, D. C. (2011, June). The Missouri Longitudinal Study of Mathematical Development and Disability: The first five years. Invited, plenary talk, 3rd International Conference on Dyscalculia. London, UK.
- Geary, D. C. (2011, June). Learning mathematics: Findings from the national (U.S.) mathematics advisory panel. Invited, plenary talk, 3rd International Conference on Dyscalculia. London, UK.
- Willoughby, E., Geary, D.C., Hoard, M.K., and Nugent, L. (May 2011) Does conceptual fraction knowledge predict later mathematical ability? Poster presented at annual meeting of the Midwest Psychological Association, Chicago, IL.
- Geary, D. C. (2012, April). Cognitive versus academic development: Illustration with sex differences in mathematics. Symposium talk, annual conference for the Society on Gender Development, San Francisco, CA.
- Geary, D. C., Hoard, M. K., Nugent, L., & Bailey, D. H. (2012, May). Mathematical cognition deficits in children with learning disabilities and persistent low achievement: A five year prospective study. Invited talk, annual meeting of the Midwest Psychological Association, Chicago, IL.
- Qin, S, Cho, S., Rosenberg-Lee, M., Geary, D., Menon, V. (2012, June). Hippocampal and prefrontal reorganization is associated with the maturation of fact retrieval: A longitudinal fMRI study in children. Presented at the 17th annual meeting of Organization for Human Brain Mapping. Quebec City, Canada.
- Geary, D. C. (2013, April). The development of achievement: A cross-cultural examination of math and reading achievement. Discussant, Symposium at biannual conference of the Society for Research in Child Development, Seattle, WA.
- Chu, F.W., vanMarle, K., & Geary, D.C. (2013, April). Early identification of preschoolers at risk for mathematical learning disabilities. Poster presented at the biannual conference of the Society for Research in Child Development (SRCD) in Seattle, WA.
- Chu, F.W., vanMarle, K., & Geary, D.C. (2013, May). Role of the Approximate Number System in risk for mathematical learning disabilities. Poster presented at Math Cognition Conference in Bethesda, MD.
- Geary, D.C. (2013, August). Sexual selection and human sex differences in brain and cognition. Presented at the annual meeting of the Association for the Study of Animal Behaviour, Newcastle, UK.
- vanMarle, K., Mou, Y., Chu, F., & Geary, D. C. (2015, March). Attaching meaning to the number words: What mechanism underlies children's cardinal knowledge? Presented at the Society for Research in Child Development, Philadelphia, PA.
- vanMarle, K., Mou, Y., Chu, F., & Geary, D. C. (2015, March). Developmental change in number and

- area discrimination. Presented at the Society for Research in Child Development, Philadelphia, PA.
- Chu, F., vanMarle, K., & Geary, D. C. (2015, March). How preschoolers' nonverbal calculation is related to early cardinality and ANS acuity changes over time. Presented at the Society for Research in Child Development, Philadelphia, PA.
- Mou, Y., vanMarle, K., Chu, F., & Geary, D. C. (2015, March). Making something out of nothing: Children's developing understanding of zero. Presented at the Society for Research in Child Development, Philadelphia, PA.
- Monos, M., Geary, D. C., & vanMarle, K. (2016, May). Growth in ANS acuity, ordinal knowledge, and cardinal knowledge in preschoolers at risk for Math Learning Disability (MLD). Poster presented at the Midwest Psychological Association (MPA) annual meeting in Chicago, IL.
- Seok, J. H., vanMarle, K., & Geary, D. C. (2016, May). Domain general moderators of mathematical development in preschoolers. Poster presented at the Mathematical Cognition Conference in Fort Worth, TX.
- Wehr, C., Geary, D. D., & vanMarle, K. (2016, May). The role of ANS acuity and ordinal knowledge in preschoolers' mathematics achievement. Poster presented at the Midwest Psychological Association (MPA) annual meeting in Chicago, IL.
- Miller, N. N., Chu, F., Hoard, M. K., Nugent, L., vanMarle, K. & Geary, D. C. (2016, May). Mathematical achievement in at-risk preschool children compared to low-risk children. Poster presented at the Midwest Psychological Association (MPA) annual meeting in Chicago, IL.
- vanMarle, K., Monos, M., Seok, J., & Geary, D. C. (2017, April). Growth in ANS acuity, ordinal knowledge, and cardinal knowledge in preschoolers at risk for Math Learning Disability (MLD). Poster to be presented at the biannual conference of the Society for Research In Child Development (SRCD) in Austin, TX.
- Seok, J. H., vanMarle, K., & Geary, D. C. (2016). Domain general moderators of mathematical development in preschoolers. Poster presented at the Math Cognition Conference in Austin, TX, May 2016.
- Geary, D. C. (2018, July). Efficiency of mitochondrial functioning as the fundamental biological mechanism of general intelligence (*g*). Presented at the annual meeting of the Human Behavior and Evolution Society. Amsterdam.