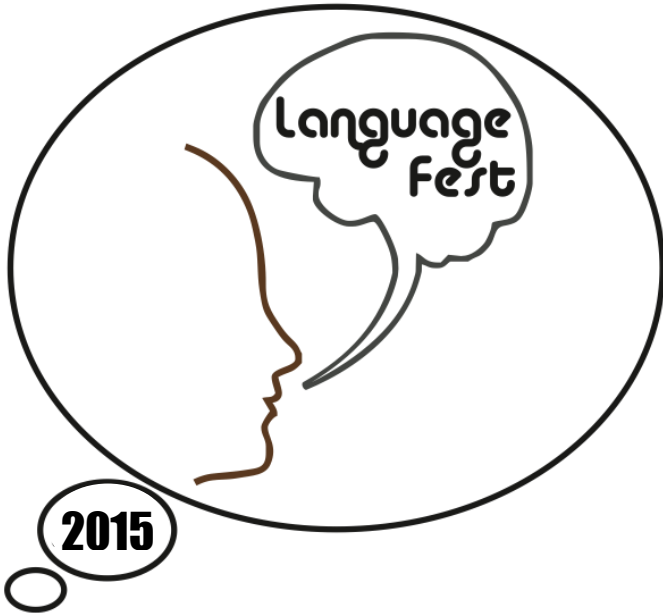


UConn Cognitive Science Program presents:

The Sixth UConn Language Fest



Saturday, April 25th, 2015

9:00am– 4:00pm

University of Connecticut

Oak Hall, South Wing, First Floor

UConn Cognitive
Science

 **IGERT** Integrative Graduate
Education and Research Traineeship

Schedule of Events

*All talks will take place in Oak 112
Poster sessions will be held in the South Wing of Oak Hall
(first floor hallways)
Refreshments and lunch will be served outside Oak 112*

9:00: Continental Breakfast

9:30: Poster Setup

9:45: Opening Remarks

Diane Lillo-Martin, Director, UConn Cognitive Science Program and
Board of Trustees Distinguished Professor of Linguistics

10:00 – 11:00: Poster Session 1

11:00 – 12:00: **Sheila Blumstein, Brown University**

*“Variability and Invariance in Speech and Lexical Processing: Evidence
from Aphasia and Functional Neuroimaging”*

12:00 – 1:00: Lunch

1:00 – 2:00: Poster Session 2

2:00 – 3:00: **Dorit Bar-On, University of Connecticut**

“Expression, Communication, and Origins of Meaning”

3:00 – 4:00: Poster Session 3

UConn Language Fest is sponsored by the UConn Cognitive Science Program and by an NSF IGERT Grant, “*IGERT: Language Plasticity – Genes, Brain, Cognition, and Computation*” (James Magnuson, PI). We gratefully acknowledge the support and efforts of Diane Lillo-Martin, James Magnuson, Paul Allopenna, Christine Sutter.

Language Fest Organizing Committee

Chair: Kathleen Shaw

Faculty Advisors: Marie Coppola and Emily Myers

Committee: Iris Chin, Sayako Earle, Theodore Jenkins, Alexis Johns, Manya Jyotishi, Monica Li, Andre Lindsey, Iliana Meza-Gonzalez, Nicholas Monto, Emma Nguyen, Amanda Rendall, Kayleigh Ryherd, Parker Tichko, Russell Richie, Xin Xie

Poster Session I Presentations

1. Function, Distribution and Duration of Pointing in Bimodal Bilingual Language Development
Kadir Gökgez⁷, Ronice Müller de Quadros²², Diane Lillo-Martin^{1,4,6,7}
2. Lying Through Tattoos
Emma Bjorngard⁸
3. Novel Word Learning in Poor Comprehenders
Kayleigh Ryherd^{3,4}, Jim Magnuson^{1,3,4}, Nicole Landi^{1,2,3,4,6}
4. Changes to Neural Sensitivity Before and After Overnight Consolidation of Phonetic Training Are Absent in Adults with Language-Based Disorders
Sayako Earle^{5,6}, Emily Myers^{1,3,4,5}, Nina Gumkowski¹, Nicole Landi^{1,2,3,4,6}
5. Assessing Language in School-Aged Children with ASD in a Virtual, Public Speaking Task.
Nora Alpers-Leon⁴, Saba Torabian¹², Nancy McIntyre^{9,13}, Lindsay Swain-Lerro^{9,13}, Stephanie Novotny¹³, Letitia Naigles^{3,4,6}, Peter Mundy¹³
6. Affective Prosody Recognition: Exploring the Effect of Recording Quality and Presence of an Autism Spectrum Disorder
Joshua Green^{3,4}, Inge-Marie Eigsti^{1,3,4,6}
7. Turkish Morphology: The First Step in Developing a Test of SLI
Treysi Terziyan⁵, Bernard Grela⁵, Letitia Naigles^{3,4,6}, Seyhun Topbas^{5,21}
8. Individual Differences in Reading: Homophone and Pseudohomophone Effects
Henry Wolf^{3,4}, Jay Rueckl^{1,3,4}
9. Phonetic Retuning in Accented Speech
Iliana Meza-Gonzalez^{3,6}, Nicolette Kovacs⁵, Emily Myers^{1,3,4,5}
10. Does Parental Input During Joint Attention Differ for TD Children and Children with ASD?
Emily McCaffrey⁵, Ahmed Abdelaziz³, Letitia Naigles^{3,4,6}, Deborah Fein^{3,4}

11. Stability of the fMRI BOLD Signal in Reading Disability: Insights We Can Gain from Beta Series Analysis
Anish Kurian^{1,3,4}, Jeffrey Malins¹, W. Einar Mencl^{1,2}, Brian Parbhu¹, Peter Molfese^{1,3,6}, Bryan Cort¹, Stephen J. Frost¹, Kenneth Pugh^{1,2,3}
12. Pronoun Misinterpretation in Broca's Aphasia
Andre Lindsey^{4,5}, Karina Bertolino^{4,7}, Diane Lillo-Martin^{1,4,6,7}, Carl Coelho^{4,5}
13. Adaptation to a Talker or Adaptation to an Accent?
Xin Xie³, John Bugden^{3,6}, Dhvani Patel¹⁰, Emily Myers^{1,3,4,5}
14. Variations in Auditory Processing among Musicians, Above Average Readers, and Below Average Readers
Erika Skoe^{1,3,4,5,6}, Lisa Brody⁵, Sarah Camera⁵, Rachel Theodore^{1,4,5,6}
15. Concealable Stigmatized Identities and Language Use across Cultures: A Comparison between American and Turkish Cultures
Elif Ikizer³, Nairan Ramirez-Esparza³
16. Comprehension of Driving Vocabulary in Adolescents with Language Impairment
Jessica Pandolfe⁵, Tammie Spaulding⁵

Poster Session II Presentations

1. Learning Delays in a Mouse Model of Autism Spectrum Disorder
Amanda Rendall^{3,4}, Truong Dongnhu^{3,4}, R. Holly Fitch^{3,4}
2. Executive Function in Deaf Children: Is Sign Language a Protective Factor?
Matt Hall⁷, Inge-Marie Eigsti^{1,3,4,6}, Heather Bortfeld^{1,3,4,6}, Diane Lillo-Martin^{1,4,6,7}
3. My Mom Has an Accent: Relating Bilingual Caregivers' Accented Speech with Infants' Later Word Production
Amanda Maule⁵, Rachel Albino⁵, Adrian Garcia-Sierra⁵, Nairan Ramirez-Esparza³, Patricia Kuhl¹⁹
4. Perception of Voice Onset Time in Autism Spectrum Disorder and Typical Development: Gradient Responses to Categorical Stimuli
Brian Castelluccio^{3,4}, Molly Waterman³, Efthymia Kapnoula¹⁵, Jan Edwards²⁰, Inge-Marie Eigsti^{1,3,4,6}
5. EEG/ERP Investigations of Spoken and Signed Languages' Prosody and Syntax
John Gerrity³, Russell Richie^{3,4,6}, Marie Coppola^{3,4,6,7}, Nicole Landi^{1,2,3,4,6}, Kaja Jasinska¹, Sandra Wood¹⁷, Diane Lillo-Martin^{1,4,6,7}, Diane Brentari¹⁴
6. Neural Activation of Semantic Networks Contribute to Reading Comprehension Skill
Kayleigh Ryherd^{3,4}, Emily Baron¹, Kaja Jasinska¹, W. Einar Mencl^{1,2}, Nicole Landi^{1,2,3,4,6}
7. Gradient Effects of Reading Ability on Talker-Specific Perceptual Learning
Shayna Marmon⁵, Katlyn Salvador^{3,5,6}, Rachel M. Theodore^{1,4,5,6}
8. Body Posture and Semantic Processing
Patrick Orvis³, Julia Ryan³, Kagnica Seng³, Rebecca Welles³, Eiling Yee^{3,4}
9. The Origins of The SLI Phenotype in the Early Language Development of Children with ASD: What Do Language Samples Teach Us?
Kacie Wittke⁵, Sally Ozonoff^{12,13}, Sally Rogers¹², Ann Masterson¹¹, Letitia Naigles^{3,4,6}

10. Gesture Frequency and Discourse Quality in Aphasia
Theodore Jenkins⁵, Marie Coppola^{3,4,6,7}, Carl Coelho^{4,5}
11. The Effect of Native Language Interference on the Overnight Consolidation of a Nonnative Contrast
Sayako Earle^{5,6}, Jessica Joseph⁵, Caroline Whittenberger⁵, Carson Leon-Gambetta⁵, Emily Myers^{1,3,4,5}
12. Event-Plausibility During Language Processing
Gitte Joergensen³, Gerry Altmann^{3,4}
13. The Effect of an Intensive Oral Reading Program on Discourse in Chronic Mild Aphasia
Marilyn Richard⁵, Jennifer Mozeiko⁵
14. An ERP Analysis of Difficulties for Early English Readers
Olivia Harold¹, Anish Kurian^{1,3,4}, Nina Gumkowski¹, Nicole Landi^{1,2,3,4,6}
15. Testing Variability in College Students
Jessica Hazel^{3,5}, Stephanie Del Tufo^{1,3}, Sayako Earle^{5,6}, Emily Myers^{1,3,4,5}
16. Comprehension of Miranda Rights by Adolescents with Specific Language Impairment
Anne Marie Lieser⁵, Tammie Spaulding⁵

Poster Session III Presentations

1. A Preliminary Look at the Relationship Between Reading Development and the Auditory Brainstem Response
Stephanie Del Tufo^{1,3}, Emily Myers^{1,3,4,5}, Erika Skoe^{1,3,4,5,6}
2. Auditory Deprivation Doesn't Impair Executive Function, But Language Deprivation Might: Evidence from a Parent-Report Measure
Matt Hall⁷, Inge-Marie Eigsti^{1,3,4,6}, Heather Bortfeld^{1,3,4,6}, Diane Lillo-Martin^{1,4,6,7}
3. Effects of Intra-Talker Variability on Adaptation to Foreign Accents
Xin Xie³, Dhvani Patel¹⁰, John Bugden^{3,6}, Emily Myers^{1,3,4,5}
4. Wh-Questions Are Really Hard for Children with Autism to Understand
Manya Jyotishi³, Andrea Tovar³, Letitia Naigles^{3,4,6}
5. Influences on Nonword Repetition Performance in Young Children
Dana Arthur⁵
6. Semantic and Episodic Memory Integration During Sentence Processing
Zachary Ekves^{3,4}, Gitte Joergensen³, Eiling Yee^{3,4}, Gerry Altmann^{3,4}
7. Learning a Count List Supports Exact Representation of Quantity: Evidence from a Deaf Child Before and After Exposure to Sign Language
Cassandra Svelnys³, Marie Coppola^{3,4,6,7}
8. An Investigation of Infant Audiovisual Perceptual Experience in Real Time
Jessica Gaafar³, Kathleen Elizabeth Shaw^{1,3,4}, Heather Bortfeld^{1,3,4,6}
9. Evidence for Dynamic Interdependence in Learning a Recursive Artificial Language
Garrett Smith^{3,4}, Pyeong Whan Cho¹⁶, Whitney Tabor^{1,3,4,6}
10. Processing Differences in Emerging Readers: A Pilot Eye-Tracking Study
Kyle Faria-Robertson^{1,18}, Anish Kurian^{1,3,4}, Gerald McRoberts^{1,3}, David Braze^{1,3}

11. How Language Comes to Substitute for Experience: Gestures and The Metalinguistic Awareness of Discourse
Elena Levy³, Erin Ritz³
12. Effects of Reading Ability on Lexically-Informed Perceptual Learning
Alexandra Bohner⁵, Emily Thompson^{3,5}, Stephen Graham^{5,7}, Julia R. Drouin^{4,5,6}, Rachel M. Theodore^{1,4,5,6}
13. Neurobiological Representations of Semantic Processing During On-Line Passage Comprehension
Emily Baron¹, Kayleigh Ryherd^{3,4}, Kaja Jasinska¹, Peter Molfese^{1,3,6}, W. Einar Mencl^{1,2}, Nicole Landi^{1,2,3,4,6}
14. The Function of Gesture: Socially-Oriented vs. Process-Oriented Gestures in Autism Spectrum Disorder
Allison Canfield³, Inge-Marie Eigsti^{1,3,4,6}, Ashley de Marchena^{2,4}
15. The Role of Language in Second-Order Theory of Mind Reasoning in Children with Autism Spectrum Disorder and Children with Optimal Outcomes
Iris Chin^{3,4}, Eva Troyb³, Elizabeth Kelley^{2,3}, Inge-Marie Eigsti^{1,3,4,6}, Deborah Fein^{3,4}, Letitia Naigles^{3,4,6}

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8. University of Connecticut Philosophy
9. University of Connecticut Education
10. University of Connecticut Physiology and Neurobiology
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12. University of California-Davis
13. University of California-Davis, MIND Institute
14. University of Chicago
15. University of Iowa
16. Johns Hopkins University
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18. Southern Connecticut State University
19. University of Washington
20. University of Wisconsin-Madison
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