

# ***Richard W. Prather***

Department of Human Development and Quantitative Methodology  
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## **Education**

- 2009            Ph.D., Psychology (Cognitive & Cognitive Neuroscience)  
University of Wisconsin-Madison
- 2002            S.B., Brain and Cognitive Sciences  
Massachusetts Institute of Technology

## **Positions**

- 2021- current    Associate Professor  
Department of Human Development and Quantitative Methods  
Human Development Program  
Neuroscience & Cognitive Science Program  
University of Maryland, College Park
- 2014 - 2021    Assistant Professor  
Department of Human Development and Quantitative Methods  
Human Development Program  
Neuroscience & Cognitive Science Program  
University of Maryland, College Park
- 2009 – 2014    Postdoctoral Researcher, Indiana University, Department of Psychological and  
Brain Sciences

## **Publications**

Prather, R.W., Benitez, V.L., Kendall Brooks, L. Dancy, C.L., Dilworth-Bart. J., Dutra, N.B., Faison, M.O., Figueroa, M., Holden, L.T.R., Johnson, C., Medrano, J., Miller-Cotto, D. Matthews, P.G., Manly, J.J., Thomas, A.K. (2022). What Can Cognitive Science do for people? *Cognitive Science*. 46(6), e13167.

Yuan, Lei, Prather, R. Mix, K., Smith, L. (2021). The first step to learning place value: A role for physical models? *Frontiers in Education: Educational Psychology*.

Prather, R. W. (in press). Does spontaneous focus on relations predict conceptual knowledge of negative numbers? *Journal of Numerical Cognition*.

Pascale, M., Prather, R.W., & Ramani, G. (2021) Parent and child spontaneous focus on number, mathematical abilities, and mathematical talk during play activities. *Child Development*, 59.

Prather, R. W. (2021) Fear Not of Cognition in Context. *Infant and Child Development*, e2249.

- Prather, R. W. (2021). Arithmetic knowledge from spontaneous focus on relations. *Developmental Science*, 24:e13009
- Yuan, L., Prather, R. W., Mix, K., & Smith, L (2020). Number representations drive number-line estimates. *Child Development*, 91(4), e952-e967
- Yuan, L., Prather, R. W., Mix, K., Smith, L (2019). Preschoolers and multi-digit numbers: A path to mathematics through the symbols themselves. *Cognition*, 189, 89-104. <https://doi.org/10.1016/j.cognition.2019.03.013>
- Prather, R.W. (2019) Individual differences in numerical comparison is independent of numerical precision. *Journal of Numerical Cognition*, 5(2),
- Prather, R.W. (2018) Neural coding partially accounts for the relationship between children's number-line estimation and number comparison performance. *Journal of Cognition and Development*, 19(2), 201-219.
- Prather, R.W. (2014) Neural coding variation mediates precision in numerical discrimination. *Cognition*, 133, 601 – 610.
- Mix, K., Prather, R.W., Smith, L.B., Stockton, J.D. (2014) Young Children's Interpretation of Multi-Digit Number Names: From Emerging Competence to Mastery. *Child Development*. May-Jun; 85(3), 1306-19.
- Prather, R.W. (2012). Connecting neural coding to number cognition: A computational account. *Developmental Science*, 15(4), 589-600.
- Prather, R.W. (2012) Implicit learning of arithmetic regularities is facilitated by proximal contrast. *PLoS ONE* 7(10): e48868.
- Hattikudur, S., Prather, R.W., Asquith, P., Knuth, E., Nathan, M. J., & Alibali, M. W. (2012). Constructing graphical representations: Middle schoolers' developing knowledge about slope and intercept. *School Science and Mathematics*, 112(4), 230-240.
- Prather, R.W. & Alibali, M.W. (2011). Children's acquisition of arithmetic principles: The role of experience. *Journal of Cognition and Development*, 12(3), 332-354.
- Prather, R. W. & Alibali, M. W. (2009). Development of arithmetic principle knowledge: How do we know what learners know? *Developmental Review*, 29(4), 221-248.
- Prather, R. W. & Alibali, M. W. (2008). Understanding and using principles of arithmetic: Operations involving negative numbers. *Cognitive Science*, 32(2), 445-457

### **Preprints**

- Prather, R.W. (2021) Reconstructing the Study of Human Cognition. *PsyArXiv*. <https://doi.org/10.31234/osf.io/45a2q>
- Prather, R.W., Heverly-Fitt, S. (2018) Predicting Numerical Comparison using Neural Networks and Electrophysiological Data. <https://doi.org/10.31234/osf.io/2a3sn>

Prather, R. (2018). Task dynamics reveal how learners construct fraction values.  
<https://doi.org/10.31234/osf.io/u7zys>

### ***Publications (invited)***

Should the Science March Stick to Just Science? *Scientific American*, April 3, 2017.

### ***Awarded Funding***

- 2020 New Schools Venture Fund EF+Math Program, “Accurate, precise and useful models of the learner” (PI: Prather, R. W., Co-I: Buss, A., Co-I: Goffney, I., Co-I: O’Neal, C., Co-I: Blankson, A. N., Co-I: Davenport, J., Co-I: Walters, K. Award period: 05/01/2020 – 10/01/2023; Total costs: \$1,027,000
- 2019 University of Maryland Catalyst New Directions Fund. “Environmental inequalities in neurocognitive development” (Prather, R. W. (Co-PI), Payne-Sturges, D. (Co-PI); Award Period 9/01/2019 - 9/01/2021; Total Costs \$33,101).
- 2018 University of Maryland Brain and Behavior Initiative Seed Grant (\$51,198). PI: Prather
- 2017 Research and Scholarship Award (\$10,000 for teaching buyout)
- 2015 University of Maryland Support Program for Advancing Research and Collaboration (\$15,000)

### ***Honors and Awards***

- 2013 *Training Program in Integrative Developmental Process*  
National Institute of Child Health and Development  
(5T32HD007475) (Role: Postdoctoral Researchers)
- 2009 *Making Sense of Mathematical Manipulatives*  
Institute of Educational Sciences (R305A080287 )  
(Role: Postdoctoral Researcher)
- 2012 Developmental Science Early Career Researcher Prize  
Editors: Nelson, C. A., de Haan, M., Quinn, P. and Ansari, D. (2013), A Winner of 2012 Developmental Science Early Career Research Prize. *Developmental Science*, 16: 792.

- 2007 - 2009 Interdisciplinary Training Program Predoctoral Fellowship (#R305C050055)  
University of Wisconsin, Institute of Education Sciences, Department of  
Education
- 2005 Roderick Menzies Memorial Research Award, University of Wisconsin  
Department of Psychology
- 2002 - 2005 Minority Fellowship Program Pre-doctoral Fellowship, American  
Psychological Association

### **Invited Talks**

#### *Reconstructing the Study of Human Cognition*

Princeton University, Fall 2021  
University of California, Merced, March 2021  
University of Virginia, October 2020  
University of Chicago, February 2021  
University of Wisconsin-Madison, March 2021

#### *Biological Evidence of the Effectiveness of Educational Technology*

American Association of Law Libraries Annual Meeting July 16<sup>th</sup>, 2018

#### *Alumni honor Day Talks*

*SPINES: Marine Biological Laboratory, June 29<sup>th</sup>, 2018*

#### *How do learners construct fraction values?*

Wisconsin Ideas in Education Series: University of Wisconsin, September 2017  
Georgetown University, January, 2018

Ready at Five Research Symposium: Keynote Speaker, May 2014

### **Press Coverage**

“Kids may be ready for math earlier than you think, new research suggests.” *The Washington Post*. December 17, 2013

“SFN Neuroblogging Ideas of Number” *Scientific American*. November 16, 2011.

### **Selected Conference Presentations and Proceedings**

Prather, R.W. (2018) Task dynamics reveal how fraction values are constructed. *Proceedings of the Annual Conference of the Cognitive Science Society*. Mahwah, NJ: Erlbaum.

Richard Prather(2017). *Children’s numerical comparison is independent of number representation*. Cognitive Development Society

Richard Prather & Sara Heverly-Fitt (2017) Dynamic System model prediction of individual differences in numerical development. Society for Research in Child Development

Richard Prather & Sara Heverly-Fitt (2016) Prediction of Single-Trial Behavior using a Layered Dynamic Systems Model with Evolutionary Algorithm Updating, Cognitive Science Society

Richard Prather & Sara Heverly-Fitt (2016) Computational Model and ERP Enabled Prediction of Single Trial Behavior on a Numerical Comparison Task, Cognitive Neuroscience Society

Richard Prather (2015) Predicting Behavior on Mathematical Tasks via Computational Models, Society for Research in Child Development

Richard Prather (2015) Mathematical Models of Developmental Changes in Number Cognition, Cognitive Science Society

Prather, R.W. (2013) Neural coding variation mediates precision of number discrimination. Society for Neuroscience Conference. Development of Numerical Cognition Nanosymposium.

Prather, R.W. (2012) Learning numbers without numbers: Transfer of learning across magnitude domains. Society for Neuroscience Conference. Development of Numerical Cognition Nanosymposium.

Prather, R.W. (2012) The influence of neural coding on numerical cognition. Poster presented at the Society for Cognitive Neuroscience

### **Teaching Experience**

Graduate Research Methods	Spring 2018, Spring 2019, Spring 2020
Cognitive Development (G)	Fall 2014, Fall 2016, Fall 2017
Cognitive Development (U)	Fall 2014, Spring 2015, Spring 2016, Fall 2016, Spring 2017, Spring 2018, Spring 2019, Spring 2020
Cognitive Psychology (U)	Fall 2012, Spring 2013

### **Advising Experience**

2020 – present	Postdoctoral Scholar Dr. Lauren Kendall-Brooks
2019 – present	Graduate Student Joshua Medrano
2016 – 2018	Graduate Student Kelly Banks
Dissertation Committee	Michael Rizzo, Jeeyoung Noh, Nicole Scalise, Lauren Stringer Trakhmam, Hailey Gibbs, Alexander D’Esterre, Amanda Burkholder, Emily Daubert
Portfolio Committee	Emily Daubert
2014-2016	Graduate Assistant Sara Heverly-Fitt

## **Academic & Professional Service**

Editorial Board Infant and Child Development, Journal of Numerical Cognition, Journal of Cognition and Development, Journal of Experimental Psychology: General

2017

Cognitive Neuroscience Society: equity and diversity committee *Diversity*

2008

*Day 2008* Moderated panel on departmental diversity issues

2006 - 2009

Climate and Diversity Committee, University of Wisconsin, Department of Psychology

Ad hoc reviewer: Developmental Psychology, Child Development, Cognition, Journal of Cognition and Development, Journal of Experimental Child Psychology, Frontiers in Developmental Psychology, School Science and Mathematics, Cognitive Science