

Gabor Brody

RESEARCH SCIENTIST / LECTURER
COGNITIVE SCIENCE · DEVELOPMENTAL PSYCHOLOGY

Department of Psychology & Program in Cognitive Science, Yale University
Yale University 100 College St, New Haven, CT, 06520

✉ mail@gaborbrody.com | 🏠 www.gaborbrody.com | osf.io/mruyf/

Position

Yale University

RESEARCH SCIENTIST / LECTURER

- Department of Psychology
- Program in Cognitive Science
- Department of Linguistics (by courtesy)

New Haven, CT

2025 - present

Brown University

POSTDOCTORAL RESEARCHER

- Department of Cognitive and Psychological Sciences

Providence, RI

2020 - 2025

Education

Central European University

PHD COGNITIVE SCIENCE

- Advisors: Gergely Csibra, Ágnes Melinda Kovács
- Thesis: Indexing Objects in Vision and Communication

Vienna, Austria

2014 - 2020

Eötvös Loránd University

BA & MA PSYCHOLOGY

- Advisor: Ildikó Király
- Specialization in Cognitive and Developmental Psychology

Budapest, Hungary

2008 - 2013

Visiting Research Fellowships

- 2018-2019 **Harvard Lab for Developmental Studies**, Advisor: Elizabeth Spelke; Harvard, Cambridge, MA
2016 **Center of Brain and Cognition, Universitat Pompeu Fabra**, Advisor: Luca Bonatti; Barcelona, Spain

Publications

JOURNAL ARTICLES

*equal contributions

- [1] **Brody, G.**, Mazalik, P. Feiman, R. (in press). Object perception encodes mutually exclusive possibilities *Journal of Experimental Psychology: General*
- [2] **Brody, G.**, Csibra, G. (2025). Discourse referents in infancy. *Psychological Review*. Advance online publication. <https://doi.org/10.1037/rev0000545>
- [3] **Brody, G.**, Feiman, R*, Aravind, A* (2024). Why do children think words are mutually exclusive? *Psychological Science*, 35(12), 1315-1324. <https://doi.org/10.1177/09567976241287732>
- [4] Pomiechowska, B., **Brody, G.**, Téglás, E., Kovács, Á. M. (2024). Early-emerging combinatorial thought: Human infants flexibly combine kind and quantity concepts. *Proceedings of the National Academy of Sciences*, 121(29), e2315149121. <https://doi.org/10.1073/pnas.2315149121>

- [5] **Brody, G.**, Feiman, R. (2024). Mapping words to the world: Adults, but not children, understand how mismatching descriptions refer. *Journal of Experimental Psychology: General*, 153(4), 1053-1065. <https://doi.org/10.1037/xge0001544>
- [6] **Brody, G.**, Feiman, R. (2024). Polysemy does not exist, at least not in the relevant sense. *Mind & Language*, 39(2), 179-200. <https://doi.org/10.1111/mila.12462>
- [7] **Brody, G***, Revencu, B*, Csibra, G. (2023). Images of objects are interpreted as symbols: A case study of automatic size measurement. *Journal of Experimental Psychology: General*, 152(4), 1146-1157. <https://doi.org/10.1037/xge0001423>
- [8] **Brody, G.**, Olah, K., Király, I., Biro, S. (2022). Individuation of agents based on psychological properties in 10-month-old infants. *Infancy*, 27(2), 360-381. <https://doi.org/10.1111/infa.12453>
- [9] Pomiechowska, B., **Brody, G.**, Csibra, G., Gliga, T. (2021). Twelve-month-olds disambiguate new words using mutual-exclusivity inferences. *Cognition*, 213, 104691. <https://doi.org/10.1016/j.cognition.2021.104691>
- [10] Elekes, F., **Brody, G.**, Halász, E., Király, I. (2016). Enhanced encoding of the co-actor's target stimuli during a shared non-motor task. *Quarterly Journal of Experimental Psychology*, 69(12), 2446-2458. <https://doi.org/10.1080/17470218.2015.1120332>
- [11] Oláh K., Elekes F., **Brody G.**, Király I. (2014). Social category formation is induced by cues of sharing knowledge in young children. *PLOS ONE*, 9(7), e101680. <https://doi.org/10.1371/journal.pone.0101680>

CONFERENCE PROCEEDINGS

- [12] **Brody, G.**, Mazalik, P., Feiman, R. (2024). Object files encode possible object identities, but not possible locations. *Proceedings of the 46th Annual Meeting of the Cognitive Science Society*, 46, 1782-1788.
- [13] Revencu, B., Pomiechowska, B., **Brody, G.**, Csibra, G. (2024). Fifteen-month-olds accept arbitrary shapes as symbols of familiar kind tokens. *Proceedings of the 46th Annual Meeting of the Cognitive Science Society*, 46, 4208-4214.
- [14] **Brody, G.**, Feiman, R. (2022). Mapping words to the world: Adults prioritize grammar, but children prioritize descriptions. *Proceedings of the 44th Annual Meeting of the Cognitive Science Society*, 44, 1032-1038.
- [15] Torma, C., **Brody, G.**, Aravind, A. (2021). More than the sum of its parts: Acquiring semantically complex quantifiers. *Proceedings of the 43rd Annual Meeting of the Cognitive Science Society*, 43, 2035-2041.

BOOK CHAPTERS

- [16] **Brody, G.**, Aravind, A. (in press). Pragmatic Development. In *Cambridge Companion to Child Syntax*. Cambridge University Press.
- [17] **Brody, G.**, Rouillard, V., Asherov, D., Aravind, A. (2024). Evaluating the Effectiveness of AI Source Disclosure in Human-AI Communication. *An MIT Exploration of Generative AI*. MIT Press.

DISSERTATION

- [18] **Brody, G.** (2020). *Indexing Objects in Vision and Communication*. Doctoral dissertation, Central European University.

Presentations

SELECTED INVITED TALKS

- Fall 2025 *What do descriptions describe?* Invited talk at the Vienna Linguistics Colloquium, Vienna, Austria
- Spring 2024 *How context shapes what symbols mean?* Invited talk at MIT BCS CogLunch, Cambridge, MA
- Autumn 2023 *On conceptual object representation in infancy*. Invited talk at Harvard Lab for Developmental studies (LDS) seminar series, Cambridge, MA

SELECTED CONFERENCE PRESENTATIONS

- Revenu, B., Brody, G., Pomiechowska, B. & Csibra, G. (2024) Not a pipe: 15-month-olds accept arbitrary objects as symbols for familiar kind tokens. Talk presented at Budapest Conference on Cognitive Development (BCCCD) Budapest, Hungary
- Brody, G*, Mazalik, P*, Feiman, R. (2023) Object files represent possibilities. Poster presented at the Annual meeting of the Society of Philosophy and Psychology (SPP), Pittsburgh, PA (* equal contribution)
- Brody, G., Feiman, R. & Aravind, A. (2022). 2-year olds derive mutual exclusivity inferences from contrastive focus. Talk presented at the Boston University Conference on Language Development (BUCLD), Boston, MA
- Brody, G. & Feiman, R. (2022). Mapping words to the world: Adults prioritize grammar, but children prioritize descriptions. Talk presented at the Annual Meeting of the Cognitive Science Society (COGSCI), Toronto, Canada
- Brody, G. & Feiman, R. (2022). Polysemy does not exist at least not in the relevant sense., Poster at the Society of Philosophy and Psychology, Milan, Italy
- Brody, G., Feiman, R. & Aravind, A. (2022). 2-year olds derive mutual exclusivity inferences from contrastive focus, Talk presented at II. Experiments in Linguistic Meaning (ELM) Conference, Philadelphia, PA
- Brody, G. & Feiman, R. (2022). In reference identification, children rely on descriptions, but adults prioritize grammar, Poster at the Cognitive Development Society conference, Madison, WI
- Brody, G. & Feiman, R. (2022). The role of grammar and descriptions in referent identification. Virtual talk presented at the 2022 Budapest Conference on Cognitive Development, Budapest, Hungary
- Torma, C., Brody, G. & Aravind, A. (2020). Decomposing Both. Virtual talk presented at Boston University Conference on Language Development (BUCLD), Boston, MA
- Brody, G. & Csibra, G. (2019). Object representation without object files at 10 months of age. Symposium paper presented at the 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD
- Brody, G. & Csibra, G. (2018). Spatiotemporal and conceptual object individuation are not integrated in 10-month-old infants . Poster presented at the XX Biennial International Conference on Infant Studies, Philadelphia, PA
- Brody, G. & Csibra, G. (2018). Spatiotemporal vs Conceptual object individuation . Poster at the 2018 Budapest Conference on Cognitive Development, Budapest, Hungary
- Pomiechowska, B., Brody, G., Teglas, E. & Kovacs, A.M. (2018) Do 12-month-olds use the principle of compositionality to interpret complex noun phrases? Poster at the 2018 Budapest Conference on Cognitive Development, Budapest, Hungary
- Brody, G., Király, I., Kovacs, A. M. (2015). Interference and priming in spontaneous belief computation. Poster at the 2015 Budapest Conference on Cognitive Development, Budapest, Hungary
- Elekes, F., Oláh, K. & Brody, G., Király, I. (2014). Adopting a Goal Centered Generalization Strategy in the Context of Tool Choices at 18 Months of age. Poster at the XIX Biennial International Conference on Infant Studies, Berlin, Germany.
- Brody, G., Oláh, K., Király, I. & Bíró, S. (2014). Individuating abstract agents based on preference demonstration. Poster at the XIX Biennial International Conference on Infant Studies, Berlin, Germany.
- Brody G., Oláh K., Király I. & Bíró S. (2013) How do infants individuate abstract agents? Poster at the 2013 Budapest CEU Conference on Cognitive Development. Budapest, Hungary
- Brody G., Király I. & Bíró S. (2013) Tracking others perspective in a MOT paradigm. Poster at the 2013 Budapest CEU Conference on Cognitive Development. Budapest, Hungary
- Oláh K., Elekes F., Brody G. & Király I. (2013). Shared knowledge as the basis of social categorization. Poster at the 2013 Budapest CEU Conference on Cognitive Development. Budapest, Hungary

Awards, Fellowships, & Grants

2024 **Research Seed Award**, Brown University

\$50,000

Co-PI, Title: Children understand that what you say depends on how you say it.; Co-PI: Roman Feiman

2023	Funding for impact papers on Generative AI , MIT Co-PI, Title: Evaluating the effectiveness of AI-identification in human-AI communication; Co-PI: Athulya Aravind	\$ 50,000
2021	Brown University Salomon Grant , Brown University Researcher, Title: The role of grammar and descriptions in referent identification; PI: Roman Feiman	\$ 15,000
2019	Dissertation Write-up Grant , Central European University Doctoral Research Support Grant , Central European University Jacobs Foundation Award , SRCD	\$ 4,200 \$ 4,500 \$ 2000
2013	K 109352 Research grant , OTKA (Hungarian Research Agency) Researcher, Title: The cognitive bases of naive sociology; PI: Ildikó Király	\$ 51,000
2012	Scholarship and stipend to Leiden University , ERASMUS Fellowship Granted by the Hungarian Republic , Ministry of Education, Hungary Kardos Lajos Psychology Competition , Second place	

Teaching Experience

Current	Human Communication (PSYC/CGSC/LING 3475) , Primary Instructor	<i>Yale</i>
2025 Fall	Research Methods in Psychology (PSYC 2200) , Primary Instructor	<i>Yale</i>
2024	Developmental Psychology (PSY 16) , Teaching Fellow	<i>Harvard</i>
2022	Logic in Language and Thought (CLPS1860) , Guest Lecturer	<i>Brown</i>
2019	Lab in Early Cognitive Development (PSY 1652r) , Guest Lecturer	<i>Harvard</i>
2015-2019	Infant Cognition , Guest lecturer	<i>CEU</i>
2012-2013	Departmental Teaching Fellow , Department of Cognitive Psychology	<i>ELTE</i>

Mentoring

2025-	Magdalena Roszkowski , postdoctoral mentee	<i>Yale</i>
2025-2026	Katrina Azar , directed research	<i>Yale</i>
2022-2024	Ciara Broomfield , research assistant	<i>Brown</i>
2023-2024	Jaclyn Cohen , research assistant	<i>Brown</i>
2021-2022	Peter Mazalik , research assistant	<i>Brown</i>
2020-2021	Joungbihn Park , research assistant	<i>Brown</i>
2020-2021	Alexandria Elkhadem , research assistant	<i>Brown</i>
2019	Sara Dablouk , Undergraduate intern	<i>Harvard</i>
2019	Laura Mullertz , undergraduate intern	<i>Harvard</i>
2018-2019	Krisztina Andrási , post-bac research assistant	<i>CEU</i>
2017-2018	Eszter Körtvélyesi , post-bac research assistant	<i>CEU</i>
2014	Ágoston Galambos , research assistant	<i>ELTE</i>

Service

EVENT ORGANIZATION

2017	Budapest Conference on Cognitive Science , Co-Chair
2017-2019	Journal club at CEU , Organizer

PEER REVIEW

Journals: *Infancy*, *Child Development*, *Language Learning and Development*, *Psychological Review*, *Inquiry*, *Cognition*,

Nous, Journal of Experimental Child Psychology, Journal of Experimental Psychology: General, Psychological Science
Conferences: BCCCD, ELM, COGSCI, BUCLD, SPP